

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	
School name	Phillimore Community Primary School
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	56.1%
Academic years that our current pupil premium strategy plan covers	3 years – 2023-26
Date this statement was published	October 2023
Date this statement was reviewed	October 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	Gillian Briggs Headteacher
Pupil premium lead	Alison Blakemore Deputy Headteacher
Governor / Trustee lead	Nina Blackwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£321,900
Pupil premium funding carried forward from previous years	NA
Total budget for this academic year	£321,900

Part A: Pupil premium strategy plan

Statement of intent

Phillimore is an inclusive school and we aim for every child to be the best they can be, make good progress from their starting points and achieve the highest attainment across the curriculum irrespective of their background or challenges they face. Over half of our children are eligible for the Pupil Premium Grant. (PPG) The focus of our Pupil Premium Strategy is to help all Phillimore children achieve.

As a school, we consider the vulnerabilities of all our children, for example those with speech and language (Sp&L) barriers, children who are new to learning the English language and those developing their English language skills. We ensure children who access outside agencies such as Family Intervention Support (FIS) and social care and children with high needs are included in the life of our school.

The activities outlined in this statement support our ethos of inclusion and assist our children and their families, to the best of our ability, regardless of whether they fit the defined classification of disadvantage or not.

Quality 1st teaching is the foundation on which our strategy is built. Staff expertise and wellbeing is vital to consistency, strong relationships and academic support. Additional needs of each cohort is assessed and we provide approaches to support the children most in need. Working in this way has proven to show the gap diminishing between disadvantaged and others, but at the same time, supporting *all* children to be the best they can be.

We believe learning should be fun and want all children to enjoy coming to school where they can relish academic success. Our intent is to align the activities in this statement to support our school vision and values.

We have a flexible approach and can respond to individual needs rooted in assessments and knowing our children and families well. Our progress meetings and intervention meetings give an opportunity to place the correct support with the right children. To ensure the approaches we have chosen are effective we will:

- Ensure all children, including disadvantaged children, are challenged in their learning through monitoring the Champions Checklist.
- Ensure high expectations of all children, including disadvantaged, is at the heart of Quality 1st Teaching.
- Act promptly to intervene with the right support.
- Evaluate the effectiveness of all interventions through Intervention meetings and observations, altering and adapting each approach where needed.

Challenges

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

Challenge number	Detail of challenge
1	<i>Readiness to learn including no child hungry.</i> Children come to school with different home / life experiences. The Cost of Living Crisis affects many of our families. Many children are not ready to learn emotionally or cognitively and so support is in place to address these issues. We will support our families to help their children be school ready which includes providing support around sleep, health and welfare.
2	<i>Access to the curriculum through language.</i> Assessments, discussions with our children and observations show the need for support around language development for our children to support their achievements. Cultural Capital will be addressed throughout this statement.
3	<i>Academic achievement in reading, writing, mathematics</i> Academic achievement is important to enhance life chances. All the curriculum is accessed through the ability to read. Therefore, enabling children to be readers, writers and mathematicians is fundamental to all academic success. Support is put in place to ensure children make good progress across all areas.
4	Increase in mental health issues. Nationally, there has been an increase in issues around mental health. This is mirrored in what we are seeing at Phillimore. Similar trends between our families and those nationally show a need for help and support in this area. https://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-facts-and-statistics/
5	Family challenges In this wonderful, diverse area of Darnall, our families face challenges on a daily basis. Many of our families have barriers which prevent them from helping their children as they would like. Our strategies incorporates this in the interventions we use to respond family by family.

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
Children are ready to learn	• Children are not hungry • Children have the necessary equipment, including uniform, needed for the day.

	• Children have access to a trusted adult. • Children are a partner in their learning and understand where they are and where they are going academically and socially. • Children are enthusiastic about learning. • Attendance will be improved. • Children are ready to learn
Language barriers are decreased	• Children have access to an additional speech therapist. • Visuals are used to support. • Language interventions are in place and monitored for progress. • Parents have access to translators. • Staff Meals – 4 staff daily receive a free dinner (paid for by PPG) with the focus being 'talk' – encourage talk like a family dining room. • Support for our N2E and DE groups. • Support in all lesson will be seen for supporting children with sp&l needs. • Language barriers are decreased
Children will be readers, writers and mathematicians	• Children will be working at expected or above in reading, writing and maths. • Assessments will inform where support is needed and progress and intervention meetings will aid the process of identification of how the support will be received • Reading for pleasure and book study will be consistently seen throughout the school. • Daily reading to support the lowest children in 'catching up.' • Little Wandle – including the training support- will be used. • The Teaching Sequence of Writing will be evident in supporting progress across the school. • Fluency and dictation will be embedded • Daily maths lessons will be timetabled, 'Big Maths Beat That' in use. Timetables will be promoted through TT Rock Stars • Children will be ready for the timetable assessment in Y4.

