

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	403
Proportion (%) of pupil premium eligible pupils	58.3%
Academic years that our current pupil premium strategy plan covers	3 years – 2023-26
Date this statement was published	October 2023
Date on which it will be reviewed	Summer 2024
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	£328,830
Recovery premium funding allocation this academic year	£33,205
Pupil premium funding carried forward from previous years	NA
Total budget for this academic year	£362,035

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. The focus of our Pupil Premium Strategy is to support this aim by removing any barriers and challenges that our children face.

As a school, we consider the vulnerabilities of all children for example those with high needs, those who have a FIS worker or social worker. Children with speech and language needs and those who are new to English and those developing English. The activities that are outlined in this statement support the needs of all our children, regardless of whether they are classed by the definition disadvantaged or not.

Quality 1st teaching is the basis on which our strategy is built. We then assess the additional needs of each cohort and add in 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.

The strategy includes the recovery premium funding use, for example our commitment to our reading programme, ensuring that all children can read before they leave our school.

We have a flexible approach and will be able to 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 and so support is in place to enable our children to be ready to have the best day they can.
2	<i>Access to the curriculum through language.</i> Assessments, discussions with our children and observations show the need for support around speech and language for our children to support their achievements. Many of our children have English as an additional language.
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 make sure children make good progress and achieve.
4	Increase in mental health issues. Nationally, there has been an increase in issues around mental health in our young people (and their parents.) https://commonslibrary.parliament.uk/research-briefings/sn06988/#:~:text=A%202022%20survey%20of%20children,rising%20to%2025.7%25%20in%202022.
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.

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. • Children are recognised as learners. (CU) • 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. • EMTAS subscription to support out EAL / 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. • 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. • Access to translators will be available. • Staff availability to support specific issues made clear. • 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: £82,872.88

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 Y6	For the last number of years we have supported small class sizes in Y6. This has proved to be beneficial for the children in their final year. 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,
Morning 'Slow Write' boosters	Children who are identified as needing some additional support are offered morning boosters. These run throughout the year and therefore all the children needing them are able to access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (this toolkit is consulted for the best interventions to support our children)	1, 2, 3
Additional interventions	Interventions are offered to support children who show a need. Our Intervention and pupil progress meetings allow for identification and quick access to support. Meeting Minutes / plans	1,2,3,4,5

	Timetables https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
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Targeted academic support

Budgeted cost: £392,220.43

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 to support to develop the language to access a full curriculum. Many of our interventions have supported children with this. https://www.tandfonline.com/doi/abs/10.1080/09571736.2019.1597146	1,2,3
Intervention Groups - TAs	Quick interventions to support gaps in learning has been proven to be beneficial – Data Intervention meetings / plans	1, 2, 3,4
Speech and Language additional support – including LEAP, NIP and	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

VIP, NELI		
Roma Reading	Roma Reading was developed through EMTAS to support the reading of our growing Roma cohort. Due to Covid, this was disrupted but has now been reintroduced. https://www.bell-foundation.org.uk/app/uploads/2020/09/Roma-research-revised-July-2016-5-1.pdf	1, 2, 3
Enhancing the Maths Curriculum Interventions – timetables and 1 st Class at number	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 included in the DEP. The Maths lead is given weekly leadership time to address this issue. 1st Class at number has been shown to be an effective intervention along with the support for Y4 timetable check. In school data and evaluation of the subject	1,3
Shape Coding , Pre and Post teach	The school works with Fusion (see below) and has taken advice about how ‘Shape Coding’ supports learning. We have invested in training both as a school and a Trust. Pre teach enables our children to be ready for their learning and post teach addresses any misconceptions noted. Many teachers use the assembly given to them to facilitate this. https://shapecoding.com/ (Dr Susan Ebbels) https://scholar.google.co.uk/scholar?q=post+teaching+and+pre+teaching+benefits&hl=en&as_sdt=0&as_vis=1&oi=scholar	1, 3
Fusion (Learning Support)	We work with Fusion 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 report, SENCo Time	1, 2, 3, 5
Narnia	Due to Increasing numbers of high needs SEND the school has decided to provide its own hub staffed by a teacher and Tas to enable our most needy children to make progress as they wait for the correct place to come along. EHCPs, My Plans, SENCO, Educational Psychologist recommendations	2, 3

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

Budgeted cost: £13,199.62

Activity	Evidence that supports this approach	Challenge number (s) addressed
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.ilivehere.co.uk/english-indices-of-deprivation-statistics-comparison-for-darnall-in-sheffield-e05010864.html	1,4,5
Free Fruit for KS2 (FS & KS1 already get it from Government initiative)		
Member of the SSELPLiving Well Strategy		
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
Robust improving attendance plan.	Attendance, at Phillimore, was improving before the pandemic. Nationally, attendance has been highlighted as an area of concern. This issue is woven into all areas of the DEP https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,3, 4, 5

Recognition of out of hours learning	The Children's University recognises that learning is essential for life and recognises the efforts of children who do more learning before and after school. Our school is committed to breakfast and after school clubs. https://www.childrensuniversity.co.uk/universities/sheffield-childrens-university/	1, 3, 5
Support for attending first hand experiences to enhance 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. With the current issues with household bills increasing, this will 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

Total budgeted cost: £ 488,292.93

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 2020 to 2021 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 Fund. 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 is allocated accordingly.

Our focus on reading (including Early reading) has had a good impact with more children passing the phonics screening than previously, showing our commitment through PP funding is working to achieve the aims set out for our children. (2023-All 58% PPG 62%) We have decided to continue to invest in this manner as the impact was good.

Having smaller Y6 classes is proving to be supportive to this year group both academically and socially and emotionally.

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 will be incorporated into the provision.

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

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