

Pupil premium strategy statement – St Philip’s Catholic School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	234 (including Nursery)
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Carmel Hinton
Pupil premium lead	Mrs Emma Anslow
Governor / Trustee lead	Mr S Godber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850
Recovery premium funding allocation this academic year	£10,150
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,000

Part A: Pupil premium strategy plan

Statement of intent

At St Philip's Catholic Primary School we have high expectations for all of our pupils to offer the best opportunities to reach their full potential. When making decisions about using pupil premium funding, St Philip's will consider that all pupils, make good progress relevant to their starting points in all subjects, taking into consideration the needs of the school, the context of the school and the specific challenges we face.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well and our decision is grounded in research, conducted by the Education Endowment Fund (EEF)

- Our Pupil Premium Strategy Plan aims to provide targeted support in key areas of the primary curriculum to enable disadvantaged children to securely be skilled in foundations in, early maths and early reading.
- We aim that all children, including disadvantaged children make good progress throughout their time in school in order to fulfil their potential.
- We aim to provide our disadvantaged pupils with an extra advantage to address the gaps in their starting points so that they make progress equal with non-disadvantaged children.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through booster sessions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
Priority 1	Ensure that children's mental health and well-being is central in supporting stamina, resilience and regulation to be ready to learn post pandemic.
Priority 2	Ensuring that children are emotionally stable in school to ensure that children can make progress in reading, writing and maths.
Priority 3	To increase the percentage of children attaining Age related standard and higher standard in reading, writing and maths to be at least in line with non-disadvantaged.

Priority 4	Ensure that interventions are robust where children do not grasp concepts from their quality first teaching with engagement from both children and families.
Priority 5	Improve overall attendance across the school with a focus on persistent absentees.

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.

Intended outcome	Success criteria
Progress in Phonics	To improve children's phonological knowledge to be secure so that the school meets national and above averages for disadvantaged pupils.
Progress in Reading	Ensure the progress in reading for disadvantaged pupils increases to meet national averages.
Progress in Mathematics	Ensure the progress rates in mathematics for disadvantaged pupils increases to meet national averages by the end of KS2.
Progress in Writing	To increase the percentage of disadvantaged pupils meeting the expected standard in writing through embedding our writing approach including resources within English and across the curriculum.
Pastoral Support	To continue to provide pupils with social, emotional and well-being support to be ready for learning in school.

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: £69,398.04 for 3 adults 1:1 SUPPORT / small groups support (Recovery Funding included).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group support and intervention mentoring for phonics across KS1 and year 3 .	Children to receive daily 1:1 mentoring catch up to support secure phonological knowledge and address the gaps in knowledge.	2, 3 and 4
The bottom 20% are targeted to support with fluency and questioning skills to check understanding	Daily reading of targeting readers, use of VIPERS/CA/ content domains strategies to assess learning.	1, 2,3 & 4
To embed basic skills with mental/ oral skills	Daily number sense across Reception – year 3 and fluent in 5 for year 4,5 & 6	1, 2,3 & 4

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

Budgeted cost: £6,601.96 recovery funding mentoring.

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA and level 4 LSP to lead 1 targeted groups.	Interventions in basic skills in KS1 for reading and maths	1,2,3 &4
Year 6 boosters in reading and maths 2x a week 2 qualified teachers	Supporting children focussing on gaps in key knowledge in maths and reading to meet ARE expectations.	1,2,3 &4

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide pupils with social, emotional and well-being support to be ready for learning in school. With the learning mentor.	Targeted support programmes with 1:1 children to support regulation , stamina and emotional support in order to be ready for learning.	1,2,3,4 & 5

<p>Mental health and well-being support with SENCo and learning mentor working together to set up Interventions across the school to address social skills</p>	<p>Learning mentor intervention approaches to developing a positive school ethos, which also aim to support greater engagement in learning, attendance and parental relationships. EEF SEND guidance</p>	<p>1,2,3,4 & 5</p>
<p>To continue to support disadvantaged children to experience enriched experiences.</p>	<p>Continue to provide wider opportunities for our disadvantaged children through enriched experiences through learning to play and master a string instrument.</p>	<p>1,2,3,4 & 5</p>

Total budgeted cost: £ 36,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

Intended outcome	Outcome
Ensure progress rates are maintained for disadvantaged children and all pupils in KS2 Reading to be above national averages % of disadvantaged children attaining at the higher standard in reading.	In 2022/23, progress score of -3.3 in reading which is below national average 67% reached ARE and 10% greater depth in reading at the end of KS2
Ensure progress rates in KS2 writing for disadvantaged children continue to be above national average and increase the % of disadvantaged children attaining the expected standard and above.	In 2022/23, progress score of -1.0 in writing which is in line with local authority and national average 68% reached ARE.
Ensure progress rates in KS2 maths for disadvantaged children and all pupils are maintained to be above national averages and increase the % of disadvantaged children attaining at the higher standard in maths.	In 2022/23, progress score of -1.0 in Maths which is below national average 62% reached ARE and 24% greater depth in reading at the end of KS2
Improve children's phonic knowledge so that the school continues to exceed national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 90% and above.	In 2022/23, 69 % of year 1 passed phonic screening test. In year 2 100% passed.
Provide emotional, social and mental health support to all pupils so that the school's progress with meeting the needs of our children following the impact of the pandemic is maintained.	In 2022/23 a number of successful programmes to support mental health and well-being has been implemented in school successfully. Happy minds, Healthy Me.

Externally provided programmes.

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc phonic programme	Ruth Miskin
Online learning	Purple Mash
Times tables Rockstars	TT Rockstars/ number bots

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.