



Castle Hill St Philip's CE Primary School

Pupil Premium Strategy

What is Pupil Premium Funding?

The following groups of children are currently entitled to Pupil Premium Funding:

- children receiving free school meals (FSM)
- looked after children
- children of parents in the armed forces.

'The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

... from the **DFE website**.

Whilst schools are free to spend the Pupil Premium as they see fit, they will be held accountable for how they have used the additional funding to support children from low-income families.

The Government decided that eligibility for the Pupil Premium should be extended in 2012-13 to children who have been eligible for FSM at any point in the last 6 years.

Pupil Premium Strategy for 2018/19 Academic Year

Pupil Premium Allocation

Year	2018/19
Total amount of PPG	£89,760

Main barriers to educational achievement for pupils eligible for PP

At Castle Hill St Philip's School we have identified the following as barriers to educational achievement faced by pupils currently in receipt of PPG:

- A. Attainment on entry is below national average, and in some instances is significantly below, often due to poor language acquisition and developmental delay as a result of limited experiences in early childhood.
- B. Limited perseverance, resilience and aspiration.
- C. Limited life experiences and lack of opportunities to visit different places of interest like museums, art galleries, the seaside, theatre shows or to participate in physical activities, residential holidays, etc.
- D. Limited parenting capacity for example when some parents/carers require support for issues including domestic abuse, substance misuse and relationship difficulties.
- E. Anti-social behaviour, violent crime, criminal damage, domestic violence and substance misuse are prevalent in our locality.
- F. Poorer attendance and punctuality.

Planned Expenditure – how PPG funding will be spent

Barrier	Area of spend	Expected outcomes – why these approaches were taken
A Developmental delay	<ul style="list-style-type: none"> • SENDCo released from teaching commitment to identify and monitor the progress of vulnerable groups, to provide advice to less experienced staff and to provide Reading Recovery sessions • Complete British Picture Vocabulary Screening (BPVS) assessment early in YR to identify children with limited vocabulary and put in place support/early intervention • PP Champion to monitor standards and identify areas of success to share across school • Progress meetings to focus on PP attainment • Recruit staff to maintain our high adult/pupil ratio in all year groups to enable us to deliver focused intervention and support • Continue to support the group of children in Y2 with high levels of need by securing 	<ul style="list-style-type: none"> • All groups of children, including disadvantaged children and 'looked after children', tracked closely and make good progress • Increase in the percentage of disadvantaged pupils working at the expected levels in Reading, Writing and Maths at KS1 and KS2 • Disadvantaged children make more rapid progress than other children and the gap between disadvantaged children and their peers is closing in every year group • Increased adult/pupil ratio • Improved social interactions and development

