

# Pupil Premium Strategy Statement St Philip's Church of England 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		Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Barriers to future attainment (for pupils eligible for Pupil Premium including high ability)	
<b>In-school barriers</b>	
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.
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.
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
<b>External barriers</b>	
E.	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.
F.	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.

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.

<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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.

**3. Planned expenditure** *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

<b>Academic year</b>	<b>2017/18</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the outcomes for PPG children in reading, writing and maths improving the progress for PPG children and the more able.	<b>Whole school focus through the new English curriculum on the development of language and mastery learning. Teachers using higher challenge text with explicit focus on teaching on the understanding of language. Access to catch up and keep up sessions. Whole school focus through the new Maths curriculum on the development of problem solving and reasoning and mastery learning. Access to catch up and keep up sessions.</b>	<b>Education Endowment Fund (EEF) Toolkit suggests high quality feedback in an effective way to improve attainment and it is a suitable approach that we can embed across the school.</b>  <b>Evidence of the effective use of White Rose mastery approaches shows that Catch up and keep up intervention leads to significant gains.</b>	<b>Inset sessions Observations and feedback Planning support and ongoing CPD Peer observations New English and Maths curriculum. Targeted interventions</b>	<b>English and Maths Leader</b>	<b>Half termly</b>
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.	Growth Mindset, P4C, life skills and positive thinking.	Training supports the view that Growth Mindset builds aspiration in the children. Strategies to have an impact on all children not just PPG children.	Teachers to trial Growth Mindset in their own classrooms . P4C sessions to be completed weekly. Pastoral Manager to implement life skills sessions. Military School to deliver coaching and mentoring sessions.	SLT and PP Manager	

	<b>Total budgeted cost</b> £
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve the outcomes for PPG children in reading, writing and maths improving 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 provide targeted support for groups of pupils in Sounds-write.</p> <p>Targeted Maths and Writing interventions and support.</p>	<p><b>One to one tuition</b> EEF shows a gain of 5+months. The research has shown strong evidence of impact.</p> <p><b>Use of information technologies</b> From EEF use of information and communication technologies shows that children can make a potential gain of 4+ months</p> <p><b>Phonics support</b> From EEF phonics support has a proven impact with average gains of 4+ months</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>SLT and PP Manager</p>	<p>Impact reviewed each half term.</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>Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit.</p>	<p>Children targeted based on needs. Learning mentor will evaluate the impact on self-esteem and wellbeing at the end of sessions. Focused half termly intervention block with impact reviewed and evaluated for each pupil</p> <p>Half termly intervention block with impact reviewed</p>	<p><b>Whole school focus through the new English curriculum on the development of language and mastery learning. Teachers</b></p>	<p>Impact reviewed each half term.</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>Access to one to one coaching EEF shows evidence of considerable gains 5+ months.</p> <p>Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.</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. Learning Mentor to 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>Class teacher And SLT</p>	<p>Impact reviewed each half term</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 and lateness serves as a huge barrier to individuals. Improving attendance will remove this barrier for the children.</p>	<p>Attendance lead to follow the schools policy for and procedures including first day calling. The Learning Mentor 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>Learning Mentor 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 internal sessions with Pastoral Manager.</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 one to one with individual pupils through Wigan Family Welfare</p>	<p>EEF shows clear impact from increased parental involvement especially on the impact of parental aspirations for their children.</p> <p>The learning mentor establishes a welcoming environment and supports parents to access training/ family support programmes through Start Well and other agencies.</p> <p>From EEF one to one support through a counsellor showed high impact.</p>	<p>Pastoral Manager and 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 service.</p>	<p>SLT</p>	<p>Monitored during Parent surveys.</p>
<b>Total budgeted cost</b>					<p>£</p>

4. Review of expenditure				
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 Pupil Premium, if appropriate. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost

<p>Improve the outcomes for PPG children in reading, writing and maths improving the progress for PPG children and the more able.</p>	<p><b>Whole school focus through the new English curriculum on the development of language and mastery learning. Teachers using higher challenge text with explicit focus on teaching on the understanding of language.</b>  <b>Access to catch up and keep up sessions.</b>  <b>Whole school focus through the new Maths curriculum on the development of problem solving and reasoning and mastery learning.</b>  <b>Access to catch up and keep up sessions.</b></p>	<p>The re-development of the English curriculum has resulted in higher quality of writing across the school. This is evident in books: independent, extended pieces of writing  The reading-to-write approach, along with the improvements made with the school's reading culture, has also improved reading as reflected in each year group's PIRA results and KS2 SATs. Intervention sessions (a combination of dynamic, individualised interventions and keep up and catch up sessions to suit the needs of each child) have been implemented and termly reviews (as logged on Edukey software) show how effective these sessions have been).  The focus on reasoning and problem solving in the teaching and learning of maths has been a success. The raise in expectations is evident in books as is the increase in opportunities for children to use critical thinking and use applied maths to solve problems. The use of the White Rose planning and teaching structure has been effective and the assessments match what has been taught and is far more challenging (in line with SATs).</p>	<p>Will continue to review the English and Maths curriculum termly, make any necessary improvements as and when needed and implement any new approaches/strategies to suit our children's needs. A focus on the development on language is to remain a key priority. There is still room for improvement with children's critical thinking when it comes to worded maths problems in the SATs-style termly White Rose assessment. There is to be more time allocated, during lessons, for dissection and discussion of maths problems.</p> <p>Will need to continue to monitor progress of PPG children to assess if current interventions are continuing to have an impact on learning or if other approaches need to be taken.</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>Growth Mindset, P4C, life skills and positive thinking.</p>	<p>Staff have received in-house training form P4C Leader and have fostered the Growth Mindset ethos through weekly P4C sessions and throughout other areas of the curriculum – particularly RE.</p> <p>Pastoral Manager has implemented sets of life-skills/speaking and presentation sessions for children, identified by class teachers – pupil premium and non-pupil premium. Sessions have been notably successful in terms of building self-esteem and confidence of children. As a result, many of these children have shown a significant improvement in their academic attainment.</p>	<p>P4C is to continue to take priority in the curriculum. It has also been made a requirement that it is planned into RE for at least two sessions per topic.</p> <p>1:1 and group sessions to continue with Pastoral Manager and those children who need it.</p> <p>Coaching and mentoring from School of Military is not to be delivered again as it wasn't as successful as anticipated.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>



