# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
| School name | St Philip’s Catholic Primary School |
| Pupils in school | 229 |
| Proportion of disadvantaged pupils | 28% |
| Pupil premium allocation this academic year | £92, 468,75 |
| Academic year or years covered by statement | 2021-2022 |
| Publish date | September 2021 |
| Review date | September 2022 |
| Statement authorised by | Mrs C Hinton |
| Pupil premium lead | Mrs C Hinton |
| Governor lead | Mr I Bickley |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | 2.59 |
| Writing | -0.50 |
| Maths | 1.71 |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 67% |
| Achieving high standard at KS2 | 0% |

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| **Measure** | **Activity** |
| Priority 1 | To increase the percentage of disadvantaged children attaining the higher standard in reading and maths to be at least in line with non- disadvantaged children through new resources and staff CPD to develop pedagogical approaches. |
| Priority 2 | To increase the percentage of disadvantaged pupils meeting the expected standard in writing through a new writing approach including resources. |
| Barriers to learning these priorities address | These targets address weaknesses in children’s reading, writing and maths ability which is a barrier to meeting the expected standard and above. |
| Projected spending | £50,000 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Progress in Reading | Ensure progress rates for disadvantaged children and all pupils in KS2 Reading are above national averages. | Summer 2022 |
| Progress in Writing | Ensure progress rates in KS2 writing for disadvantaged children and all pupils are above national averages. | Summer 2022 |
| Progress in Mathematics | Ensure progress rates in KS2 maths for disadvantaged children and all pupils are above national averages. | Summer 2022 |
| Phonics | Improve children’s phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 90% and above. | Sumer 2022 |
| Other | Provide emotional, social and mental health support to all pupils following the return to school after lockdown within a new academic year. | Ongoing from September 2021 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Continue to provide small group support for phonics throughout the school, in all key stages. |
| Priority 2 | To continue to raise the expectations of writing to meet the expected standard and above through good quality resources and new approaches. |
| Barriers to learning these priorities address | These targets enable us to rapidly intervene where children do not grasp concepts from their quality first teaching. |
| Projected spending | £30,000 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Improving and maintaining attendance rates of disadvantaged pupils and all pupils. |
| Priority 2 | Providing counselling and mentoring as a means of emotional support. |
| Barriers to learning these priorities address | Ensuring children feel emotionally secure at school supporting parents to improve attendance to avoid persistent absentee patterns of attendance. |
| Projected spending | £12,500 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring all staff are able to access training and implement effectively reaching all targeted children. | Staff are supported with training and resources are sourced to ensure that all children are supported and targeted in achieving good outcomes .To ensure that all support staff are able to access good quality resources to promote |
| Targeted support | Risk of teaching assistants being used for emergency cover due to absences. | Support staff to continue to promote the love for learning to ensure that groups of children are targeted, supported and progress is made for PP children in all classes. To ensure that no TA time is lost that could be spent intervening with pupils. |
| Wider strategies | Attendance rates may be affected by families affected by COVID, or personal family circumstances that affect attendance. | Liaising and working closely with families and educational welfare officer to build positive relationships with families and seek to ensure good attendance through positive engagement rather that sanctions wherever possible. |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Children improve their knowledge and understanding of vocabulary and early literacy skills. | EYFS LSPs provide Early Talk Boost and communication interventions for targeted children, including PP children.  LSPs lead on precision teaching targeting vocabulary, CEW.  LSA focuses on communication and language skills across both Key Stage phases.  A successful that will be continued to be implemented in the next academic year. |
| Pupil Premium attainment at the higher standard is below by the end of KS2 for Reading, writing and maths in comparison to all pupils within the class. | The approaches taken have supported outcomes at the end of KS2 for our PP children with high quality resources, approaches to quality first teaching and targeted intervention that will continue in the autumn term. |
| Enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available. | Positive feedback from parents to support enrichment opportunities during the pandemic which supported positive health and well-being. |