

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
School name	Phoenix Community Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Chris Johnson (HT)
Pupil premium lead	Sarah Town (DHT)
Governor / Trustee lead	Winston Michael (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128 395
Recovery premium funding allocation this academic year	£ 15 569
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143 964

Part A: Pupil premium strategy plan

Statement of intent

At Phoenix Community Primary School, our drive and ambition is to reduce the variation between disadvantaged and non-disadvantaged groups and to improve outcomes of disadvantaged pupils. We consider the context of the school alongside relevant research including that conducted by the EEF. Common barriers to learning for disadvantaged children can be: weak language and communication skills, less support at home, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from reaching their potential. The challenges are varied which means there is no “one size fits all”.

Principles

- We recognise that not all pupils who receive free school meals will be socially disadvantaged and some who do not receive free school meals will be socially disadvantaged.
- We make appropriate provision for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately identified and addressed.
- We reserve the right to target 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Our priorities for our disadvantaged pupils align with our school improvement plan that is written with the aim to improve the quality of teaching and learning across the school and increase rates of progress in English, mathematics and a range of other subjects. Our priorities to ensure that we do this are:

High quality teaching

- To close the gap in attainment between our disadvantaged pupils and non-disadvantaged children we know that access to high quality teaching is absolutely essential. Research shows that disadvantaged children make the best progress when they have access to quality first teaching (QFT). In achieving consistently good or better teaching across the school, we will see outcomes improve for all children, regardless of their ability or background. Our curriculum, from Foundation Stage to Year 6, is designed around approaches that are evidence based in improving outcomes and progress with disadvantaged groups. This includes embedding oracy and language based approaches, direct feedback and mastery routes. It creates a secure bank of knowledge and skills that children can build upon in secondary school and gives them the capital required to access society in adulthood.

Targeted academic support

- As well as focusing on teaching, we will also ensure that we have specific targeted intervention that uses pupil premium funding to support our disadvantaged pupils to keep up or catch up in their learning. This, combined with close monitoring and tracking, will ensure that no pupil's education is left unchallenged. At Phoenix, we have a clear focus on all pupils, regardless of the background they arrive with and use a range of approaches including specialist interventions such as 1st Class@Number, Mastering Number, Nuffield Early Language Intervention, small group tutoring, Accelerated Reader (AR), Doodle maths and phonics interventions.
- To ensure that pupil premium children with SEND make good or better progress from their starting points alongside non-disadvantaged SEND and pupil premium without SEND. At present 48% of our SEND register are from a disadvantaged background. We have 2.6% with an educational health care plan, however in the previous academic year there were a further 5 pupils with EHCPs who transitioned to specialist provision (4 were classed as disadvantaged) and 14 pupils with SEND who we are in receipt of Higher Needs Funding. 13.8% of the whole school and 54% of the SEND register have communication and interaction as their primary need. The SEND system can be daunting and could leave our disadvantaged families more so if they are unable to navigate the processes without support. Historically, our end of key stage data shows a gap between the attainment of PP children with SEND and non-disadvantaged SEND. As a school, we support our families through the SEND process to ensure that they have access to what assessment and provision they are entitled to. At Phoenix, every teacher is a teacher of SEND who differentiates the learning to meet the needs of all. If we can see from our tracking and monitoring that children may require additional support, we aim to use targeted intervention to 'catch children up' so that they can better access the age appropriate curriculum.

