



Pupil Premium Statement 2021-24

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	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (2021 – 2024)
Date this statement was published	19/12/21
Date on which it will be reviewed	05/01/23
Statement authorised by	Ben Walsh
Pupil premium lead	Debbie Battle
Governor / Trustee lead	Debbie Battle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,350
Recovery premium funding allocation this academic year	£43,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£112,270

Part A: Pupil premium strategy plan

Statement of intent

The aim of the Pupil Premium Grant is to support schools in raising the achievement of their most disadvantaged pupils. More specifically, it is hoped that these pupils will benefit from increased social mobility and have improved chances of accessing higher education. Schools are free to spend the Pupil Premium Grant as they see fit.

National research shows that children who have been eligible for Free School Meals, at any point in their school career, have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that St Philip's pupils claiming Free School Meals and those who are looked after already fall into other groups, such as pupils with Special Educational Needs that are also vulnerable to underachievement. It is, therefore, pertinent for the school to consider wide ranging strategies, when planning effective intervention, to maximise the impact of this funding for PPG pupils.

The Pupil Premium Grant is paid to Academies via the Education and Skills Funding Agency (ESFA). The funding is calculated using the January School Census and 'Children Looked After' Data Returns.

Good teaching can, and does, narrow gaps in attainment. To improve outcomes for learners who are vulnerable and/or underachieving, St Philip's School has developed a child centred provision that is linked to good specialist pedagogy, effective on-going assessment and appropriate and timely intervention.

Challenges

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

Challenge number	Detail of challenge
1	attendance and levels of persistent absence
2	wellbeing, mental health and safeguarding concerns
3	access to technology and educational materials

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
Good levels of progress in Maths and English for pupils eligible for PP (Measured by whole school assessment tool Classroom Monitor)	Pupils eligible for PP have full access to the innovative curriculum and make as much progress in Maths and English by the end of the academic year as those pupils not eligible for PP
PP pupils are provided with targeted support for their social and emotional needs and are fully supported to develop life skills. (Measured with SIMS, success towards EHCP outcomes)	Pupils show an increase in social and emotional wellbeing as well as developmentally appropriate life and self-help skills.
Attendance of PPG pupils is not significantly different, given that the school's attendance is above that of special schools nationally and equates well with mainstream secondary schools. (Measured with SIMS)	PP Pupils attend regularly and as a result make expected progress in relation to their starting points.

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)

Activity	Evidence that supports this approach	Budgeted cost:
A well-being and emotional support team to provide bespoke interventions and guidance for pupils and their families on a range of matters such as behaviour management, access to social and leisure activities in the community, referrals to and accompanying parents or carers to external agency meetings, assistance with the application for relevant benefits and support with housing issues.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated cost £35,000 (20% of the total cost of the department)
Fortnightly support from an Educational Psychologist who uses evidence based research to support pupils' learning across a	Strengths and Difficulties Questionnaires (SDQ),	Estimated cost £4,000 (20% of the SLA)

wide range of needs.	SIMs, Classroom Monitor	
Access to the 'Read and Write Gold' and Clicker software package to support extended writing tasks and completion of externally set exams.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Unknown
A Literacy Learning Support Assistant to implement individual and small group interventions, both in the classroom and as additional sessions.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated cost £6000 (50% of total cost)

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

Activity	Evidence that supports this approach	Budgeted cost:
A range of therapeutic interventions including drama therapy, play therapy, family therapy, 'drawing and talking' and Lego therapy.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated cost £30,000 (20% of the total cost of the department)
A multi-agency education and health team that provides enhanced support for pupils and their families with issues such as safety on the internet (on-line gaming, social media and pornography), body image, puberty, healthy and unhealthy relationships, sexual health and healthy eating.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated contribution £21,000 (25% of the total cost of the department)
Staffing to facilitate attendance at dental and/or optician appointments.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated cost £1000 (100% of total cost)
Supported personalised	Strengths and Difficulties	Estimated cost

timetables (if necessary) to maintain engagement with education and offset any potential dis-affection.	Questionnaires (SDQ), SIMs, Classroom Monitor	£6000 (Calculated per individual)
1:1 independent travel training.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated cost £5000 (Calculated per individual)

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Budgeted cost:
Free school uniform/shoes, including PE kit, if required.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated cost £500 (100% of total cost)
A free breakfast club.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated cost £500 (50% of total cost)
Full payment or subsidised payment for school trips and residential journeys.	Strengths and Difficulties Questionnaires (SDQ), SIMs, Classroom Monitor	Estimated cost £4000 (100% of total cost)

Total budgeted cost: £45,000 + £63,000 + £5,000 = **£113,000**

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

How does St Philip's School monitor the impact of the Pupil Premium Grant?

The school will:

- Track the progress and attainment of PPG pupils, every term, and compare this to the rest of their cohort.
- Monitor PPG pupil absences every half term and support families to improve attendance.
- Identify and record additional interventions put in place for PPG pupils, if required, and evaluate their effectiveness on a termly basis.
- Monitor attendance of parents/carers of PPG pupils at Annual Review meetings
- Report all racist/homophobic /serious incidents and exclusion data to Governors every term and identify whether any involve PPG pupils.
- Record and analyse negative incidents and compare the number of incidents involving PPG pupils to the rest of the school.

APPENDIX 1: EXCLUSIONS

	Number of individual pupils excluded	Number of excluded pupils entitled to FSM
2020-21	10	5

APPENDIX 2: PARENT/CARER ATTENDANCE AT PARENTS' EVENINGS and ANNUAL REVIEWS

2020-21	PPG Parent Attendance	Other Parent Attendance
Parent/Carer Evenings	75%	75%
Annual Reviews	87%	92%

APPENDIX 3: NEGATIVE BEHAVIOUR

RACIST	Number of perpetrators	No. of perpetrators entitled to PPG	Number of victims	No. of victims entitled to PPG
2020-21	5	3	3	1
HOMOPHOBIC	Number of perpetrators	No. of perpetrators entitled to PPG	Number of victims	No. of victims entitled to PPG
2020-21	1	0	1	0

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
College Link Course	NESCOT College
Bespoke intervention	Just Learn