



St Philip's C of E Primary School

PP strategy Statement Action Plan 2025/2026

Our Vision Statement:

We love to learn. We learn to love.

With Christ as our Guide,

We love and learn together.

Our children are encouraged to respect their own faith and those of others in our caring Christian environment.

Christian values lie at the heart of all we do.

'God is love, and all who live in love live in God, and God lives in them.'

1 John 4:16

Living out our vision, we aim to:

Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; Every child is special in God's eyes.

GRACE

Guide Respect Aspire Care Each of us is special

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 2025 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
School name	St Philip's CE School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	R. Moulden
Pupil premium lead	K. Macdonald
Governor / Trustee lead	W. Harvey

School overview

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69 560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69 560

Part A: Pupil premium strategy plan

Statement of intent

Context of the school:

- (LSIP 2024 - 2025) Our pupils come from an area of high deprivation (34.3% live in E* areas and 59.9% live in E areas in the multiple deprivation index) and 41% of children are classed as disadvantaged. A high proportion of our pupils are EAL (85%) compared to national averages. We aim to support all vulnerable and disadvantaged pupils including the above and those who are already high attainers.

Our aim is to ensure that all our pupil premium children:

- Receive the best education suited to their needs.
- Are working in a happy and safe environment where everyone can grow in confidence and reach their true potential.
- Acquire skills and knowledge through meaningful topics – ensuring that they have the essential knowledge they need to be educated citizens, preparing them for their future success.
- Quality first teaching is the principle strategy of our approach; proven to have the greatest impact upon closing the attainment gap but also essential to ensure all pupils, not just pupil premium, foster a love of learning, achieve goals and make progress.
- Our strategy is to be responsive, using comprehensive assessment tools alongside 'pupil progress meetings' to identify and monitor all pupils' progress. Pupils can then be enrolled on a wide range of class based or school wide programmes to support pupils and help them excel.
- Are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.

Ultimate objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within our school, including ensuring that there is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

For disadvantaged pupils in school to achieve, and in some cases exceed, nationally expected progress rates in order to achieve national expectations at the end of Key Stage 2.

To ensure that all disadvantaged pupils have access to the enriched curriculum provided by school.

To ensure all disadvantaged pupils are challenged in the work that they are set.

All children, eligible for pupil premium, will meet or exceed the national average progress in reading, writing and maths at the end of KS2 and the expected standard of phonics.

The percentage of children, eligible for pupil premium, meet or exceed the national standards at the end of Year 2 and Year 6 is in line with the national average.

At least 80% of children, eligible for pupil premium, pass the phonics screening check.

Key principles

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives

Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.

Provide targeted support to quickly address identified gaps in learning.

Provide opportunities for all pupils to participate in enrichment activities including sport and music.

Provide nurture to support pupils in their emotional and social development.

Allocation of funding for a part time HLTA to ensure maths can be taught in discrete year groups.

Allocation of financial resources to promote and provide children with rich experiences through educational visits.

All our work, through the pupil premium, will be aimed at accelerating progress, moving children to at least age-related expectations.

Use some of the pupil premium funding to enable Year 2 and Year 6 pupils to be involved in the Archbishop of York Trust - carrying out leadership tasks such as picking up litter in the local environment.

The Family Liaison Officer has up to date mental health training.

- Pupil premium resources are to be used to target academically able pupils on Free School Meals, so they are not at risk of underachieving. These pupils receive just as much focus as less academically able pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Only 5% of all children (1 child), in EYFS, in the last academic year were at age related expectation. In communication and language.
2	A significant proportion of disadvantaged pupils begin Reception below the standard typically expected for their age. During the academic year 2024 - 2025, this was all the disadvantaged children.
3	Attainment in writing is lower, across school, than reading and maths for all children – including disadvantaged.
4	On leaving EYFS, the EYFS class data shows that the number of disadvantaged children attaining GLD is lower than the national average.
5	The number of children attaining full marks, in the MTC, is significantly lower than the national average.
6	Attendance and punctuality data is monitored half termly with a specific emphasis on specific groups including DAPs. Analysis of attendance shows that, generally, the attendance of disadvantaged children is lower. Although it was only slightly higher in the academic years 2024 – 2025, it was 2% higher in 2023 – 2024 and the evidence shows that this year the disadvantaged pupils are already on track to have a lower

	attendance figure than the non-disadvantaged. It currently sits at 2% lower.
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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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups – across school. Better teaching and directed support ensures disadvantaged children keep up with their peers. Pupils keep up not catch up.	Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths. Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS and year 2. Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PPG pupils are at least inline with average. Attainment gaps between PP and non-PP children are closing.
To ensure that children eligible for pupil premium meet or exceed the national average attainment in reading, writing and mathematics (KS2).	70% of our pupil premium children in Year 6 are at age related or above in reading, writing and mathematics.
To ensure that children eligible for pupil premium meet or exceed the national average attainment in reading, writing and mathematics (KS1) and the expected standard in phonics.	50% of our pupil premium children in Year 2 are at age related or above in reading, writing and mathematics. 70% of our pupil premium children pass the phonics screening check. 65% of pupil premium children are on track to attain ARE in year 6.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.	For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive. SENDCO proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being.

