

Pupil premium strategy statement (primary)

1. Summary information					
School	St Philip's Catholic School				
Academic Year	2018-19	Total PP budget	£22,920	Date of most recent PP Review	Autumn 2018
Total number of pupils	194	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Summer 2019

2. Current attainment		
Year 6 (3 children)	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% achieving in reading, writing and maths	33%	69%
% making progress in reading	33%	77%
% making progress in writing	67%	88%
% making progress in maths	67%	88%
Year 2 (2 children)		
% achieving in reading, writing and maths	50%	64%
% making progress in reading	50%	64%
% making progress in writing	50%	57%
% making progress in maths	50%	69%

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
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.
E.	All children to access all aspects of the curriculum	Music lessons, transport to school, swimming lessons, residential trips, uniform and shoes.

5. Planned expenditure					
Academic year	2018-2019				
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	Summer 2019 (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	Summer 2019 (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	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 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	Summer 2019 (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 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.
Other support for families. E.g school shoes, transport etc					
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year		2018-19		
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 in RWM	Booster groups. Adult support.	2 out of 3 children achieved ARE in Y6 for Maths and Writing. 1 out of 3 achieved in R and RWM combined. Smaller groups allowed for Non PP children to attain too – RWM all above National data	Supported the children in their resilience and tenacity to learn. Will continue this again as progress for all PPG children was evident.	£15,000
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
Improved behaviour and social skills impacting on progress and learning	Play therapy Debating groups Extra support in playground Extra support in class	All children were able to focus and learn due to extra support for those chn eligible for PPG. Attendance improved and focus due to individual support.	Extra support in class and playground was useful for those identified as in need of stricter boundaries and to keep focused. Would use again if budget allowed. Debating group and play therapy very useful not only for individual chn eligible for PPG but for these in their social circle to welcome them into their friendship groups.	£3,000
Inclusion of all children in trips and residential to enable wider learning and experiences	School to cover costs of school trips and residential.	All children to access all trips and residential. This enabled all children the same experiences as those not eligible for PPG. The wider experiences develop social and academic skills.	The approach is hugely beneficial to all children and is funding we will continue to invest in.	
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	To enable those children who are keen to learn an instrument, the opportunity to do so in the school day.	Children who would not have access to music lessons are able to have the opportunity to learn an instrument. Evidence of impact was in the Music concert where children performed to parents and to the rest of the school.	This is an approach we will continue. Allowing children to have the opportunity to access music, sport and the arts.	£250

