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pupil premium Strategy

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and is reviewed to detail the Impact of this spend.



**Reviewed and agreed by the Governing Body January 2025**

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# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St Philip’s CE Primary School |
| Number of pupils in school | 235 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Rachel Lapington |
| Pupil premium lead | Kate Morris |
| Governor lead (link governor) | Hannah Elliott |

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| **Funding overview**  **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £88,561 |
| Recovery premium funding allocation this academic year | N/A |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £88,561 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Philip’s the Pupil Premium strategy is targeted to ensure all children have the best possible education and support to enable access this alongside their peers. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.  “For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.” **Jeremiah 29:11**  Our school vision highlights that our school is a spiritual, inclusive, learning community and the strategy links to this closely with the funding being used to support all pupils to have the best possible education, preparing them for lifelong learning, to enable them to be active, socially responsible citizens of the future. The strategy not only promotes academic outcomes but provides children with the opportunities that would not necessarily be open to them and help them to recognise their own strengths and value education.  In order to achieve our objectives and ensure school readiness including overcoming identified barriers to learning we will:   * Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching * Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition * Target funding to ensure that all pupils have access to trips, residentials and first hand learning experiences. * Provide opportunities for all pupils to participate in curriculum enrichment activities * Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | **Outcomes in writing** are low for all pupils the writing data has declined from the previous year and the National and Local Authority data gap is widening. In KS2 45% of pupils achieved the expected standard in writing this significantly impacted upon combined data. No pupils with SEND achieved expected in Reading or Writing. Writing data for disadvantaged pupils exceeds the performance of their peers when compared with LA and National data sets.    It is vital that there is a focus on improving writing to address the gaps to national for all pupils and improve combined KS2 outcomes |
| 2 | **Oracy** skills on entry are low and the highest level of identified need in school is linked to speech, language and communication needs (SLCN).  The highest levels of speech, language and communication needs are in the younger year groups, which impacts later in school and these needs are above the local average.  66% of pupils speak English as an Additional Language (EAL) in Nursery this is 100%. Across school 46 different languages are spoken. Nursery and Reception baseline data highlights the impact of low levels of spoken language, Speaking and Listening is a main focus for the development of the Prime Areas in Early Years. This love level of early literacy impacts upon children accessing the curriculum and being Year 1 ready.  A further number of children in EYFS are being assessed for **speech, language and communication needs**. SALT interventions are in place and baseline data is reviewed via WellComm and TALC.  **Vocabulary** across school is limited and children lack the experience to use this in context to develop oracy throughout school.  SEND in Mainstream Schools – EEF guidance report <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=SEND%20in%20Mainstrea>m |
| 3 | **School Readiness** through parental engagement and with an SEN focus especially in Early Years. Pupil readiness for school in Nursery significantly impacts children’s ability to achieve age related expectations. To provide parents with a support package that enables them to support their children’s learning and good development at home through providing advice and sharing information on behaviour strategies at home, good practice on parenting and including routines. Ensuring children are achieving age related expectations will ensure pupil readiness for the next stages of their learning. |
| 4 | **Pupil wellbeing** and engagement through access to enrichment opportunities remain an area of focus so that all children are able to contextualise learning, through external experiences designed to enhance and enrich the curriculum and widen the learning opportunities children have.  To ensure pupils enjoy wider aspects of school life, including after-school clubs, residentials, school trips and focused interventions (such as Forest School). |
| 5 | **Attendance and punctuality** impacts on children’s attainment and progress. Children whose attendance is above 95% achieve in line or better than their peers nationally.  In KS2 Children with low attendance had less evidence to support attainment at Expected in Writing.  Data 5/12/25 Provided by LA Attendance Advisor    Through increased communication and focus on Nursery cohort children will make progress and be Reception ready.  School continue to target above Local and National Average at 96%. A greater challenge on lengthy holidays/LOA in term time especially around going to get visas, returning to country of origin for medical procedures, family emergency/incidents et will reduce overall absenteeism through and work with the LA advisor.  Through increased in attendance in Year 6 pupils will have sufficient evidence for writing At the expected standard. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| **Challenge 1**  Outcomes in Writing | KS2 Outcomes in Writing improve demonstrated by:   * Outcomes in writing are in line with GPS for pupils at KS2 * Attainment in writing is in line with attainment in other core subjects and writing is. * To close the attainment gap with National data sets with the National Average. * Increased % of writers in KS2 achieve Greater Depth * The % of pupils with SEN achieving the expected standard increases. |
| **Challenge 2**  Oracy | Improvements in oral language and the use vocabulary are evidenced by:   * Pupils are leaving Nursery and entering Reception with higher levels of spoken language. * Improved outcomes in the Wellcomm assessments in EYFS for all pupils. * In **Reception** outcomes in the **TALC** assessments improve with an increase of pupils achieving Blank Level 3 and 4 to 70% * Assessments from enhanced SALT service show the % of children achieving blank levels. * Parent workshops are well attended and provided by speech therapist. * Monitoring activities provide evidenceofpupilsbeing explicitly and implicitly taught ambitious and appropriate vocabulary. * Moderation and assessment of work highlights the children’s use of a range of vocabulary in the context of their learning.  |  |  |  |  | | --- | --- | --- | --- | | **Level** | **Autumn 2024 Assessments** | **Summer 2025** | **Summer 2026** | | **Blank Level 1** | 86% |  |  | | **Blank Level 2** | 21% |  |  | | **Blank Level 3** | 0% |  |  | | **Blank Level 4** | 0% |  |  | |
| **Challenge 3**  School Readiness | The impact of this work will be demonstrated through:   * Increased parental engagement * Shared understanding between school and parents of expectations regarding dummies, toileting, sleep routines. * Increase in Pupils are leaving Nursery and entering Reception with higher levels of spoken language. * Improved outcomes in the Wellcomm assessments in EYFS for all pupils. * Children are developmentally at age related expectations and inline nationally and locally with their peers |
| **Challenge 4**  Pupil Wellbeing | The impact of this work will be demonstrated through:   * Increased numbers of pupils accessing extra-curricular activities. * Increased motivation and engagement as evidenced through learning behaviours * Pupils attend a range of activities that enhance curriculum learning without the barriers of the expense of travel   Qualitative data from surveys (pupil, parent, teachers) highlights improvements and engagement in all aspects of school life. |
| **Challenge 5**  Attendance and Punctuality | Sustained high attendance by 2026/27, demonstrated by:   * Overall attendance being in line or better than local or national data sets (96%+) for all pupils and for the gap between Rec-Year 6 and Nursery to be diminished to be closer to 95%. * Targeted pupils improve their punctuality,. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,561

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SALT enhanced service interventions and assessments | * Specialist knowledge that can be shared to impact on targeted group work and IEPs * Assessments undertaken twice a year to identify progress and next steps for the following year and specific children * CPD for staff ensures consistency of approach   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>  **Early Years:** <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchh&search_term> | 1& 3 |
| Oracy Framework | Development of language and promotion of oracy is key in accessing the wider world. Staff are trained to identify ways to promote language through a range of strategies that feed into the classroom and encourage children to use their language effectively in a range of contexts. This then impacts on reading and writing as children move through school. Developing communication and language in EYFS impacts by 7 months and by the rest of the school by 6 months.   * [Communication and language approaches | EEF](https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches) * [Improving Literacy in Key Stage 1 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) * [Improving Literacy in Key Stage 2 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)   <https://membership-hub.voice21.org/the-oracy-framework> |  |
| *CPD for improving reading through effective teaching of vocabulary, systematic phonics programmes and building up reading skills.* | Working with a high quality English curriculum in Key Stage 1 that builds on understanding language, building up comprehension skills, using effective phonics and using assessment to identify next steps in learning improves outcomes in English.  [Improving Literacy in Key Stage 1 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  The deployment of TAs is key in delivering key aspects of learning and the impact is high when staff are well-trained to deliver structured teaching programmes alongside the classteacher. [Teaching Assistant Interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  *- ReadWrite Inc training delivered by the phonics lead*  *- Word Aware*  *- Attending relevant moderation and training sessions delivered by the LA*  *- English leads release time to deliver key training in staff meetings*  *Use of core resources such as ReadWrite Inc, PiXL to promote engagement in learning* |  |
| Effective Assessment for tracking pupil attainment and progress | To ensure that assessment provides accurate information and supports teachers in monitoring pupil progress including pupils with SEND and New Arrivals   * Baseline data is gathered and recorded * Progress checks are made * Outcomes recorded   Sonar, Pixl, Wellcomm, TALK, RWI, Writing Moderation, EMTAS data and IEPs are utilised to support TA judgements.  Assessment in foundation subjects reflects the priority skills and knowledge that pupils are expected to acquire. Systems are in place to make assessments and record these at endpoints as identified.  Formative Assessment: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment>  Feedback: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> | 1 |
| *CPD to ensure high quality teaching and learning to improve outcomes in writing* | *To impact on outcomes throughout school with a focus on:*   * *Providing quality language models to develop vocabulary.* * *Providing opportunities for pupils to practice and use vocabulary in a range of contexts* * *Modelling how to use model vocabulary and transfer these into writing skills*   *Evidence:* [*https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf*](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  *10 research based principles of instruction. Recommendations incude:*  *Reviewing prior learning*  *Explicit modelling*  *Guided practice*  *Providing Scaffolds*  *Small steps teaching*  Release time to attend LA moderation meetings for Reception, Year 2 and Year 6  - English lead to attend cluster meetings, PixL writing CPD sessions  Metacognitive strategies: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  SEN 5 a day: <https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes> |  |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £24,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SALT interventions by TAs and SENDCO | * Communication and language is the key to accessing the curriculum * SALT interventions written with the SALT ensure that teaching is targeted to specific need and is linked to a progress measure   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 1 |
| EMTAS support | * Children with EAL make progress when in class but with additional support from trained staff * Children’s understanding of the school routines and ability to access the curriculum is supported to maximise opportunities for learning * Identification of any additional needs in home language are identified and addressed with staff * Referrals are made to SALT when identified * Case loads regularly reviewed and based on the needs of school. * Bell foundation descriptors are used to review impact.   <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EAL_and_educational_achievement__Prof_S_Strand.pdf> | 1, 2 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Parental engagement EYFS | Fomalise meetings between parents to share school expectations of what constitutes as Nursery ready.   * Parents have the opportunity to attend additional stay and play sessions and gain earlier access to support for SEND, and support for managing behaviour at home. * Shared understanding between school and parents of what constitutes of Nursery ready. * Workshops as necessary for behaviour, sleep routines, toileting, dummies and Speech and Language.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 2 |
| Parental engagement and support for SALT | * Parents can provide additional support to their children and have a clearer understanding of what is happening in school   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=parental> | 3,6 |
| Place 2 Be and Play therapy | * Children have a space to discuss any concerns or worries which prepares them for any challenges * An external support network allows additional time for children to consider strategies that can help them with social, emotional issues.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring> | 2, 5 |
| Attendance Data tracking | * School achieve well when they are in school and receiving quality first teaching * School work with Attendance advisor to maintain good attendance and improve attendance in Nursery * Extrinsic rewards have supported the school to achieve significantly improved outcomes in attendance * Persistent absentees have significant disruption to their learning and this can be addressed in a number of ways – including through targeted interventions and rewards * First-day response phone calls are made and address any arising issues prior to escalation.   <https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence> | 5 |
| CFLO time | * The CFLO monitors attendance and challenges where it is required * The CFLO ensures attendance id discussed with parents during admission visits with new arrivals. * The CFLO networks with other attendance leads and the Local Authority Attendance lead and attendance panels to ensure consistency of message across the cluster of schools * The CFLO, is able to work in a proactive way to discuss worries or concerns about school * The CFLO is able to work alongside Early Help to address any domestic issues   <https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence> | 1,2,3,4,5 |
| RESPECT Programme | * Contextualised programmes support the older children to understand the impact of their actions on others and prepare them for transition to high school and beyond * Children learn strategies to deal with the issues beyond the school gates that could affect them as they move to high school and beyond * Children work with YOS workers who provide an alternative perspective and safe space to discuss any worries or issues arising * Children learn about how to deal with conflict and peer pressure   <https://safeguardingchildren.salford.gov.uk/media/1455/7-minute-briefing-child-criminal-exploitation.pdf> | 4 |
| Extra-Curricular activities incl. Trips and Visits | * Extra-curricular activities provide opportunities to learn beyond the classroom * Providing opportunities for ‘awe and wonder’ to engage pupils in their learning and providing experiences that enrich the curriculum and maximise engagement. * Focused activities that are adventurous and challenging encourage children to think and work outside of their comfort zone * Children are able to articulate how they feel and offer support to each other * Development of team working, collaboration as well as strategies to deal with conflict and anxiety   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 1,2, 3, 4 & 5 |
| Breakfast Bagels | * Children can come to school hungry, school provides a breakfast bagel every-day to ensure children have access to food and are ready to learn * School also receive boxes of cereal which are handed out to families in need at the end of the academic year. * Breakfast deliveries are also part of tackling holiday hunger and are provided for targeted families who use the foodbanks or who are in financial difficulty   <https://www.magicbreakfast.com/>  <https://salford.foodbank.org.uk/> | 4 & 5 |