Wider strategies

- We understand at Phoenix that academic drive to close the gap between groups is not the only route. We understand that many of our pupil premium children will not have access to the same provisions as their non disadvantaged peers. We have thought carefully about our wider curriculum running through our new curriculum (rolled out in September 2021). We have ensured that our curriculum is rich in vocabulary and builds upon knowledge and skills. Language acquisition is planned so that language develops overtime and helps children access the experiences on offer. Qualities required for life such as resilience, independence and reflectiveness have been built into everyday life at school. We recognise the need for our pupil premium children to have a fair and equitable access to our extra-curricular offer; we have to go above and beyond to achieve this equality. All clubs, visits and trips target our disadvantaged children and we provide space to ensure they have access. In many cases, we know that the support required is not academic but pastoral. We offer our disadvantaged pupils and families the support to be the best they possibly can be whether this is parenting support, attendance specific support, access to music, outdoor learning and therapeutic play.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low attainment - reading, writing, maths</p> <p>Narrowing the attainment gap for reading, writing and maths between disadvantaged and non-disadvantaged. Returning to school after the COVID breaks has highlighted an increasing gap between these two groups especially in writing. Pupils returned reluctant to write and are lacking many of the previous year's skills (especially grammatical techniques and spelling) in the development of writing. The current strategy focuses on the development of Oracy across the curriculum and building a wealth of vocabulary to strengthen spoken language.</p>
2	<p>Weak language and communication skills</p> <p>Pupils from disadvantaged backgrounds arrive at school with poor speech language and communication skills. The ultimate plan is to ensure that every child identified as having a speech or language delay receives the level of support required. However due to pandemic restrictions some pupils have been waiting some time to receive specialist support. Some pupils have personalised plans from Speech and Language Therapists. The team in school supports the delivery of interventions to support the pupil's development in this area. For the Cohort year 2021 23% of the pupils passed the speech link and 23% passed the language link assessment.</p>
3	<p>Phonics attainment</p> <p>Reading remains a priority as is the teaching of phonics. Many pupils arrive with low level engagement in reading with very little exposure to the written word, books and stories. Historically, our phonics results are around the national average which enable many of our pupils to read with increased fluency. Many of our youngest pupils have significant gaps in their phonics knowledge and we recognise that the phonics screening test is a significant milestone in all children learning to read. As the children's education progresses, further barriers arise where low levels of enrichment have occurred and our pupils are unable to draw on their own experiences and place this in context to the text.</p>
4	<p>Attendance and punctuality issues</p> <p>Attendance remains a concern for families from a disadvantaged background. One of the challenges we have is ensuring that all pupils arrive at school on time and are ready for learning. Although historically attendance figures for our disadvantaged groups are good, a gap has emerged during the pandemic. A higher percentage of pupil premium pupils are late to school than non-pupil premium pupils. The school's current practice is to notify all parents of lateness and unauthorised attendance. Pupil Premium attendance in 2020/21 was 94.3% PP versus 97.6% non PP</p>

5	<p>Cultural experiences and opportunities</p> <p>During the pandemic, pupils missed out on vital cultural experiences. It is important that children have access to a broad and balanced curriculum with a wide range of curriculum opportunities including cultural, art and enrichment activities. These experiences also contribute to wider language development.</p>
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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
Progress in Writing	<ul style="list-style-type: none"> ● Achieve above national average progress scores in KS2 writing ● Pupils will have the skills and confidence to speak in front of other pupils. ● They will be able to talk about their learning using subject specific vocabulary ● High quality text are used with a wealth of vocabulary to aid language development
Progress in Reading	<ul style="list-style-type: none"> ● Achieve above national average progress in KS2 reading ● Reading comprehension lessons are carefully planned to focus on the reading domains ● Pupils consistently express a love of reading
Progress in Maths	<ul style="list-style-type: none"> ● Achieve above national average progress in KS2 maths ● Pupils confidently talk individually and in pairs how they arrived at an answer
Progress in Phonics	<ul style="list-style-type: none"> ● Achieve above national average progress in Phonics Screening Check ● The teaching of phonics is consistent across EYFS and KS1 ● Early reading books match children's ability and phase of phonics
Early progress in speech, language and communication	<ul style="list-style-type: none"> ● Children with NHS personalised plans make progress with their speech and language skills through interventions delivered by SALT and teaching assistants ● Nuffield (NELI) interventions delivered in EYFS by trained staff ● Pupils have modelled strategies available to support their language development throughout their learning.
Other	<ul style="list-style-type: none"> ● Attendance of disadvantaged pupils is above 95% ● Disadvantaged pupils have equitable access to the curriculum and for some pupils, this means additional enrichment support ● Attendance rates at clubs is equivalent for PP and non PP pupils

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)

