

Pupil Premium

Our Pupil Premium for academic year 2018/19 : £141,000

What is pupil premium?

Pupil Premium is additional Government funding to raise achievement amongst disadvantaged children. It is to help schools to close the gap between children from low income / disadvantaged families and others.

Pupil Premium is for pupils from Reception to Year 11 who are from low income families and are eligible for Free School Meals. Any child that has been registered for Free School Meals over the past six years is eligible. Any children who are 'Looked After' or whose parents are in the armed forces are included and also attract another source of funding per child per term for the school to use to support.

The main barriers to educational achievement faced by eligible pupils at the school:

Our eligible children face many of the same barriers to achievement as other children in our school. These barriers include: Parents not being sure of how to help their child with their learning, families not having time to spend on homework or reading due to busy lifestyles, children struggling to concentrate, children having difficulties behaving appropriately, specific learning difficulties, social and emotional needs, domestic problems, low self-esteem and other issues that affect the children's ability to achieve. In addition last year some pupil premium children were persistently absent.

How we intend to spend this year's allocation and the reasons for our approach

We are focused on improving progress rates in reading and maths for pupil premium children and in particular those with low or middle prior attainment.

This year we will be using some of pupil premium to provide an additional qualified LSPs who will help to ensure children eligible for pupil premium receive additional support. Also a support teacher in EYFS to support language with Pupil Premium children.

In addition we will also use our funding to provide additional teaching assistants (over and above what would normally be provided) in our Key Stage 1 and 2 classes who will provide dedicated additional support to our pupil premium eligible children every week. This support may be one to one tuition, mentoring, small group support or in-class support in particular to support in reading and maths to support rising attainment. Continue to work closely with families to support with attendance issues and concerns. We further support the children with dedicated work from the learning mentor who supports children through nurturing sessions, support with behaviour, social and emotional needs. Supports the families with sign posting families to receive further support through Action for children etc.

We aim to continue to provide high quality resources to support good quality teaching across the school. The quality of support will be monitored regularly by the Headteacher and Deputy Headteacher.

We follow this approach because we have a good track record of achieving positive outcomes for children eligible for the pupil premium. Last year our progress score for pupil premium children's reading and writing has risen but Maths is an area we wish to focus on more with continued interventions.

Small group support works very well at St Philip's because we are lucky enough to have a team of very skilled teaching assistants. In recent years children eligible for pupil premium have made much better progress at St Philip's than the national average for all schools. Last year's maths score was an

exception. We have used the additional support model for a number of years and our results show that it is effective.

Our aim is to give the best possible life chances to all our pupils by providing extra support to enable each child to make the best progress possible.

We have also used pupil premium to provide subsidies for Educational Visits (day trips and residential) so that all pupils can access experience for enrichment and raise aspirations.

How we measure the impact of pupil premium

We carefully track the progress of all pupils at St Philip's. The children are tested and / or teacher assessed every term and progress is carefully monitored. If any child is falling behind then rapid interventions are put in place. Teachers are accountable to the headteacher for the progress of the children in their care. The headteacher and deputy head conduct termly pupil progress meetings with all teachers. They also monitor the provision in the classrooms every half term and scrutinise the pupil's books weekly. This high level of monitoring enables us to ensure our use of the pupil premium is effective. If we find any provision is not effective then we immediately change what we are doing to ensure all children, including those eligible for the pupil premium, are making good progress.

Date of the next review of school's pupil premium strategy

We will review this strategy in Summer 2019 ready for the new school year 2019/20

How we spent our allocation last year

Last year we spent our pupil premium on:

- Additional teaching assistants in Key Stage 2 and in KS1
- An additional support teacher in Year 6 in the Spring term up to SATS.

- Providing pre-booster classes for children after school and 1:1 tuition.
- Providing subsidies for trips and visits so that all children can access these opportunities
- Supported families with uniform and breakfast clubs.
- Providing support with family situations with before and after school provision.
- Subsidised after school clubs.

How the way we spent our allocation made a difference to disadvantaged pupils in 2017/18

- In Key Stage 2 there were 22 disadvantaged pupils in total. In Key Stage 2 progress is measured. Ofsted's key focus is on progress (achievement) and this is measured between Year 2 and Year 6 assessment outcomes.
- Disadvantaged KS2 pupils at St Philip's had a progress score of 1.7 in **Reading** compared to a national disadvantaged pupils reading progress score of 0.33. This is a positive difference of 1.4 above the national average.
- Disadvantaged KS2 pupils at St Philip's had a progress score of 1.7 in **Writing** compared to a national disadvantaged pupils writing progress score of 0.2. *This is a positive difference of 1.5 above the national average.*
- Disadvantaged KS2 pupils at St Philip's had a progress score of -.3 in **Mathematics** compared to a national disadvantaged pupils maths progress score of 0.3. *This is a negative difference and maths is a focus for our Pupil premium funding this year.*
- **In Key Stage 1 there were 11 disadvantaged pupils in total. In Key Stage 1 only attainment is measured – not progress.**
- In Key Stage 1 Disadvantaged children's reading at the expected standard was 63% compared to a national figure

of 75% and at Greater Depth 28% compared with a national figure of 26%.

- In Key Stage 1 Disadvantaged children's writing at the expected standard was 64% compared to a national figure of 70% and at Greater Depth 0% compared with a national figure of 16%.
- In Key Stage 1 Disadvantaged children's Mathematics at the expected standard was 68% compared to a national figure of 80% and at greater depth 18% compared with a national figure of 22%.