	<p>FLO identifies parents for additional support and work with them on strategies to support SEMH and further parental engagement. Class Dojo and home learning protocols increase the amount of home learning that children have access to.</p> <p>Maths, Reading and Phonics Parents programmes and other curriculum events for parents are held throughout the year.</p> <p>Reduced absence among pupils eligible for PP to achieve targets.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15175.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support implementation of the Department for Education's The Writing Framework (July 2025)	The interim Curriculum and Assessment Review Report (March 2025) identified concerns with the way in which writing is currently taught in primary schools, and how this can hold children back from writing fluently.	3 & 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. For example: Welcomm	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Employment of an extra maths (HLTA) to ensure maths is taught in discrete year groups.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4 & 5
<p>CPD on the specific teaching and improving the use of vocabulary within the classroom.</p>	<p>Average impact of oral language interventions show an improvement of 6 additional months to S&L ages for minimal spending. Improvements are also seen in reading and writing.</p>	1 & 3
<p>Continue to purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Read, Write, Inc</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 4 & 5
<p>CPD for teachers planned and delivered regularly through the year</p> <ul style="list-style-type: none"> • Safeguarding • Reading • Mathematics • Science • EYFS – language and learning • Subject leadership <p>CPD meetings will involve quality pedagogical discussions about learning.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review:</p> <p>The effects of high-quality professional development on teachers and students)</p>	4 & 5

<p>Senior leaders design the schedule and plan delivery.</p> <p>Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.</p>		
<p>The school have purchased and implemented the 'Write Stuff' planning scheme and resources. Training has been implemented. This is a sentence stacking approach to teaching writing skills. Each stage is carefully modelled.</p>	<p>According to the DfE, writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing. These are the five components of 'The Write Stuff'.</p> <p>Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes EEF, combining reading and writing outcomes EEF, improving literacy at key stage 2.</p>	2, 4 & 5

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

Budgeted cost: £ 13279.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2, 4 & 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Read, write inc.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective</p>	2, 4 & 5

	when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26742.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison officer and Attendance Officer deployment to support pupils' social, emotional, behavioural and attendance needs	The Education Endowment Foundation's Improving Social and Emotional Learning in Primary Schools Guidance Report (October 2021) recommends teaching children to use self-calming strategies and positive self-talk to help deal with intense emotions. The Education Endowment Foundation's Supporting School Attendance Reflection and Planning Tool (April 2024) recommends some common overarching principles that can inform attendance strategies.	6
Y2 and Y6 pupils to be involved in the Archbishop of York Trust, carrying out leadership tasks such as picking up litter in the local environment.	Children will enhance their skills in a variety of ways. They will: <ul style="list-style-type: none"> • Explore the concept of leadership. • Investigate the stories and impact of great leaders in society. • Consider the importance of serving others. • Examine how to bring transformation to communities. • Take action to 'be the change you want to see'. 	1 & 5

Parenting group to be held weekly aimed at parents.	This will help to build relationships. Evidence shows that there is an established link between the home learning environment at all ages and children's performance at school.	1 & 6
Intensive parenting support put in place. This includes regular home visits.	This will help to build relationships. Evidence shows that there is an established link between the home learning environment at all ages and children's performance at school.	1 & 6
ELSA Additional social emotional learning sessions (ELSA) for disadvantaged children who need this support.	Evidence based research findings suggest the ELSA programme has a perceived positive impact on multiple components of pupil wellbeing. Hampshire Educational Psychology Service and ELSA network	6

Total budgeted cost: £ 55196.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Caution needs to be used when analysing data as this is a small school.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

In EYFS, the number of disadvantaged children attaining GLD was higher than non-disadvantaged but below the national percentage for disadvantaged children. This was based on 6 children on roll. However, this is 33% higher than entry into reception which shows good progress.

EYFS GLD	2024 - 25		
	Disadvantaged	Other	National Disadvantaged
	33%	23%	51%

KS1 DATA

Two out of five disadvantaged children passed the phonics screening check. However, one of the 3 children, who did not pass, was on the SEND register.

As there is no national figure anymore, the KS1 data is taken from a local authority project that we opted to take part in.