<p>Improve the outcomes for PPG children in reading, writing and maths improving 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 provide targeted support for groups of pupils in Sounds-write.</p> <p>Targeted Maths and Writing interventions and support.</p>	<p>Bug Club is used daily, during guided reading sessions. Pupil voice show that children thoroughly enjoy having access to Bug Club and enjoy the reading material provided (teacher-selected books).</p> <p>Phonics targeted support has been effective. All PPG pupils achieved expected phonics standard.</p> <p>Maths and writing interventions have been effective (see attached data).</p>	<p>Recommended time allocated to one to one reading has proven challenging to fit into the timetable. This is to be reviewed as to how this can be implemented.</p> <p>Bug Club to continue.</p> <p>Phonics targeted support to continue.</p> <p>Maths, reading and writing interventions to be continued, though time-tabling of interventions to be changed. Targeted coaching/interventions to take place during lesson time.</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>Weekly learning mentor enrichment groups have been a success. Significant boost in confidence and self-esteem for those children involved which has been demonstrated through presentations and public speaking and through the raised self-esteem and academic attainment (in most children).</p> <p>80% PPG uptake (plus non-PPG children) on the extra-curricular provision.</p> <p>Talking tables implemented with children in KS1. Has had a positive impact on communication skills, behaviour and self-esteem.</p>	<p>Mentor enrichment groups and talking table sessions to continue.</p> <p>Extra-curricular provision to continue with a particular focus on speaking and presenting.</p> <p>Buddy system with a focus on maths, reading and writing.</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>A combination of 1:1 and small-group coaching sessions have resulted in the increase in self-esteem, confidence and a more positive outlook on how children see themselves as learners.</p> <p>Class teachers have reported that children involved in these initiatives have gradually become more actively involved in lessons and contribute more frequently in class discussions.</p> <p>Parents are very much involved with any school initiatives and are updated on a regular basis on progress. We have received positive feedback from parents on the impact of these sessions.</p> <p>Friendship group sessions, though not always quick to show good progress, have resulted in positive outcomes throughout the year.</p>	<p>All of these groups to continue to be available to those children identified by staff.</p> <p>Friendships issues, with existing group members, will still need to be monitored by staff who work closely with identified children, and further occasional sessions may need to be implemented as children grow and mature.</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>Protocol and policies are being embedded and persistent absences for PPG are above national figures.</p> <p>Whole school attendance: 96.99% PPG attendance: 93.83%</p>	<p>Unauthorised absences have had a significant impact on figures and is still an area for development.</p> <p>Continued close work required with targeted families (PPG and non-PPG)</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 internal sessions with Pastoral Manager.</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 one to one with individual pupils through Wigan Family Welfare</p>	<p>Targeted children, and families, have had access to in-house support from Pastoral Manager and HT and have accessed support from outside agencies where necessary.</p> <p>Progress made in each individual case – some more than others with some pupils having met targets and requiring no further support from OA and others needing continued support to maintain progress. Positive parental and pupil feedback with a noticeable positive impact to children’s attitude to learning, self-esteem and confidence.</p>	<p>Support to be continued for those children and families who require it.</p>	

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<b>5. Additional detail</b>

Pupil Premium Attainment 2017/18

Writing

Year Group	No of Pupil Premium Children	Working Below	At least Expected	Exceeding
Y1	3	1	2	0
Y2	4	2	2	0
Y3	7	1	6	0
Y4	7	4	3	0
Y5	9	2	7	1
Y6	2	1	1	0

Reading

Year Group	No of Pupil Premium Children	Working Below	At least Expected	Exceeding
Y1	3	2	1	0
Y2	4	2	2	0
Y3	7	2	5	0
Y4	7	4	3	0
Y5	9	1	8	1
Y6	2	1	1	0

Maths

Year Group	No of Pupil Premium Children	Working Below	At least Expected	Exceeding
Y1	3	1	2	0
Y2	4	0	4	0
Y3	7	1	6	0
Y4	7	3	4	2
Y5	9	1	8	0
Y6	2	1	1	0