

Pupil Premium Strategy Statement

1. Summary information					
School	St Philip's CE Primary Academy				
Academic Year	2019-21	Total PP budget for 19/20	£55,104	Date of most recent PP Review	6/21
		20/21 Budget	£62,654		
Total number of pupils	225	Number of pupils eligible for PP	52 (23%)	Date for next internal review of this strategy	9/21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Key Stage 2		
% achieving in reading, writing and maths	50%	65%
Progress in Reading	-1.9	-1.8
Progress in Writing	-3.0	-0.4
Progress in Mathematics	-0.1	1.7
Attainment in Reading	50%	73%
Attainment in Writing	70%	79%
Attainment in Mathematics	80%	79%
Key Stage 1		
% achieving ARE in Reading	20%	??%
% achieving ARE in Writing	0%	??%
% achieving ARE in Mathematics	40%	??%
Year 1 Phonics		
% passing the Phonics Screening	67%	??%
Reception GLD (Good Level of Development)		
% achieving GLD	0%	??%

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.	Pupil Premium children have been tracked rigorously across school but there is an inconsistent picture of progress and attainment for this groups of pupils across year groups and subjects.	
B.	90% 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.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	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.	
D.	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.	
E.	The Girlington Ward has very high incidents of poor health (See Government health data 2018/19)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Clear identification through Pupil Progress Meetings and other discussions between SLT and teaching staff. Comparisons between disadvantaged and non-disadvantaged pupils will be presented to governors each half term. Pupil Progress Meetings held to identify and list actions for vulnerable groups. Narrow the attainment gap to other pupils and national.	PP pupils identified and class teachers aware of the progress they are making. If pupils are not making progress, interventions should be put in place to address issues.
B.	Improved acquisition of English through Quality First Teaching, interventions and parental involvement.	Parents attending English, ICT and Britain at a Glance classes. Improved speaking and listening activities to enhance language acquisition throughout school. Support given in class to pupils who require it. Family Breakfasts to share learning and experiences with parents.
C.	Pupils feel that they have a positive future and a feeling of belonging. Pupils are prepared physically and emotionally for school.	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.
D.	Overall attendance to improve and to achieve National Average. Weekly year group attendance presented to whole-school. Half termly attendance presented to governors. First-call-home every day for all pupils. Home visits to ensure vulnerable pupils are attending well. PA pupils' attendance to be reviewed on a daily basis. PA procedures followed.	Whole school attendance to be at the National Average. Persistent Absence reduced to be in-line with National Average. PP attendance to be analysed in each class each week.

5. Planned expenditure

Academic year
2019-21

39/216 children PP 18% children PP
Year 2019/20 till March £32144 Estimate April-July 2020 £22,960 Total=£55,104
2020/21 £62,654
52/225 children PP 23% children PP

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?
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
Total budgeted cost					£13,776 £20,885

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?
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. 1:1 Marking and Feedback Coaching is effective in improving 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
Total budgeted cost					£13,776 £20,885

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?
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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	CS MT	Fortnightly Inclusion Meetings Half-termly reports to governors
Total budgeted cost					£27,552 £20,885