



What is Pupil Premium?

Pupil Premium funding supports the way St Philip's School can provide for key groups of children to achieve their full potential. The funding is used to provide a range of experiences for children to meet their needs. Some children need extra support and we use the Pupil Premium to ensure that we can provide support for this.

Information:

Pupil Premium funding is allocated each year (beginning on 1st April). The funding is based on the number of children who are eligible in October and revised in January.

Children eligible for the Pupil Premium:

- Children eligible for Free School Meals at any time in the last 6 years. (Ever 6)
- Looked After Children (LAC)
- Reception children eligible for Free School Meals.

What is the current allocation of Pupil Premium?

The current allocation of funding is broken down like this:

Overview of the school Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	186
Total number of pupils eligible for PPG (December 2017)	64
Amount of PPG received per FSM pupil	84,480
Amount of PPG received per LAC/Post LAC	6,900
Early Years Pupil Premium	1,812
Total amount of PPG received	93,192

What are the barriers to achievement faced by eligible pupils at St Philip's?

The following barriers have been identified:

- A. Low levels of spoken language from early stages of development
- B. Lack of parent confidence in how to support their children at home
- C. Few opportunities to access quality resources for reading
- D. Fewer opportunities to experience a range of activities beyond school
- E. Lower than average attendance
- F. Health-related issues that impact on school attendance or requiring additional support and pastoral time
- G. Difficulties outside of school; e.g., bereavement, broken family structures, safeguarding/welfare concerns including involvement from Children's services

What actions have been put in place to address barriers to achievement faced by eligible pupils at St Philip's? See also Pupil Premium Expenditure report.

	Barrier identified	Actions/Expenditure	Expected Impact
A	Low levels of spoken language from early stages of development	Support given to staff and pupils in the EYS and Year 1 classes by SALT Buy-In Team. Speech Therapist provides additional training and support for staff. Parental workshops provide support for language development.	100% of pupils who do not attend Speech Therapy receive additional support. At least 65% of Reception children achieve Blank Level 3 by the end of the academic year. 75% of the speech therapist's targeted Year 1 group achieve Blank Level 3.
B	Lack of parent confidence in how to support their children at home	Parental workshops in place: <ul style="list-style-type: none"> - EYs parents workshop on Speech and Language. - Update to school website to make information more accessible. - Additional parental workshops in place for KS1 support, Year 1 phonics, KS2 SAT. - Online safety workshops delivered to ensure parents are clear about how to support their children with suitable apps and websites. 	Parents are clear about how to work with their children. At least 65% of Reception children achieve Blank Level 3 by the end of the academic year. 90% of parents are clear about how to access support with online safety. At least 90% agree that they know how to support their child at home. The % of disadvantaged pupils achieving the expected standard at the end of KS1 increases: <ul style="list-style-type: none"> - Reading – 77% - Writing – 67% - Maths – 78%
C	Few opportunities to access quality resources for reading	Purchase of fresh reading resources for home reading. Provide parental workshops and activities for parents to promote reading. Provide access to useful websites and resources through the school website. Invite external agencies into school; e.g., Book Bus to provide access to cheaper resources, Reading Roadshow (Wood Street Mission) promotes access to resources for all children and their families Reading is promoted by volunteers in school on a weekly basis. PiXL purchased, training completed, support in place for targeted pupils. Extra Tuition in place to support transition to high school and preparation for SATs. Target Tracker purchased to track progress of outcomes. Events and initiatives are established to promote reading for pleasure and children earn rewards and prizes for regular reading; e.g., Bookworm badges, reading books etc.	Reading outcomes for disadvantaged pupils improve: <ul style="list-style-type: none"> - Disadvantaged pupils achieve in line with national at expected. - The % gap of pupils achieving high standard narrows to within 10% of national high standard. - The % achieving expected increases to 77% and greater depth to above national. A greater % of pupils earn book work badges for reading regularly Parents attend Reading Roadshow and are given access to a range of books with their children.

D	Fewer opportunities to experience a range of activities beyond school	Increase the number of disadvantaged pupils attending residential trips to develop resilience and stamina for learning. Introduce Holiday club for children to access – staffed by volunteers, school staff and Citywide	The % of pupils attending residential increases. Research identifies impact of residential on pupils' health and well-being which further impacts on academic outcomes. Children access the holiday club.
E	Lower than average attendance	Parent Liaison Officer employed to analyse attendance. Targets set in line with local schools. Interventions in place to target specific children and their families. Rewards and initiatives in place to promote attendance for persistent absence and for identified times in the year. Target Tracker purchased to track attendance and progress of targeted children in interventions.	Whole school target attendance of 96.6%. (national 96.1%) Disadvantaged pupils targeted to achieve in line with their peers but increase % to close the gap to national. % of pupils achieving gold, silver and bronze badges for termly attendance increases each term. Persistent absence decreases.
F	Health-related issues that impact on school attendance or requiring additional support and pastoral time	Increase activity to support learning; including through: <ul style="list-style-type: none"> - Health Week activities (Freddy Fit, Morning Move It, Healthy Eating workshops etc) - Provide activities and workshops for children; e.g., First Aid etc. - After School Sports Clubs Utilise information and research from attendance at conferences to find opportunities to promote activity throughout the school day: <ul style="list-style-type: none"> - Purchase equipment for playground to be used before school - Regular brain breaks and activities Utilise the Pastoral Team to identify and signpost parents to health support; incl., School Nurses, CAMHS, EP involvement, use of other services such as VI team etc. Target Tracker purchased to track outcomes for targeted interventions. Purchase of CPOMS to monitor and support the work undertaken by the pastoral team.	% of pupils achieving expected outcomes from their starting points increases to closer to national. Continue to raise attainment of disadvantaged pupils to within the top 40% in R and M. Improve progress of disadvantaged pupils in M at the end of KS2 to 0.0. Greater % of pupils are able to access targeted and relevant support for identified need. Inactivity is tackled throughout the school day by all staff.
G	Difficulties outside of school; e.g., bereavement, broken family structures, safeguarding/welfare concerns including involvement from Children's services	Employment of key staff: <ul style="list-style-type: none"> - Learning Mentor - Parent Liaison Officer - SENCO Employing services of outside agencies: <ul style="list-style-type: none"> - Educational Psychology - ACE (Autism) Team - EMTAS - Art Therapy providers - PIT team Pastoral Team training includes Mental Health.	% of pupils achieving expected outcomes from their starting points increases to closer to national. Continue to raise attainment of disadvantaged pupils to within the top 40% in R and M. Improve progress of disadvantaged pupils in M at the end of KS2 to 0.0. Greater % of pupils are able to access targeted and relevant support for identified need.