**Total budgeted cost: £89061.00 (supplemented by the school budget)**

# Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

## Pupil premium strategy outcomes 2023-2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| UKS2 and LRP pupils - SeeSaw (for curriculum enhancement) | SeeSaw |
| Year 6 - Respect | Salford Youth Offending Team |
| Whole School - Assessment and addressing gaps in learning (Core Subjects and HSRE) | PiXL |
| KS1 and LKS2 - Play Therapy | (local provider) |
| EYFS and KS1 Speech Therapy Buy-In | Salford NHS |
| Whole school - Times Tables fluency | Times Tables Rockstars |
| Place2Be Counsellor | The Law Foundation |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Not applicable |
| What was the impact of that spending on service pupil premium eligible pupils? | Not applicable |

# Further information (optional)

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| Children are supported through links to Wood Street Mission which provides the children with access to free uniforms and clothing. They have also provided children with books through Book Roadshows and deliveries (during COVID). Individual packages of support have also been provided included bedding and bikes to help the children get to school. This support is essential to remove barriers that could prevent the children from attending school and, therefore, making progress.  School staff utilise the support of St Philip’s Church who run the foodbank and additional advice services weekly from the church. Families have been able to speak with staff who have been able to provide advocacy for families where language or understanding has been a barrier. They also provide Bags of Hope for identified families. Deliveries were completed throughout lockdown. |