

Pupil Premium Strategy Statement St Philip's Church of England Primary School

| 1. Summary information | | | | | |
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| School | St Philip's Church of England Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £52345 | Date of most recent Pupil Premium Review | |
| Total number of pupils | 420 | Number of pupils eligible for PP | 36 | Date for next internal review of this strategy | Autumn 2018 |

| 2. Barriers to future attainment (for pupils eligible for Pupil Premium including high ability) | |
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| In-school 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. |
| 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 |
| External barriers | |
| 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 | | |
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| | <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. |

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| 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. |

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.*

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| Academic year | 2018/19 |
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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? |
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| <p>Improve the outcomes for PPG children in reading, writing and maths improving the progress for PPG children particularly with more able.</p> | <p>Whole school focus on quality-first teaching. English curriculum with a particular focus on vocabulary development. High-quality, challenging texts used within English units and across the curriculum. More time allocated to speaking/performing. Targeted catch up sessions. Whole school focus, through the Maths curriculum, on the development of problem solving and reasoning through the development of critical thinking. Access to catch up and keep up sessions.</p> | <p>One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. (Marzano & Pickering, 2005).</p> <p>Vocabulary is a strong indicator of student success (Baker, Simmons, & Kame'enui, 1997).</p> <p>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.</p> <p>Evidence of the effective use of White Rose mastery approaches shows that Catch up and keep up intervention leads to significant gains.</p> <p>Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year (EEF)</p> | <p>Inset sessions Observations and feedback Planning support and ongoing CPD Peer observations Continued reviewing of English and Maths curriculum. Targeted catch up sessions.</p> | <p>English and Maths Leader</p> | <p>Half termly</p> |

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| <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>Quality-first teaching.</p> <p>Incorporation of Growth Mindset attitude across school within all areas of the curriculum and extra-curricular activities.</p> <p>Whole-school non-negotiables set with expectations within class, homework and home reading.</p> | <p>Research tells us that metacognition it helps engage disengaged learners, disadvantaged learners.</p> <p>EEF states that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>Training supports the view that Growth Mindset builds aspiration in the children. Strategies to have an impact on all children not just PPG children.</p> | <p>INSET and external training on Metacognition</p> <p>Teachers to continue instil Growth Mindset within classroom ethos.</p> <p>P4C sessions to be completed weekly.</p> <p>Pastoral Manager to implement life skills sessions.</p> | <p>SLT and PP Manager</p> | |
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| ii. Targeted support | | | | | |
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| 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? |
| <p>Improve the outcomes for PPG children in reading, writing and maths improving the progress for PPG children and the more able.</p> | <p>Individual one to one reading for targeted children (outside of guided reading sessions)</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 sessions.</p> <p>Vulnerable pupils given a voice with extra opportunities to speak: one to one with staff, within groups and whole class. Questioning to facilitate the understanding/metacognitive skills of individuals.</p> | <p>Reading Comprehension Strategies On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF)</p> <p>One to one tuition EEF shows a gain of 5+months. The research has shown strong evidence of impact.</p> <p>Use of information technologies From EEF use of information and communication technologies shows that children can make a potential gain of 4+ months</p> <p>Phonics support From EEF phonics support has a proven impact with average gains of 4+ months</p> | <p>Targeted learning to be evidenced in books, planners and logged onto Edukey where appropriate.</p> <p>Half-termly monitoring of targeted learning.</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>Half-termly meetings to share good practice and gather feedback from staff.</p> | <p>SLT and PP Manager</p> | <p>Impact reviewed each half term.</p> |

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| <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>Extra-curricular programmes and visits for PPG pupils including outdoor learning opportunities.</p> <p>Learning mentor enrichment group – one session each week</p> <p>Talking tables intervention (if needed) 6 week intervention</p> | <p>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence (EEF)</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>Extra-curricular programme set for PPG pupils (with the inclusion of non-PPG pupils) 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>PP Manager and Pastoral Manager.</p> | <p>Impact reviewed each half term.</p> |
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| <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>Extra-curricular provision based on the interests and needs of PPG pupils (following initial audit and pupil voice). Particular focus on language development and increasing confidence with speaking/communication (book club, debating).</p> <p>Buddy system and leadership opportunities through projects planned collaboratively with PPG pupils and PP Manager/Pastoral Manager.</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>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF)</p> <p>Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. <u>Interventions which are directly related to text comprehension or problem-solving appear to have greater impact</u> (EEF)</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> |
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| <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>Dialogue between class teachers and parents of pupils who are at risk of falling below good attendance (95%)</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. 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> |
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| <p>4. Review of expenditure</p> | |
| <p>2018/19</p> | |
| <p>i. Quality of teaching for all</p> | |

| 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 |
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| ii. Targeted support | | | | |
| 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 |
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| iii. Other approaches | | | | |
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| 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 |
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| 5. Additional detail |
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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 |