	• Boosters will be available for those in need. • Children will be readers, writers and mathematicians
School support mental health issues effectively	• Trauma Informed Practitioner time timetabled and children identified. • Staff training in place re Trauma Informed School (TIS) • MH First Aiders available • Trusted Adult time available • Handle with Care option in place • Interventions provided – Nurture approaches, Healthy Minds • CPOMS monitored for flagging up children who may need support. • Mental health issues will be supported effectively
Family challenges	• Continued involvement in SSEL P Living Well Strategy to support our families will be in place. • Signposting of available help during the Cost of Living Crisis. (Heating, White goods, Foodbanks etc) • Access to translators will be available. • Staff availability to support specific issues made clear. • Advice sessions offered through school and FIS. • Liaison with outside agencies in place. • Support for family challenges will be in place

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

Budgeted cost: £245,243.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assertive Mentoring	This approach has proved successful in giving teachers and children time together to discuss their progress, what is contributing to/hindering it. What might improve it and where children need to go next. They set targets together which are ambitious but achievable. This promotes children taking ownership of their learning. Staff and children value this. https://practitionerenquiry.farnborough.ac.uk/files/ARP/file/anne%20horsley.pdf	1, 2, 5,
Smaller Class sizes in Y5	For the last number of years we have supported small class sizes in Y6. After careful thought about our children this support has switched to the Y5 cohort who we believe would benefit from it. Data Pupil Voice	1,3, 4,
Classroom Support	We believe that having quality teaching assistants to support Maths, English and Reading is beneficial to our children. As such every class has a teaching assistant for the morning. (Some have full time to support other activities) Data Intervention Meeting Notes / plans Book Scrutiny	1, 2, 3, 4,
Additional interventions	Interventions are offered to support children who show a need in whatever area. Our Intervention and pupil progress meetings allow for identification and quick access to support. Robust assessment ensures the right support is given. Interventions can also include pre and post teach sessions. Meeting Minutes / plans Timetables https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://scholar.google.co.uk/scholar?q=post+teaching+and+pre+teaching+benefits&hl=en&as_sdt=0&as_vis=1&oi=scholar	1,2,3, 4,5

Targeted academic support

Budgeted cost: £114,067.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of and training for Phonics – Little Wandle Programme	Phonics approaches show a positive impact on children's reading skills. Over the last few years we have developed a consistent approach throughout school and this has proved to be beneficial to our children. https://www.littlewandlelettersandsounds.org.uk/	1,2,3
New to English and developing English support	Many of our children come to school with no English or English as a second language and need support to develop the language to access a full curriculum. We have a dedicated language development worker. https://www.tandfonline.com/doi/abs/10.1080/09571736.2019.1597146	1,2,3
Speech and Language additional support – including LEAP, NIP and VIP, NELI	Speech and Language barriers to learning have always presented challenges for our children. The pandemic has increased the need for children to have access to Speech and language support and interventions. https://www.frontiersin.org/articles/10.3389/fneur.2021.629190/full	1,,2, 3
Enhancing the Maths Curriculum Interventions – timetables	Maths proves to be a subject that our children enjoy and can do the mechanics with success. Reasoning has been noted as being the area they struggle with and as such it will be an area of work. The Maths lead is given weekly leadership time to address this issue. Y4 are supported in readiness for the times table check. In school data and evaluation of the subject	1,3
Fusion (Learning Support)	We work with Fusion (Learning Support) to ensure that we meet the needs of all our pupils. Our Fusion Worker will assess pupils, have workshops with teachers and run staff training. Her reports enable the school to put in place any recommendations of benefit. She will also meet with parents to enable them to support their children. School reports, SENCo Time	1, 2, 3, 5

Hogwarts	Due to Increasing numbers of high needs SEN the school has decided to provide its own morning hub staffed by a teacher and TA to enable our higher needs children who struggle in full time mainstream to make progress. Their needs are assessed in a variety of ways to ensure the right provision is in place. EHCPs, My Plans, SENCO, Educational Psychologist / Sp&L recommendations	2, 3

