



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2024
Date this statement was published	4.7.24
Date on which it will be review	31.10.24
Statement authorised by	Michelle Hargreaves
Pupil premium lead	Michelle Hargreaves
Governor / Trustee lead	Denise Poole

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,147.50
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,687.50

## Part A: Pupil premium strategy plan

### Statement of intent

At St Philip's CE Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

#### **Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstance and back-ground
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

#### **Our context:**

- IDACI Decile 1.7 indicates the Academy is in the highest 10% level of deprivation.
- 33% of pupils are eligible for Pupil Premium Funding in comparison to 23.8% national.

#### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and external services.
- Target funding to ensure that all pupils have access to trips, residential, firsthand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

#### **Key Principals:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil Premium children have been tracked rigorously across school but there is an inconsistent picture of progress and attainment for these groups of pupils across yeargroups and subjects.
2	93% pupils have English as an additional language. Home language is also very limited in the majority of households – illiterate in both home language and English when entering school. Many more of our children are coming to school with speech and language issues that are not being address by the Local Authority. There is currently a two-year waiting list for access to speech and Language in Bradofr.
3	Area in which the academy is situated has a high level of deprivation and high levels of crime, in particular serious violence, drugs, gangs and domestic violence.
4	Attendance is an issue due to extended visits to Pakistan and a small number of pupils with Persistent Absence due to home issues, social/emotional needs or cultural difference. This is having particular negative impact for Pupil Premium students, which in-turn is having a detrimental effect on their progress and attainment.
5	The Girlington Ward has very high incidents of poor health (See Government health data 2018/19)
6	The pandemic has had a detrimental effect on the global skills and development of pupils entering our EYFS. This is detrimental to their academic learning, as we are having to teach the children basic self-help, care skills, social and behaviour expectations that would ordinarily be in place before coming to school.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes by the end of Key Stage 2 for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	85% of PP pupils to achieve ARE Reading 71% of PP pupils to achieve ARE Writing 100% of PP pupils to achieve ARE Maths
Improved outcomes by the end of Key Stage 1 for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	73% of PP pupils to achieve ARE Reading 73% of PP pupils to achieve ARE Writing 73% of PP pupils to achieve ARE Maths
Improved outcomes in Year 1 Phonics for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	67% of PP pupils to pass Phonics Screening
Improved attendance for Pupil Premium Pupils – narrowing the gap between PP and non-PP in school and in comparison to PP nationally	End of year attendance data indicates improvements in attendance for individuals and groups.

**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £51,687.50

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Use of support staff structure to allow vulnerable and disadvantaged children to be supported effectively during whole-class teaching	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally	1,2 &6
Access to private speech and language therapy for vulnerable pupils.	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Pupils confidence to articulate the written word and perform with confidence has improved	1,2 &6
Continued implementation of RWInc. Phonics across EYFS and KS1	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	1,2 &6

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £15,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
After-school small group interventions to address gaps in learning in Maths and English	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1,2 &6
In-school interventions to address gaps in learning in Maths and English	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1,2 &6
In-school Phonics interventions using RWInc. across KS2	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1,2 &6

After-school Booster sessions for Phonics	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1,2 &6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of attendance strategies Attendance rewards Attendance concerns discussed and approached with parents.	Whole school attendance to be at the National Average. Persistent Absence reduced to be in-line with National Average. PP attendance to show improvement over time.	3,4 & 5
Development of the Family Liaison Officer role within the academy	Improved communication between home and school Improved attendance	3,4 & 5
Hardship Fund Subsidised trips, residential etc. Subsidised Breakfast Club, uniform etc.	All pupils wearing St Philip's uniform. Pupils attend Breakfast Club. Pupil Premium pupils are ready to learn and feel positive about education and their future.	3,4 & 5

**Total budgeted cost: £ 91,687.50**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Key areas of impact:

- 2023 Phonics data, although significantly below NA, internal data clearly demonstrates good progress from initial starting points.
- Use of RWInc. across EYFS has ensured that children are KS1 ready.
- National Tutoring Funding used effectively to narrow the gap from starting points to NA across all year groups and in all subjects.
- Key Stage 2 RWM combined in-line with NA.
- Attendance in-line with NA for all and PP.