		<p>additional funding to address their specific needs</p> <ul style="list-style-type: none"> • Consolidation of learning and pre- teaching to prepare children for future learning 	
B	Limited perseverance	<ul style="list-style-type: none"> • Focus on perseverance as one of our Christian values • Growth Mindsets programme delivered during Autumn term • 'Mindiest Mindi Awards' each half term to remind children of the Growth Mindsets philosophy • Kidz Skills, Social skills groups, 1:1 Mentoring and Play Therapy delivered to targeted children where necessary • For those children who need a deeper level of support than our other therapeutic sessions can provide, outreach support will be sought and recommendations followed 	<ul style="list-style-type: none"> • Children will develop 'Growth Mindsets', social skills and ability to cooperate as part of a team • Children with SEMH difficulties will be well supported • Children with severe SEMH and behaviour difficulties will show improvements within our setting or alternative provision will be sought • Increase in motivation and engagement of vulnerable groups
C	Limited life experiences	<ul style="list-style-type: none"> • A wide range of afterschool clubs provided by school staff including chances to participate in inter-school competitions • Curriculum reviewed to ensure inclusion of the new Castle Hill Top 20 Experiences • High impact events including educational visits and visitors to school • School to subsidise all visits including residential visits • eVouchers issued to parents of children eligible for PPG to support participation in events • All children in Y4 learn to play a musical instrument and can continue at a significantly reduced cost in Y5 	<ul style="list-style-type: none"> • Increased number of children accessing afterschool clubs which boosts confidence and readiness to learn • Children gaining wider experiences than they would otherwise have opportunities to experience • Increased number of children accessing residential visits • Children develop social skills and ability to cooperate as part of a team
D	Limited parenting capacity	<ul style="list-style-type: none"> • Continue to develop the role of the Pastoral Manager to work with parents/carers to signpost families to other sources of support and to facilitate Early Help Meetings • Pastoral Manager to train as a Domestic Violence Champion and offer support when necessary to praents/families • Pastoral Manager to implement support for children following Police Encompass Notifications of incidents of domestic violence • Pastoral Manager to meet with parents/carers to discuss attendance/punctuality issues • Provision of free breakfast for all children 	<ul style="list-style-type: none"> • Improved access to supportive agencies • Reduced referrals to Social Care • The social and emotional well being of children and families will improve and there will be increased engagement from parents/carers and fewer children on Child Protection Plans • Improved attendance • All children will eat breakfast and be ready for learning by 9am
E	Anti-social behaviour & crime	<ul style="list-style-type: none"> • Re-launch our Christian values to encourage responsibility and Christian love • Whole school 'We Love Hindley' topic to foster positive attitudes to our town and the people who live and work in Hindley • Employment of a sports coach to instruct, provide mentoring and act as a good male role model 	<ul style="list-style-type: none"> • The number of fixed term exclusions will decrease. • The overwhelming majority of children will be happy and engaged in their learning. • Children will treat others with courtesy and respect • Children will display positive

		<ul style="list-style-type: none"> • Develop our relationship with our community police – eg lead assemblies on safe internet use • Develop our relationship with our local fire service - lessons 	attitudes to school, each other and their community
F	Attendance & punctuality	<ul style="list-style-type: none"> • Role of Pastoral Manager further developed to lead on and improve attendance, punctuality and readiness to learn of our PP children by working with parents/carers and children • Review of our Attendance Policy to include Wigan Council's changes to the issuing of Penalty Notices (fines) • Attendance and punctuality incentives and awards reviewed – children with attendance of 96% or above to be rewarded • Pastoral Manager to complete robust monitoring of attendance data via Arbor information system • Clear system of warning letters and parent/carer meetings in place • Pastoral Manager to implement weekly attendance monitoring reports to parents of children whose attendance drops below 90% • Early Help assessments completed where necessary followed by Startwell referrals if necessary • Provision of Breakfast Club 	<ul style="list-style-type: none"> • Attendance of PP children will improve and the number of PP children persistently absent will decrease • Children will have access to a healthy breakfast and be ready to learn

How the school will measure the impact of the PPG spending

To monitor progress and attainment, our performance tables provide evidence of the achievement of children eligible for PPG.

At Castle Hill St Philip's our usual cycle of formative and summative assessments, pupil progress meetings and whole school monitoring activities will be used to measure pupil progress and enable the early identification of further need, support and /or appropriate intervention.

Review of the school's PP strategy for 2018/19

At the end of each term we will review the impact of our actions against the outcomes we had expected and will then plan for how the PPG funding will be specifically allocated over the coming term. When selecting children for PPG target groups or interventions we will examine all children across the school. There may be occasions when we include children who are not eligible for PPG in our target groups as they may benefit from accessing additional support.

During the summer term 2019, following notification of our next funding allocation and once we have assessment results from the 2019 statutory

assessments, a final review of our current 2018/19 PPG strategy will be completed to inform our future actions.