Budgeted cost: £ 78,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT to monitor core subjects/SEND and provide targeted CPD ½ day weekly x 4</p> <p>Catch Up Teacher Year 6 x 1 day per week</p>	<p>Analysis of children’s writing has shown gaps in spelling for PP children across the school is preventing them from attaining the expected in writing</p> <p>EEF - teacher feedback & oral language interventions improve learning. We know that feedback has a very high impact on outcomes for a very low cost based extensive evidence</p> <p>CLPE resource hub - high quality teaching resource to improve the teaching and learning of language, vocabulary, reading and writing</p> <p>We know that good teaching is the most important lever school have to improve outcomes for disadvantaged pupils’ and the EEF recognise that CPD impacts on whole class teaching</p> <p>Analysis of children’s writing shows that gaps in grammar from lower year groups impacts on writing in year 6</p> <p>School analysis of outcomes of Accelerated Reader demonstrate positive outcomes for children of all ability and in particular for children reading at the higher standard</p> <p>Whole class reading is structured to ensure that all children have access to the skills required to delve deeper into high quality text and can access all of the assessment foci across ks1 and ks2 with ease. They are all exposed to and are explicitly taught how to answer questions matching the assessment focus of the lesson. Teachers model good reading practice throughout all subjects where high quality texts are chosen to support the learning journey.</p>	<p>1, 2, 3</p>
<p>SENCO additional half day</p>	<p>28% (24 out of 85) of disadvantaged children have significant SEND/learning difficulties requiring high levels of provision, 8 have complex needs requiring higher needs funding (9% of disadvantaged pupils)</p>	<p>1, 2</p>
<p>High quality computing education, CPD and technology support 2 days per week</p>	<p>Employment of a specialist computing teacher to widen curriculum experiences, provide staff CPD and ensure the IT infrastructure works effectively for all. Introducing high quality digital interventions can have a positive impact if carefully aligned to other EEF</p>	<p>1, 2 & 5</p>

	<p>principles as identified in the EEF ‘Using Digital Technology to Improve Learning: Evidence Review (Dec 2019)’</p> <p>This includes using the app ‘Seesaw’ to support metacognition, assessment and pupil oracy, Accelerated Reader to support progress in Reading and Doodle Maths to increase fluency and calculation skills (simulations, scaffolding and intelligent tutoring specific).</p>	
<p>Staff CPD</p> <p>Teacher (cover DHT x 2 days)</p>	<p>High quality staff CPD is essential to follow EEF principles. We are part of the maths hub for Mastering Number with teachers in Yr R, 1 & 2 being trained. 1st Class@Number is being trialled with HLTA completing training.</p> <p>SENCO accreditation training for Deputy Head Teacher (DHT) to provide additional SEN/D capacity. DHT released for current year to lead curriculum development/training & widen SEN/D capacity and skills in school.</p> <p>Staff are released to lead curriculum subjects effectively 3 times a year</p>	1,2,3,4 & 5

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

Budgeted cost: £50,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist to screen all children on entry and bespoke programmes are put in place.</p> <p>Speech Link software for early assessment:</p> <p>Reception/KS1 Teaching Assistant (TA) - trained to support the development of speech and language</p>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>For the Cohort year 2021 only 23% of the pupils passed the speech link and 23% passed the language link assessment.</p> <p>The Communication Trust’s ‘Talking About a Generation’ report identified that children who experience persistent disadvantage are significantly less likely to develop the language needed for learning compared to non disadvantaged peers. It highlighted research from Duff FJ, Reen G, Plunkett K, Nation K (2015) that children who struggle with language at 5 are six times less likely to reach the expected standard in English at age 11 and ten times less likely to achieve the expected level in maths. They are also twice as likely to be unemployed at age 34 as children with good vocabulary.</p>	2

