

Pupil premium strategy statement (primary)

1. Summary information					
School	St Philip's Catholic School				
Academic Year	2017-18	Total PP budget (Aug 2017- March 2018 April 2018-Aug 2018) Total	£11760.00 £10,140.00 £21,800	Date of most recent PP Review	Autumn 2017
Total number of pupils	190	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Autumn 2018

2. Current attainment		
Year 6 (8 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	25%	59%
% making progress in reading attainment	62%	86%
% making progress in writing attainment	38%	86%
% making progress in maths attainment	38%	68%
For individual pupil progress in line with floor targets (-5 Reading, -5 maths, -7 writing)	Reading 75% Maths 75% Writing 75%	91% 73% 91%
Year 2		
% achieving in reading, writing and maths	100%	71%
% making progress in reading	100%	77%
% making progress in writing	100%	69%
% making progress in maths	100%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor processing skills
B.	Limited language development
C.	Behaviour issues

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rate in previous years (before joining St. Philip's)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress in Reading, Writing in Maths	Reaching Age Related Expectation (ARE) where possible and if not (due to SEN) then showing accelerated progress from starting point.
B.	Attendance improved and therefore progress impacted upon.	Attendance monitored and improved.
C.	Specific ILP and IBP to ensure all children make maximum progress.	Play therapy and specific interventions to have an impact on learning and therefore rate of progress (baseline to end attainment).
D.	Booster sessions to target those who are on the cusp of reaching ARE	Track the progress of those children for attainment of ARE. Tracking individual pupil progress and compare with floor targets for progress in July 2018.

5. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress in RWM	Booster sessions	28% of children eligible for PPG are in year 6	Extra class teacher in school for three mornings per week to support English and maths. Planned with class teacher and evaluated regularly.	X1	Spring 2017 (HT) Ongoing (classteacher)
Accelerated progress in RWM	Intervention delivery in groups and 1:1	Extra, tailored support for those children with specific need or gaps in learning	Trained staff, following specific programs. Impact evaluated regularly.	Various	Spring 2017 (HT) Ongoing (classteacher)
Total budgeted cost					£12,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved behaviour and social skills impacting on progress and learning	Play therapy Debating groups Extra support in playground Extra support in class	Poor social skills, social interaction and lack of focus in class through bad behaviour is having a detrimental effect on learning for those children and the rest of the class.	Using trained staff who are monitored regularly and ongoing impact recorded and evaluated regularly by Leadership team and class teacher.	Various	Spring 2017 (HT) Ongoing (class teacher)
Inclusion of all children in trips and residential to enable wider learning and experiences	School to cover costs of school trips and residential.	Children to access experience of learning outside of the classroom (trips, Forest School, residential). This will then impact on their English skills.	Office staff to sort financial aspect and all children included in all activities.	Various	Ongoing intervals (after each trip).
Total budgeted cost					£6,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Music lessons	To enable those children who are keen to learn an instrument, the opportunity to do so in the school day.	Those children who are withdrawn or disengaged in learning to be given the opportunity to explore other talents or interests.	Use of approved outside providers (usually WSCC Music Service).	Peripatetic teachers	Every half term.
Residential trips, uniform, shoes, swimming, taxis	To enable equal opportunities for all children despite income.	All children can access extra curricular activities. All children can get to school despite lack of transport.	Review weekly and support the wider family.	Office staff and teachers.	weekly
Total budgeted cost					£3,600

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerated Progress	Booster classes. Extra TA in afternoon sessions.	75% of children eligible for PPG (6/8) made progress in line with floor targets. 2 children who were home grown achieved RWM combined in tests. 6/8 children joined school in Year 5 or 6.	Booster sessions to continue to make classes smaller so ratio for children are smaller.	£12,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Behaviour	Extra support in class and at lunchtimes.	Children with severe behaviour issues remained in school for the year and sat the standardised tests. Rest of the class were able to access the curriculum with support in class	Challenging children have now moved on to Secondary school so not applicable.	£6,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Music lessons	Pay for weekly music lessons for individual, targeted children.	Children who have lessons paid for by school, participated in school music concert and guitar concert.	To continue the lessons for those children to continue to boost self esteem.	£3,600 Office staff and teachers.
Residential trips, uniform, shoes, swimming, taxis	To enable equal opportunities for all children despite income.	All children can access extra curricular activities. All children can get to school despite lack of transport.	Review weekly and support the wider family.	
			Total allocated and spent	£21,600

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.