

Pupil Premium Strategy Statement – St Philip’s CE Primary School

1. Summary information					
School	St Philip’s Church of England Primary School				
Academic Year	2017/18	Total PP budget	£49,140	Date of most recent Pupil Premium Review	NA
Total number of pupils	394	Number of pupils eligible for PP	38	Date for next internal review of this strategy	

2. Barriers to future attainment (for pupils eligible for Pupil Premium including high ability)					
In-school barriers			External barriers		
A.	Children have limited / no parental support for homework, reading or academic study. As a result of limited reading support children are often behind their peers and do not have access to high quality reading material and engagement to develop their vocabulary.		D.	Attendance and punctuality. On analysis of in school data Free School Meals (FSM)/PPG groups have lower attendance and a small number of pupils are persistently late for school affecting the attendance figures. Some pupils in this group have also had higher percentage of persistent absence.	
B.	Children have limited / no parental support for homework, reading or academic study. As a result of limited support children are often behind their peers and do not have support with homework for Maths and Writing.		E.	Behaviour at home and family relationships. Some families report the challenges they face managing the behaviour of children at home. Some children come to school and are not prepared with the necessary equipment/ consent letters, correspondence and homework is not completed.	
C.	Aspiration, self-belief and confidence within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations				

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the outcomes for PPG children in reading, improving the progress for PPG children and the more able.	Progress of PPG children by the end of Key Stage 2 compares favourably with other pupils nationally including those that are more able.
B.	Improve the outcomes for PPG children in writing and maths, improving the progress for PPG children and the more able.	Progress of PPG children by the end of Key Stage 2 compares favourably with other pupils nationally including those that are more able.
C.	The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidence in increased contributions within the classroom, pupil and parental feedback.	Progress of PPG children by the end of Key Stage 2 compares favourably with other pupils nationally including those that are more able.
D.	Attendance of the group of PPG children improves and the difference diminishes between this group and others. Punctuality also improves so that the children are not missing learning.	Reduce the number of pupils whose absence falls below 10%. Improve overall PPG attendance and that the children are on time for school.
E.	Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Start Well and access to internal services e.g. Pastoral Manager.	Parents feel supported and gain access to support if needed. Children are more prepared for school and the school have effective engagement with parents.

Desired Outcome	Chosen Action/Approach	How will you ensure it is implemented well?	Staff Lead	When will you review implementation and projected cost
<p>Improve the outcomes for PPG children in reading, writing and maths. To improve the progress for PPG children and the more able.</p>	<p>Boosting reading potential one to one intervention 3x15 minutes</p> <p>Individual one to one reading.</p> <p>Use of Bug Club software</p> <p>Staff to provide targeted support for groups of pupils in Sounds-write.</p> <p>Targeted Maths and Writing interventions and support.</p> <p>Cross curricular projects to promote independence, team work and organisation through English and Maths.</p>	<p>Focused half termly intervention block. Impact reviewed and evaluated for each pupil.</p> <p>All staff qualified and trained to carry out the intervention with the children.</p> <p>Staff observed carrying out the intervention to ensure the accuracy of teaching.</p> <p>Data from interventions reviewed and evaluated by HT.</p> <p>Pastoral Manager to report half termly on sessions with PPG pupils.</p> <p>Cross curricular project using English and Maths to plan, organise, budget, advertise and evaluate stalls for the Christmas Fair.</p>	<p>SLT and PP Manager</p>	<p>Impact reviewed each half term</p> <p>£14,440 for 1 hour TA intervention per week.</p> <p>£5499 for TA to deliver SoundsWrite programme.</p> <p>£2149 for some of Pastoral Manager Salary</p>
<p>Improve the life experiences of pupils with PPG so that they develop an understanding of a wider world and develop vocabulary in line with their peers.</p>	<p>Learning mentor enrichment group – one session each week</p> <p>Talking tables intervention (if needed) 6 week intervention</p> <p>Film Club showing a variety of films/shows to promote vocabulary and enhance experiences</p> <p>To subsidise experiential learning visits for PP pupils</p>	<p>Children targeted based on needs. Learning mentor will evaluate the impact on self-esteem and wellbeing at the end of sessions.</p> <p>Focused half termly intervention block with impact reviewed and evaluated for each pupil</p> <p>Half termly intervention block with impact reviewed</p> <p>Project based learning – planned trip to Trentham Gardens to promote maths/budgeting skills, English writing. This will also provide experiential activity.</p> <p>Film Club after school to enhance vocabulary but to provide opportunities to watch ‘classics’ and documentaries. Club will include time for reflection and discussion.</p> <p>To fund visits like Robin Wood, Anderton Centre and Low Bank to ensure PP pupils receive same opportunities as all other pupils.</p>	<p>Pastoral Manager and PP Manager</p>	<p>Impact reviewed each half term.</p> <p>£2650 for TLR for PP Manager</p> <p>£4111 for intervention Teacher from Oct16-Mar 17.</p> <p>£3000 for visit subsidies</p>