Non-Academic Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,268.14

Activity	Evidence that supports this approach	Challenge number (s) addressed
Robust improving attendance plan	In order for children to make the most of all the opportunities, provided by school, they must have good attendance. Nationally this is an area of work. We have made it a part of our Developing Excellence Plan and have included staff training in this area. https://commonslibrary.parliament.uk/research-briefings/cbp-9710/	1, 3, 4
No Child Hungry Magic Breakfast	Darnall has high deprivation and some children and families need support. Many of our families have no work or are in low paid employment. We believe that hunger should not be a barrier to learning Emily Walthouse (The Borgen project July 2014) stated that hunger is one of the most prominent obstacles that can hinder a child's learning process. https://www.google.com/search?q=deprivation+in+Darnall&og=deprivation+in+Darnall&qslcrp=EgZiaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAQIRiBTIHCAQQIRiPAjIHCAUQIRiPATIBCTEwOTqxajBqNKgCALACAA&sourceid=chrome&ie=UTF-8	1,4,5

Free Fruit for KS2 (FS & KS1 already get it from Government initiative)		
SSELP schools Living Well Project	All schools in SSELP (Locality School in Sheffield South East) have similar problems around families struggling in this current economic climate. As schools we work together to help and support our families. A member of SLT will liaise with other schools to address issues and support one another. https://democracy.sheffield.gov.uk/documents/s50204/Annual%20Equalities%20Report%202020-2021.pdf	1,3,4,5
Nurture Strategies Trauma Informed School	Current research (Now you see us) found that 1 in 3 children have a SEMH (social, emotional, mental health) need. After the pandemic, it was reported that many more children displayed issues around their wellbeing. As a school we are fully committed to supporting our children and their families. We will also monitor the impact of the Cost of Living Crisis https://commonslibrary.parliament.uk/research-briefings/sn06988/#:~:text=A%202022%20survey%20of%20children,rising%20to%2025.7%25%20in%202022. https://www.nurtureuk.org/research-evidence/	1, 4, 5
Support for attending first hand experiences to enhance learning	Improving cultural capital for our children is vital to their learning. All of our visits and residentials are subsidised to support our parents. We also coordinate, as best we can, through the school, recognising our parents who have a number of children so that cost is spread out. With the current issues of household bills increasing, this will continue to become more important than ever. https://link.springer.com/article/10.1007/s10956-008-9097-3 https://search.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&cbl=25066	1, 3, 5
School readiness	Our children and their families sometimes need help and support in being ready for school. With this in mind, staff spend time on the 'Take it, need it' pre owned uniform shop providing free uniform for children. Meetings in school offer advice, some with the help of FIS, on a variety of issues, including; sleep, behaviour management, hunger, (we are able to give Foodbank tokens) settlement and right to remain support and many other issues as families need. CPOMs allows us to flag and track families and they are discussed at weekly Inclusion meetings and support offered.	1, 3, 4, 5

	https://www.barnardos.org.uk/ https://www.povertyalliance.org/campaigns-projects/research-page/	
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Total budgeted cost: £448,578.55

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 2023 to 2024 academic year.

For a number of years now, our internal assessments have evaluated the needs of all our children, including those entitled to the Pupil Premium Grant. We find that different cohorts present different needs and challenges. Thus, our regular intervention and Pupil Progress meetings are vital to ensure the right help and support is allocated accordingly.

Our focus on reading (including Early reading) has had a good impact with more children passing the phonics screening in previous years. This year, however, the year group saw high mobility and the overall number of children passing the Phonics screening declined. (55% this year) We therefore looked at the children who had stayed with us during Reception and Y1 and 75% of those children passed. As a school we will continue to teach Phonics in this way as it is proven to make an impact.

Having smaller Y6 classes is proving to be supportive both academically and socially and emotionally. The year group made successful transitions to their next place of learning. The children in receipt of the Pupil Premium Grant closed the gap between themselves and national data. (Reading: 99.8 Averaged scaled score (AvSS) 102.7 National. Maths: 97.9 AvSS 101.5 National. SPaG: 99.5 AvSS 102.4 National)

Our commitment to supporting children with mental health issues continues to be a very much needed strategy. It needs to be flexible, some children requiring long term support and some for a short while depending on their personal need.

Review visits have shown that the children of Phillimore are given the best chances for success. Where issues have been noted by our SLT and reviewers they have been quickly addressed.

All of speech and language support including new to English and Developing English has shown impact for our children and has, as such, been included in future planning of spending. EMTAS reviewed our N2E and Developing English provision and their recommendations have been incorporated into the provision.

Through SSELTP we worked with a lead on Pupil Premium, Marc Rowland, to ensure that what we were doing was beneficial to the children of Phillimore and showed impact.

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
Lexia	Lexia Learning Systems
Breakfast Provision	Magic Breakfast
KS2 Fruit	AJ Webb
Sats Companion	Sats Companion
Kapow	Kapow Primary
Mirado	Sats Companion
Spelling Shed	Edshed
Trauma Informed Schools Training	Trauma Informed School UK
Rights Respecting Schools Training and accreditation	Unicef
Twinkle	Twinkle
White Rose Maths	White Rose Maths

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A