

Pupil premium strategy statement

School overview

Metric	Data
School name	Phillimore Community Primary School
Pupils in school	411
Number of disadvantaged pupils	211 (51%)
Pupil premium allocation this academic year	283,795.00
Academic year or years covered by statement	2021-2022
Publish date	October 2021
Review date	August 2022
Statement authorised by	Finance Governors - 01.01.21
Pupil premium lead	Alison Blakemore
Governor lead	Nina Blackwood

Disadvantaged pupil progress scores for last academic year

Measure	% at expected	
	End of KS1	End of KS2
Reading	55%	57%
Writing	50%	50%
Maths	55%	61%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff have received training to deliver phonics and early reading strategies effectively and daily delivery is achieved to support children being able to read.
Priority 2	Ensure that all relevant teaching assistants are trained in delivering the Nuffield Early language Intervention (NELI)
Priority 3	Promote a love of reading – Book Study, Class Book, meaning links to the English curriculum
Barriers to learning these priorities address	All Phillimore Children have a love of reading
Projected spending	£71,957

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure a greater number of children achieve national expected in reading at the end of the academic year	July 22
Progress in Writing	Ensure a greater number of children achieve national expected in writing at the end of the academic year	July 22
Progress in Mathematics	Ensure a greater number of children achieve national expected in maths at the end of the academic year	July 22
Phonics	Achieve national average expected in PSC	July 22
Other	Improve attendance of disadvantaged pupils to LA average	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Children have support for English and mathematics daily (TA provided for each class)
Priority 2	Interventions provide support where needed
Priority 3	Improved attendance so support/ interventions are attended well
Priority 4	Additional teacher in Y6 will provide smaller classes to support progress
Barriers to learning these priorities address	Attendance – missing chunks of learning.
Projected spending	£212,963

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide a breakfast for each child – breakfast club and meet and greet.
Priority 2	Provide free fruit snack for KS2 children (KS1 already receive it)

Priority 3	Assertive mentoring (Ensure the correct attitude to learning)
Priority 4	SSELP Poverty strategy involvement
Barriers to learning these priorities address	Improving readiness to learn
Projected spending	£29,729

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time management – class timetable	Up to date timetables – SLT support where needed
Targeted support	Ensure all TAs have the relevant time for training / update	Work closely with key stage leads
Wider strategies	Engaging families	Inclusion team work with key families

Review: last year's aims and outcomes

Aim	Outcome
Children have access to quality reading material Children who are at risk of falling behind are supported and make progress High % (70%) pass phonics screening in Y1 Roma children make progress in reading and narrow the gap in reading attainment Children new to English will have access to a 'catch up' programme	Reading provision for Early Reading (Phonics) – books in place across school Reading a priority throughout school. TAs working with lowest 20% daily and the next lowest at least 3 x per week Phonics screening in class – Pandemic stopped the national test Roma reading unable to be delivered due to bubble operation N2E delivered in class as bubbles had to remain
Children access the times table test without anxiety and achieve at their best Children are taught vocabulary they will need in their maths lessons Basic maths will be taught in the N2E group	Pandemic stopped the national test Children more familiar with subject specific vocabulary – working walls in place N2E delivered in class as bubbles had to remain

Y4 children access 1st Class at number Children identified access this intervention and make progress in maths Roma children identified make better than average progress and more reach ARE	Had to be delivered in a bubble so only one class received it but children made progress Ongoing – N2E staff in class bubbles
All children in need of additional support access Sp&L bought in service DLD children access this as their need (LEAP, VIP, NIP Children needing these interventions access them and are then able to access class teaching Children entering the system from another country get access to N2E get them class ready Children leaving N2E are supported in class readiness Children recommended from Learning Support (Fusion) to access Talk Partners	The partnership between school and the Sp&L is excellent. All children in need of Sp&L support receive it. The school gets comprehensive feedback and advice from the therapist in school. TAs did Sp&L interventions in bubbles Had to be delivered in a bubble – all teachers familiar with communicate in print N/A due to the pandemic N/A due to the pandemic
All children make progress – more children reach ARE Increase in GD Needs of EHCP will be met Children with autism will have support and access a mainstream education Transition is made easier for children who need this support	Inclusion TAs were placed in the bubbles with highest needs pupils
Assertive mentoring Children will become active in their learning process and children will discuss their hopes, dreams and plan for how to achieve them with the teacher.	N/A due to the pandemic GB, AB, JW contacted learners through lockdown.
<u>Improve attendance and PA for specific groups</u>	All of the many initiatives we do for the children's attendance, readiness for

<u>Readiness for school</u> (Including no child hungry) Free Breakfast for all <u>Wellbeing</u> Nurture provision Mighty Minds Intervention Healthy minds	school and wellbeing work well and have been recognised by external agencies.
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