<p>The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidence in increased contributions within the classroom, pupil and parental feedback.</p>	<p>One to one coaching from the learning mentor weekly</p> <p>Nurture Group / Friendship Group run by the Learning Mentor</p> <p>Lunchtime activities to support groups and individuals to establish friendships or for more vulnerable pupils</p> <p>Additional sessions from the Learning Mentor to provide one to one support for individuals when necessary</p> <p>Life Skills sessions weekly with Pastoral Manager</p> <p>Military School Workshop to build resilience, self confidence and self esteem.</p>	<p>Headteacher and class teachers to identify pupils for coaching based on a range of intelligence.</p> <p>Learning Mentor to keep records of targets set and review targets and provide one to one support consistently.</p> <p>Lunchtime activities open to vulnerable children and the group is targeted by the learning mentor.</p> <p>To build resilience, confidence and team work by visiting Haigh Hall High Ropes as a group. Some of these pupils have also been focusing on nurturing friendships and positive relationships. Some have focused on confidence and anxieties.</p> <p>To have an after school club on Healthy Lifestyles to promote emotional, physical, social and mental wellbeing.</p> <p>Military School to provide after school and in school sessions to develop pupil's discipline, resilience, self confidence and self esteem</p>	<p>Class teacher & SLT</p>	<p>Impact reviewed each half term</p> <p>£2450 for Military School</p> <p>£1000 towards costs for coaches, resources etc</p>
<p>Attendance of the group of PPG children improves and the difference diminishes between this group and others. Punctuality also improves so that the children are not missing learning.</p>	<p>Pastoral Manager to target PPG children and work closely with parents to improve the attendance and punctuality of PPG children</p> <p>Reward system in place as an incentive to improve attendance and punctuality</p>	<p>Attendance lead to follow the schools policy and procedures including first day calling.</p> <p>The Pastoral Manager to monitor the attendance of individuals and to provide support if needed.</p> <p>Pastoral Manager to work closely with parents to improve pupil's attendance.</p> <p>Pastoral Manager to identify children who will need a fixed penalty notice.</p> <p>Pastoral Manager to work with other agencies to support the family and pupils</p>	<p>SLT</p>	<p>On- going but formally reviewed each term</p>
<p>Provide emotional and social support for PPG children and their family to enable families and children to have access to support outside the school setting e.g. Start Well and</p>	<p>Learning Mentor to support parents one to one with difficulties, complete Early Help and access further support if necessary</p> <p>Counselling service used to work</p>	<p>Pastoral Manager and Deputy Headteacher to open an Early Help with parents to set targets and discuss future aspirations.</p> <p>Pastoral Manager to support referrals to outside agencies e.g. Startwell, Wigan Family counselling</p>	<p>SLT</p>	<p>Monitored during Parent surveys.</p> <p>£500 cost towards Counselling Service</p>

internal sessions with Pastoral Manager.	one to one with individual pupils through Wigan Family Welfare	service. Use of Tootoot so pupils feeling vulnerable have access to software to report/discuss their issues/concerns.		
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