	<p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception class which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language. TA interventions have 'moderate impact for moderate costs'</p> <p>With the high level of speech and language deficit it is essential that we have a highly trained TA in Reception that can support the NELI programme, support the delivery SALT interventions, cued articulation and phonics interventions.</p>	
Employment of librarian & specialist phonics intervention TA - improve engagement and enjoyment of reading as well as phonics progress.	<p>Whole class teaching of phonics to ensure that all children are being taught the same sound at the same time with interventions used to support those children falling behind.</p> <p>Phonics has a 'high impact for very low cost based on very extensive evidence.' Phonics has a positive impact and is an important component in the development of early reading skills, particularly in children from disadvantaged backgrounds (EEF). The effect of 1:1 intervention compared to small group is higher in impact (+5 months)</p> <p>Focus on supporting and targeting disadvantaged pupils who are not on track to pass the phonics screen at the end of yr1 and in the Autumn term of yr2 including the used of targeted intervention</p> <p>Ensuring the school has an attractive, well-stocked library with a knowledgeable librarian who can recommend and encourage all pupils to be readers is important to develop disadvantaged pupils into readers. There is extensive evidence on the impact of reading for pleasure on reading and wider academic progress, summarised in the DFE 'Research evidence on reading for pleasure (2012)'. The report identifies that children from lower socio-economic backgrounds read less for enjoyment.</p>	1, 2, 3
Yr 1-6: 4 x mornings/week (40 mins) TA x 40mins x 4 x 28 weeks x 6 year groups Breakfast Club subsidy 5 pupils x 4 days x 28weeks x 6 classes	Focused Small Group Tuition in English & Maths with teaching assistant (breakfast booster groups) targeting socially disadvantaged pupils. To facilitate this, all pupils attending receive free breakfast as do their siblings (average 3 pupils per tuition group plus 2 siblings).	1
Tutoring 1hr per day x 4 days a week	Extensive evidence shows that one-to one and small group tuition has a positive impact on the attainment of disadvantaged children for moderate cost if accessed through the National Tutoring Programme - EEF findings are that it is likely to make an impact if it is additional to and explicitly linked with normal lessons.	1
Doodle Maths programs - to ensure structured support for fluency in maths	Doodle maths is a programme to support the raising of attainment in fluency of number. School analysis demonstrates that children recalling number facts for the four operations can restrict their access to reasoning and problem solving questions. We know	2

	<p>that practicing frequently across all areas of the curriculum can build knowledge and recall of facts.</p> <p>Doodle maths gains a baseline practice, sets 10 minutes a day practice and shows measurable impact overtime. We have worked hard in school to ensure that children develop the skills to access doodle maths and any other app based learning tool effectively. We know that this will aid the smooth transition for home learning.</p> <p>Evidence from the University of Bath demonstrated Doodle Maths effective in preventing summer learning loss and increased maths test attainment. EEF evidence also demonstrates parental engagement is associated with improved academic outcomes. EEF studies show that involving digital technology can have a positive impact of carefully planned out.</p>	
Accelerated Reader to ensure structured support for reading and encouragement for reading for pleasure	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. EEF research on Accelerated reader demonstrated an overall impact of an additional 3 months in reading progress for pupils taking part and +5 months for disadvantaged pupils.</p>	1, 2
Spelling Shed to support the structured teaching and and pupil practice of spelling	<p>The use of the program Spelling Shed supports the teaching and learning of spelling, including at home as the the speed and fluency in spelling is the basis for good writing (EEF - Improving Literacy in KS2)</p>	1, 2
CLPE Power of reading program. Reading books for Power of Reading teaching sequences	<p>The Power of Reading ensures structured writing lessons based around high quality texts, focus on wider understanding of language and oracy as well as carefully structured lesson planning to include writing composition through modelling and supported practice</p> <p>The EEF's 'Improving Literacy in KS1' and 'Improving Literacy in KS2' identifies the development of pupils speaking and listening skills, developing language capacity and getting pupils to plan and monitor their writing (structuring text, summarising, drafting, editing, revising) as important for good writing progress.</p>	1, 2

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

Budgeted cost: £53,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All clubs to be free of charge Teaching Assistant overtime 1 club a week x 45 minutes x 24 weeks [for non-sport clubs as sports clubs funded through Sports Premium funding]</p>	<p>We know that enrichment and wider strategies are a significant part of the tiered approach to improving outcomes for PP (EEF Pupil Premium Guidance). Attendance at clubs and wider enrichment opportunities is lower for disadvantaged groups but is good for developing further social and emotional learning (+4 months impact). The EEF toolkit also highlighted the positive benefits to arts participation (+3months)</p>	5
<p>Family Liaison Officer</p> <p>Rewards to increase engagement including Attendance and punctuality awards, school values bands & reading awards</p>	<p>FLO to provide effective support to vulnerable families. DERA Report details how to use support to engage hard to reach families including those affected by poverty, poor living environments and other areas that risk social exclusion. Outreach to Children and Families (ioe.ac.uk 2009). The EEF study into parental engagement has shown “a positive impact on average of 4 months’ additional progress.” Key findings suggest that schools should consider “how to tailor school communications to encourage positive dialogue about learning.</p> <p>FLO to provide targeted support for disadvantaged pupils social, emotional learning, wellbeing and mental health. EEF evidence on social and emotional learning is a positive impact of +4 months</p> <p>FLO to provide support and challenge to families with low attendance and to engage families and identify barriers around attendance and punctuality. Prior to the pandemic attendance of pupil premium pupils was 96.2% compared to 96.7% for non-pupil premium (2018-19) which were both above national attendance rates. However following Covid this is 94.3% PP compared to 97.6% non PP. Further support is required to narrow this gap.</p> <p>Other local authorities have published improving attendance tips. They range from, clearly allocating responsibilities for attendance among staff, tracking attendance data rigorously, analysing by pupil groups. Having robust procedures for day-to-day management of attendance, including first day calling and subsequent follow up and clearly defined rewards for attendance and punctuality.</p>	4
<p>Minibus lease, driver overtime & petrol costs</p>	<p>To promote high quality educational experiences and visits and wider understanding of the world with no transport costs to pupils. Experiences & visits are linked to the wider curriculum.</p>	5

