

Pupil premium strategy statement (primary)

1. Summary information					
School	St Philip's Catholic School				
Academic Year	2019-20	Total PP budget	£25,860	Date of most recent PP Review	Autumn 2019
Total number of pupils	189	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Summer 2020

2. Current attainment		
Year 6 (7 children)	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		
Year 2 (6 children)		
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

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.	Dyslexic tendencies
D.	Emotional support
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance rate in previous years

F.	Support from home	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	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.
	Attendance improved and therefore progress impacted upon.	Attendance monitored and improved.
	Specific ILP 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). Interventions based on published reports from individual children.
	Booster sessions to target those who are on the cusp of reaching ARE	Track the progress of those children for attainment of ARE.
	All children to access all aspects of the curriculum	Music lessons, transport to school, swimming lessons, residential trips, uniform and shoes.
	Pastoral support for emotional well being	Play, Music, Art, Lego therapy. 1:1 sessions to support anxiety and school avoidance.

5. Planned expenditure					
Academic year	2019-2020				
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	Support for those children who are eligible for PPG (smaller class sizes).	Extra class teacher in school for three mornings per week to support English and maths. Planned with class teacher and evaluated regularly.	X1	Termly (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	Termly (HT) Ongoing (classteacher)
Total budgeted cost					£15,000
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	Debating groups Extra support in playground Extra support in class	Poor social skills, social interaction and lack of focus in class through bad behaviour can have a detrimental effect on learning for those children and the rest of the class.	Using trained staff. Use of regular and ongoing monitoring to evidence impact recorded and evaluated regularly by Leadership team and class teacher.	Various	Termly (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 and social skills.	Office staff to sort financial aspect and all children included in all activities.	Various	Ongoing intervals (after each trip).
Total budgeted cost					£3000
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 within 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.
Other support for families. E.g school shoes, transport etc	To ensure children have all the equipment and resources needed to manage the school day and workload.	Children need to get into school on time and wearing correct uniform so they are focused on learning.	Children will be in school and on time with correct uniform (school to arrange)	HT and office staff	Half termly
Interventions - therapies, 1:1 sessions and anxiety counsellor	Using approved staff to buy in or use with staffing structure.	Specific needs of children.	Review weekly and ensure only short bursts of time (6-10 weeks)	SENDco HT Staff	Weekly
Total budgeted cost					£2,500

6. Review of expenditure

Previous Academic Year	2019-20
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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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk