

Pupil premium strategy statement 2021-24

School overview

Detail	Data
School name	SS Philip & James' Primary
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	FGB
Pupil premium lead	Sarah Awuye
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,490
Recovery premium funding allocation this academic year	£ 2268 (60%) NTP £1512 (40%) School
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 27,270

Part A: Pupil premium strategy plan

Statement of intent

At Phil & Jim, our Christian vision underpins the work we do with all our pupils. All staff show love for our pupils by ensuring that we work to achieve the best outcomes for all through high quality teaching. We invest in our staff so that they can deliver the teaching and learning needs of all pupils. We are proud of our diverse community and recognise that not every child in receipt of the Pupil Premium Grant is socially disadvantaged and also that not every child who is disadvantaged receives the PPG. We work for our community to enable every child to achieve. The needs of any child in receipt of the PPG is carefully considered throughout the year through planning at all levels and reviewed by teaching staff, support staff and the school's leadership team.

Challenges

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

Challenge number	Detail of challenge
1	36% pupils are working 'just at' in Reading which means their learning is fragile so we must ensure reinforcement.
2	71% pupils are still working below in writing. Our observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among some of our disadvantaged pupils (these children are also on SEN support). Poorer spoken and vocabulary impacts their writing.
3	57% pupils have low prior attainment and are still working below in maths.
4	8/14 57% pupils are on the SEN register (main need identified as cognition and learning).
5	43% pupils have attendance below 96%; 2 children persistent. Our observations and meetings with families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

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
Achieve outcomes in-line with, or above, national average in Reading, Writing and Maths by the end of KS2.	Identified pupils to make accelerated progress yearly in reading, writing and maths
Barriers to learning are identified and addressed early.	Identified pupils with an identified SEN need make at least expected progress.
PP children with SEMH needs are supported to develop resilience and are engaged in lessons.	Identified pupils have the tools to self-regulate and exhibit improved behaviour for learning.
The curriculum is broad and balanced and designed to engage all learners.	Identified pupils will make expected progress across the curriculum.

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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding our approach to the teaching reading and writing so that they are integrated.	Providing a broad and balanced curriculum that allows children to overlearn key concepts in their reading and apply to their writing.	1 and 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Mastery approach can add +5months progress (EEF, 2020)	3 and 5
Embedding our new curriculum to ensure it engages all learners.	The best available evidence indicates that excellent teaching is the most important lever schools have to improve pupil attainment. (EEF)	1 - 5

Continued CPD for staff that extends their ability to meet the need of all learners.	Staff training on the evidence-based research for “Closing the Gap (EEF Education Endowment Foundation and Using the Teacher Toolkit)	1-5
Embedding dialogic activities (debating as part of new curriculum) across the school curriculum. These can support pupils to articulate key ide-as, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading (EEF).	2

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

Budgeted cost: £8,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Toe By Toe phonics (KS2)	Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. Recommended by specialist teachers.	1, 2 and 5
Daily 1:1 reading with levelled and high interest books.	1:1 direct teaching can +5 months (EEF)	1, 2 and 5
Oxfordshire Reading Comprehension guidance	OCC SEND Guidance	1 and 5
Write from the Start Handwriting (Teoderescu)	Recommended by specialist teachers.	2 and 5
Precision Teaching of key facts to fluency	Recommended by specialist teachers.	1, 2, 3 and 5
Zones of Regulation	Social and Emotional learning can +4 months (EEF)	4 and 5
Plus 1 and Power of 2 Maths	1:1 direct teaching can +5 months (EEF)	3 and 5
Dyslexia Gold	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks (EEF)	1 & 4
National Tutoring Programme.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2 & 5

	or those falling behind, both one-to-one and small group (EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly outdoor learning for all pupils	Physical activity can +1month (EEF)	4&5
Jigsaw PSHE programme	Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being.	1-5
Attendance closely monitored	DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C	1-5
Art as Therapy	Arts participation can add +3 months (EEF).	2 & 5
New whole school behaviour charter introduced to manage behaviour.	Both targeted interventions and universal approaches can have positive overall effects (EEF)	
Educational Psychologist	Additional strategies to support progress and potential EHCNA.	4

Total budgeted cost: £ 27,270

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 2021 to 2022 academic year.

All progress and attainment data relates to 14 pupils. Our internal assessment information during 2020/21 shows the following:

Progress

All Key Stage 2 pupils from their Key Stage 1 starting points (12 pupils), have made progress. In Reading 16.7% of pupils have made expected progress and 83.3% of pupils have made above expected progress. In Writing 50% of pupils have made expected progress and 50% of pupils have made above expected progress. In Maths 41.7% of pupils have made expected progress and 58.3% of pupils have made above expected progress.

Reading Attainment

At the beginning of the academic year 53% of pupils were working below age-related expectations in Reading. The attainment data in July 2022 shows 93% of pupils are working broadly at the expected standard. Pupils in Year 6 achieved the expected standard in SATs. Covid catch-up funding was used to support three pupils in Year 5 who all then reached the expected standard by the end of the year.

Writing Attainment

The attainment data for Writing shows 29% of pupils are working just at or at age-related expectations, 29% of pupils are working below age-related expectations and 43% of are working significantly below age-related expectations. This is broadly the same as last year where 67% of pupils were working below age-related expectations. One pupil reached the expected standard and one did not (who is also on SEN support), at the end of Year 6. All pupils who are working significantly below age-related expectations are also on SEN support. School closures caused by Covid-19 impacted Writing more than any other subject, particularly for our more vulnerable pupils, which is why Writing continues to be a focus on our 2022-23 School Improvement and Development Plan. In addition, we have mitigated against the continuing impact of school closures, through the work we have done to develop our English curriculum by ensuring that it engages and is accessible to all learners.

Maths Attainment

At the start of the academic year 67% of pupils were working below age related expectations. In July 2022 57% of pupils are working below. The attainment data for Maths in July 2022 shows 43% of pupils are working just at or at age-related expectations and 36% of pupils are working significantly below age-related expectations. The pupils who are working below age-related expectations are also on SEN support. Of the pupils in Year 6, one pupil reached the expected standard in SATs and 1 did not (this pupil is also on SEN support). Further embedding of the mastery approach to maths will continue this year.

Attendance 2021-22

Overall attendance for the school was 96%. The average attendance for our disadvantaged children was 94.72%. 57% of pupils' attendance was better than 96%. We have identified attendance for our disadvantaged pupils as an area for development which is reflected in our current School Improvement and Development Plan. Our data around attendance and observations in school indicates that for these identified pupils, resilience and wellbeing may have been impacted by Covid-19, therefore we are developing a therapeutic response to this. We are using the pupil premium funding in 2022-23 to provide wellbeing support for our pupils.