	<p>Training undertaken by all staff to promote Emotionally Friendly Schools and a curriculum developed to meet needs.</p> <p>Use of Alternative Provision (as required) is established to support key children.</p> <p>Target Tracker purchased to track outcomes for targeted interventions.</p> <p>Purchase of CPOMS to monitor and support the work undertaken by the pastoral team.</p>	<p>Alternative Provision provides targeted support for key children. Behaviour improves.</p>
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Below highlights further detail on how the funding will be allocated to address the identified barrier:

The impact of the funding on the barriers will be reviewed in December in line with the Pupil Premium strategy.

Report of PPG planned spending by item/project 2018/2019				
Item/project	Cost	Objective	Barrier	Impact
Learning Mentor	£35701	<ul style="list-style-type: none"> To support targeted children for additional nurture and support To work closely with families to support children's learning To work with parents To deliver SEAL programmes of study To support children in class as needed To encourage pupil voice 	F G	
Family Liaison Officer	£23257	<ul style="list-style-type: none"> To ensure all children attend school every day and on time To promote good attendance so that children are learning through targeted interventions with key children To challenge and support families when needed To deliver nurture group/counselling sessions To deliver P4C to all pupils 	E F G	
1 to 1 Tuition	£1800	<ul style="list-style-type: none"> To deliver focused additional tuition to PP outside of the school day 	B C	
Extra Tuition for looked after children	£2000	<ul style="list-style-type: none"> To deliver focused additional tuition to looked after children and post looked after children outside the school day. To provide support when 	C G	
TA2 Part Time support in class	£8000	<ul style="list-style-type: none"> In class support Interventions delivered to support wellbeing Targeted IEP work Additional resources to meet need 	B F G	
Staff training	£6000	<ul style="list-style-type: none"> Training for key interventions; including PiXL Training for Emotionally Friendly Schools Early Years Provision training for all staff Training to deliver IT programmes 	C G	
Early Years PPG	£1423	<ul style="list-style-type: none"> To get parents more involved with their child's education. To carry out assessments of children using Wellcomm To provide additional support to deliver SALT programmes and purchase resources 	A B	

Week long Yr6 Lledr Hall Residential trip	£2000	<ul style="list-style-type: none"> To subsidize residential experience so all children have the opportunity to attend Transport is paid for to ensure children are able to attend the residential 	D	
3 day, Y4/5 Activity Centre Residential – Cumbria	£2000	<ul style="list-style-type: none"> To subsidize residential experience so all children have the opportunity to attend 	D	
Alternative Provision for vulnerable pupils	£1500	<ul style="list-style-type: none"> To provide access to other provision as required; e.g., Art Therapy, CSIN, etc To encourage positive behaviours To support children experiencing difficulties 	G	
ICT and curriculum Resources	£7000	<ul style="list-style-type: none"> To provide access to up-to-date IT resources to deliver the curriculum. To provide IT workshops for children To support children to access activities at home. To purchase resources that are relevant to the children's learning and meet the curriculum outcomes. 	B C D F	
PiXL programme	£3500	<ul style="list-style-type: none"> To provide targeted intervention for children at risk of reaching the required standard To support staff training to deliver improved outcomes for key marginal children To track progress and be accountable for the outcomes of PP children To utilise available resources to meet the needs of pupils (now including KS1) 	C F G	
Target Tracker	£800	<ul style="list-style-type: none"> To track the progress of children in receipt of PP, PP+ and EYFSPP 	C E F G	
Total PPG received	93,192			
Total PPG planned expenditure	93,981			

Expenditure and Impact of Pupil Premium last year:

See the impact report that can be downloaded. ([Pupil Premium Impact 17/18](#))

Impact on outcomes: 2017/18

	All Pupils	Pupil Premium	Not Pupil Premium
Reception GLD (Good Level of Development)	59%	80%	54%
Y1 Phonics	79%	71%	82%
Y2 Phonics	84%	100%	75%
Y2 Reading	62%	67%	59%
Y2 Writing	58%	56%	59%
Y2 Maths	73%	78%	71%
Y6 Reading (unvalidated)	61%	55%	71%
Y6 Writing (unvalidated)	44%	27%	71%
Y6 GPS (unvalidated)	61%	55%	71%

Y6 Maths (unvalidated)	61%	55%	71%
Y6 Combined (unvalidated) (Reading, Writing and Maths)	44%	27%	71%

Children in receipt of the Pupil Premium achieve better than non-Pupil Premium children at the end of Key Stage 2. This was a significantly larger group than the non-Pupil Premium group last year (10 PP children; 1 non-PP child). Attainment was low in Year 2 and this is being addressed by senior leaders this year. Outcomes for Reception Pupil Premium are low and this is a focus for this academic year.

Planned spending:

The impact and of the work we carry out this year will be reviewed in **December 2018**. Following the publication of validated data.