2021-22 Budget - £71,719.16					
The three headings below enable schools to demonstrate how we have used the Pupil Premium Funding across the EEF suggested areas of support for those children who are identified as disadvantaged.					
<b>i. Quality of Teaching</b>					
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?
Specific teaching strategies used to engage all pupils and particularly vulnerable pupils.	Use of support staff structure to allow vulnerable and disadvantaged children to be supported effectively during whole-class teaching	Due to the diverse needs of pupils within the classroom, support staff are invaluable in supporting individuals and groups to allow all pupils to achieve the learning objectives and make appropriate progress.	Monitoring and Evaluation Cycle	SLT	Termly
<b>Total budgeted cost</b>					<b>£23,359.58</b>
<b>ii. Targeted support</b>					
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?
Specific individual learning needs addressed and supported	Targeted Interventions Marking and Feedback Coaching	Pupils need to be given the opportunities to fill the learning gaps that they have to allow them to access the whole-class teaching more effectively and make good or better progress.	Monitoring and Evaluation Cycle Pupil Progress Meetings Intervention Observations Intervention Review Marking and Feedback Coaching Observations/Discussions with pupils	SLT	Termly Pupil Progress Meetings Intervention review post Spring term
<b>Total budgeted cost</b>					<b>£23,359.58</b>
<b>iii. Other approaches</b>					
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 Attendance to achieve National Average (96%+) particularly targeting SEN pupils.	Implementation of attendance strategies Attendance rewards Attendance concerns discussed and approached with parents.	Consistent and persistent review of individuals attendance and liaison with the family to develop positive relationships with vulnerable and disadvantaged families will improve attendance. Reporting to BDAT Attendance Working Party	Daily, weekly and half termly attendance reviews.	MT	Half-termly attendance to governors
Improve social and emotional outcomes for vulnerable pupils	Development of the Family Liaison Officer role within the academy Hardship Fund Subsidised trips, residential etc. Breakfast Club, uniform etc.	Pupils whose social and emotional needs are not being met are more likely to mis-behave or to have poor attendance – these factors impact on attainment and progress. Basic needs addressed such as food/clothing etc.	Pupil Progress Meetings Child Protection Meetings	Inclusion Team	Weekly Inclusion Meetings Half-termly reports to governors
<b>Total budgeted cost</b>					<b>£25,000</b>

## Actual Outcomes 2023-24

Intended Outcome	Actual Outcomes
Improved outcomes by the end of Key Stage 2 for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	<b>Reading</b> Overall – 90% <b>PP – 100% ↑</b> N – 74 % <b>Writing</b> Overall – 76% <b>PP – 73% =</b> N – 72 % <b>Maths</b> Overall – 83% <b>PP – 91% ↑</b> N - 73% RWM Overall – 72% <b>PP – 64% - ↓1 child less</b> N – 61%
Improved outcomes by the end of Key Stage 1 for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	<b>Reading</b> Overall – 54% <b>PP – 56%</b> <b>Writing</b> Overall – 54%

	<p>PP – 56%</p> <p><b>Maths</b></p> <p>Overall – 58%</p> <p>PP – 56%</p>
Improved outcomes in Year 1 Phonics for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	<p><b>Year 1</b></p> <p>Overall – 78%</p> <p>PP – 50%</p> <p><b>Year 2</b></p> <p>Overall – 73%</p> <p>PP – 67% ↓ 1 child less</p>
Improved attendance for Pupil Premium Pupils – narrowing the gap between PP and non-PP in school and in comparison to PP nationally	To be updated after 31.7.24

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	play.ttrockstars.com
Picture News	Picture News
Diagnostic Questions	
Planpanion – Deepening Understanding	