Review of the PP Strategy for the 2017/18 Academic Year

Pupil Premium Allocation

Year	2016/17
Total amount of PPG allocated	£101,650

Expenditure – how PPG funding was spent

- The majority of our PPG was spent on staffing to increase our adult/pupil ratio to enable us to deliver focused intervention and support, usually within Maths and English lessons. At least two teaching assistants were deployed in every class.
- A wide range of intervention sessions took place every day – run by teachers and teaching assistants.
- Other key adults were deployed including a Pastoral Manager and a sports coach and our SENDCo was released from teaching commitment to identify and monitor the progress of vulnerable groups, to provide advice and guidance to staff and to deliver Reading Recovery to children in KS1.
- A range of rewards, incentives and engagement programmes were delivered including afterschool clubs, attendance incentives and awards, high impact events including educational visits and visitors to school and provision of free Breakfast Club for all children every day.

The impact of PPG funding

- When children eligible for pupil premium enter Castle Hill St Philip's in Reception class, their attainment is usually below age related expectations. There is usually a gap between the attainment of the school's disadvantaged children and the 'other' children. Over time, as a result of the additional support directed at the disadvantaged group of children, the gap has narrowed.
- School and national data for 2018 shows that Castle Hill St Philip's made a good impact in 'narrowing the gap' for disadvantaged children since they made more progress than the national non-disadvantaged children in Reading and Writing:

KS2 Progress 2018		
	School Disadvantaged Pupils	National Non-disadvantaged pupils
Reading	0.36	0.31
Writing	0.94	0.24

Maths	-1.00	0.31
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- The attainment of our disadvantaged pupils was also higher than the attainment of national non-disadvantaged pupil:

KS2 Attainment 2018		
	School Disadvantaged Pupils	National Non-disadvantaged pupils
Reading, Writing & Maths Combined	73%	70%

- All distinct groups of children, including disadvantaged children and 'looked after children', were tracked closely and evidence shows that they made good progress.
- Almost all children who remained at Castle Hill throughout KS2 achieve the expected amount of progress from Y2 to Y6 and many exceeded this target.
- Self-confidence within groups increased.
- Behaviour improved which led to better learning generally across school.
- There was an increase in motivation and engagement of vulnerable groups.
- The number of vulnerable children accessing activities such as Breakfast Club and afterschool clubs increased which boosted confidence and readiness to learn.
- The social and emotional well-being of children and families improved as a result of being effectively supported by the Pastoral Manager. This resulted in increased engagement from parents/carers and a significant reduction in the numbers of children on Child Protection Plans.
- The overwhelming majority of children were happy and engaged in their learning.
- During the 3 years from 2014/15 to 2016/17, overall absence figures have fallen and are now in line with national figures. Although the number of children persistently absent increased in 2015/16, in 2016/17 it decreased and was close to the national average:

	2014/15	2015/16	2016/17	2017/18
Overall absence	4.5%	4.7%	4.5%	Data not yet available
	4.0%	4.0%	4.0%	
Persistent absence – absent for 10% or more sessions	8.5%	10.6%	10.1%	
	8.4%	8.2%	8.3%	

National figures are in red

- During 2016/17 the overall absence of disadvantaged children was close to that of disadvantaged children nationally and persistence absence of disadvantaged children was below that of disadvantaged children nationally.

- Similarly, the gap between school disadvantaged children and non-disadvantaged children was less than the gap between national disadvantaged children and national non-disadvantaged children:

2016/17			
	Ever 6 FSM	Non Ever 6 FSM	Difference
Overall absence	5.6% 5.5%	3.9% 3.5%	School gap = 1.7% National gap = 2.0%
Persistent absence – absent for 10% or more sessions	14.3% 15.7%	7.3% 5.4%	School gap = 7.0% National gap = 10.3%

National figures are in red

If your child does not receive free school meals but may be eligible due to your income level, please contact the school office or Catherine Cloake, Pastoral Manager, (in confidence) to discuss the matter further. Even if your child is in KS1 and already receives free school meals, school can claim Pupil Premium Funding for your child, which will be used to support your child in school.