Specialist Music Teaching 1.5 days & subsidised music lessons	Every child has a right to learn an instrument and access subsidised music lessons. Participation in art based approaches has been shown by the EEF to have a positive impact (+3 months) in other areas of the curriculum.	5
Therapeutic Play Worker Forest School/Bushcraft worker x1 afternoon per week	More frequent behaviour difficulties mean PP pupils are more likely to receive sanctions from the school behaviour system and are more at risk of exclusion, both of which impacts on their academic progress. EEF Improving Behaviour in Schools Evidence recommended that behaviour can be improved by focusing on other skills (problem solving or social and emotional learning). Interventions for children who are disruptive can be highly beneficial. Specialist provision that engages pupils also is likely to lead to higher attendance.	4, 5

Total budgeted cost: £182,787

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.

The pandemic for us, much like any other schools, has taken an effect on the progress of the pupil premium strategy. There are still many barriers to future attainment (for pupils eligible for PP)

- Our in-school barriers remain with children making expected progress and achieving the expected standard (EXS) or Greater Depth Standard (GDS) from their EYFS/KS1 starting points.
- Our children are more likely to enter school below age-appropriate expectations in Communication and Language and with Speech, Language and Communication Needs (SLCN).
- There are still limited opportunities linked to understanding the wider world and accessing the wider curriculum.
- We are experiencing a number of children returning to school to have Social, Emotional and Mental Health issues with an increased number of referrals being made to agencies to support children with these needs
- Pre-pandemic attendance of pupil premium pupils was 96.2% compared to 96.7% for non-pupil premium (2018-19) which were both above national attendance rates. The 3 year trend demonstrated a similar picture. Following Covid disruption this is 94.3% PP compared to 97.6% non PP. Further support is required to narrow this gap.
- We have re-evaluated the sources used at school to aid home learning and evaluated the limited capacity to support learning at home i.e. home reading, spellings, tables and have developed a system of app based home learning where children have used and are trained in the tools in school and are able to successfully use these at home.

Inhouse Pupil evaluations for 2020-2021

Strategy aims for disadvantaged pupils

Measure	All Pupils	Disadvantaged (PP)
Meeting expected standard at KS2: RWM	37%	18%
Reading	73%	59%
Writing	37%	18%
Maths	67%	59%
Achieving higher standard at KS2 RWM	3%	0%
Reading	23%	12%
Writing	7%	0%
Maths	20%	18%
School assessed progress Year 6 (July 20-July 21) (Expected progress = 6 points)		
Reading		
Writing	8.8	8.1
Maths	8.0	7.7
	8.9	8.7
School assessed progress previous year July 19-20		
Reading	2.5	2.7
Writing	1.8	2.0
Maths	2.3	2.3

57% of the year group (17 pupils) were identified as disadvantaged, 20% identified as SEN support (67% of these were PP) with 7% with EHCPs (100% PP).

During the main Covid lockdown year the impact on reading, writing and maths was significant with little difference between disadvantaged and non-disadvantaged. However during the last academic year, recovery was weakest in writing and disadvantaged pupils progressed slower than non-disadvantaged in reading, writing and maths.

- Internal phonics screening test Yr 2 pupils (June 2021) - 67% all pupils 52% Disadvantaged
- GLD 63% all pupils 50% Disadvantaged (July 2021)

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
Doodle Maths	Doodle Learning
Spelling Shed	EdShed
Power of Reading	CLPE (Centre for Literacy in Primary Education)
Accelerated Reader	Renaissance Learning
Jigsaw PSHE	Jigsaw PHSE Ltd