In KS1, assessments during 2024/2025, suggested that over a 3 year period the trend is that there are an increasing number of disadvantaged children achieving ARE in reading, writing and maths.

In reading, writing and maths, the number of disadvantaged children attaining age related expectations are in-line or higher than disadvantaged pupils in the local authority project.

KS1	2024 – 25		
	Reading		
	Disadvantaged	Other	Local project Disadvantaged

	56%	63%	53%
KS1	2024 – 25		
	Writing		
	Disadvantaged	Other	Local project
			Disadvantaged
	56%	50%	45%
KS1	2024 – 25		
	Maths		
	Disadvantaged	Other	Local project
			Disadvantaged
	67%	50%	55%

KS2 DATA

The data shows that, in KS2, the combined results for Reading, Writing and Maths indicate that disadvantaged learners have a 3-year upward trend in EXS. The data shows, that over a 3 year average period, disadvantaged pupils in school, perform significantly higher than disadvantaged pupils nationally.

In reading, in 2024 – 2025, the disadvantaged children in school were very close to those nationally.

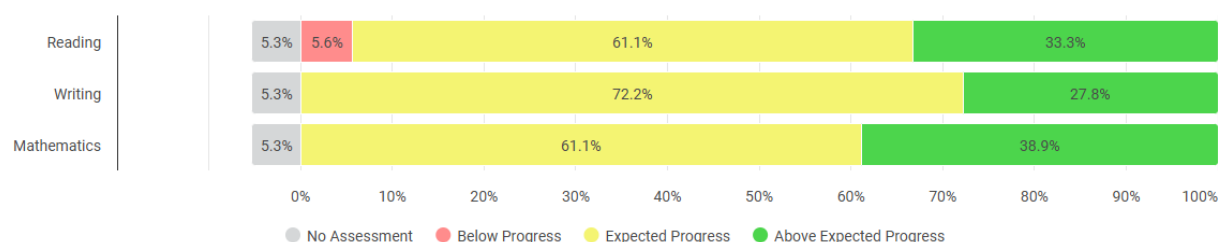
In writing, in 2024 – 2025, the disadvantaged children were lower than national (but this amounted to 2 children) and was not significantly below.

In maths, in 2024 – 2025, the disadvantaged children were lower than national (but this amounted to 1 child) and was not significantly below.

KS2	2024 – 25	
	Reading	
	Disadvantaged	National
		Disadvantaged
	64%	63%
KS2	2024 – 25	
	Writing	

	Disadvantaged	National
	Disadvantaged	Disadvantaged
	58%	72%
KS2	2024 – 25	
	Maths	
	Disadvantaged	National
	Disadvantaged	Disadvantaged
	68%	74%

The table below shows the progress of disadvantaged children, based on internal assessments, 100% of children made expected or better than expected progress in writing and maths – across school in the academic year 2024 - 2025. The table also shows around a third of disadvantaged children make better than expected progress – in all areas.



We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Behaviour and attitudes

- The behaviour of children in school remains outstanding and was identified as such by Ofsted.
- The behaviour policy was reviewed in September 2025.
- There were no exclusions or suspensions.
- We do not currently make use of any Alternate Provision.

Attendance

The attendance of disadvantaged children has remained very close to that of disadvantaged children nationally – over the last three years. The trend indicates a three year upward trend in the attendance of disadvantaged children - in school.

Outcomes met

Based on all the information above, the performance of our disadvantaged pupils did meet expectations, and we are at on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rock Stars	TT Rock Stars
Mastering number	EYFS, year 1, year 2, year 4 and year 5.
Letter Join Handwriting programme	Letter join
Red Rose Maths Mastery programme	Lancashire Maths Team
Purple Mash	Purple Mash
Read, Write Inc.	Ruth Miskin
IDL spelling and maths	IDLS group

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will continue to monitor the attendance of our disadvantaged children.

In year six, we ensure that all children are able to attend a 3-day residential stay by fundraising to ensure that any parents that are struggling to raise the funds can be offered a subsidiary.

We work closely, with the local foodbank, and have referred families when necessary. We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

We currently have a six-week Healthy Families programme running for parents. The uptake has been positive, with several parents attending regularly, including fathers, which is particularly encouraging.

School is part of Operation Prosper this is a police initiative which provides schools with important information about the community. This includes other services from Lancashire (Home school team, Lancashire Road safety team, CFW CSC MHST) Police will also deliver a 10 week mini cops session where police work directly with year 5 or 6 to talk about important police themes crime prevention, community safety anti-social behaviour online safety and more. The FLO and Deputy Headteacher have met with Police Sgt Carl McCoy to discuss how we can work together to deliver this in school. 60% of the children chosen for this initiative are disadvantaged children.