

# Pupil premium strategy statement – Phoenix Community Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Town
Pupil premium lead	Sarah Town
Governor / Trustee lead	Winston Michael

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,685
Recovery premium funding allocation this academic year	£17,619
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£145,304

# Part A: Pupil premium strategy plan

## Statement of intent

At Phoenix Community Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum. Almost 18% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme. We have recently identified a small group of pupils who are not making the progress we would expect, despite specific intervention, and so our strategy for 2022-2025 focuses on the needs of this group.
- Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment. At Phoenix Community Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment - reading, writing, maths Narrowing the attainment gap for reading, writing and maths between disadvantaged and non-disadvantaged. There is a gap between these two groups especially in writing. Pupils are requiring support to retain knowledge of writing features (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.

2	Weak language and communication skills 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 2022 23% of the pupils passed the speech link and 23% passed the language link assessment.
3	Phonics attainment 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.
4	Attendance and punctuality issues 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
5	Cultural experiences and opportunities Some of our 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.

## 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	<p>Achieve above national average progress scores in KS2 writing</p> <p>Pupils will have the skills and confidence to speak in front of other pupils.</p> <p>They will be able to talk about their learning using subject specific vocabulary</p> <p>High quality texts are used with a wealth of vocabulary to aid language development</p>

Progress in reading	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	Achieve above national average progress in KS2 maths Pupils confidently talk individually and in pairs how they arrived at an answer
Progress in phonics	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	Children with NHS personalised plans make progress with their speech and language skills through interventions delivered by SALT and teaching assistants Pupils have modelled strategies available to support their language development throughout their learning
Other	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: £26 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
x2 weekly SLT teacher  At least x2 weekly booster teacher	Analysis of children's writing has shown gaps in grammar and spelling for PP children across the school is preventing them from attaining the expected in writing EEF - teacher feedback & oral language interventions improve learning.  We know that feedback has a very high impact on outcomes for a very low cost	1, 2

	<p>based extensive evidence CLPE resource hub - high quality teaching resource to improve the teaching and learning of language, vocabulary, reading and writing 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 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</p>	

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

Budgeted cost: £52,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to work with the Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1 and Sustaining Teaching for Mastery.	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancer">https://educationendowmentfoundation.org.uk/education-evidence/guidancer</a>	1

<p>Establish small group intervention for disadvantaged pupils falling behind age-related expectations targeted academic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-</a></p>	<p>1, 2</p>
<p>Speech and Language Therapist to screen all children on entry and bespoke programmes are put in place. Speech Link software for early assessment: 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 For the Cohort year 2021 only 23% of the pupils passed the speech link and 23% passed the language link assessment. 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> <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 delivery SALT interventions, cued articulation and phonics interventions.</p>	<p>1, 2, 3</p>
<p>Employment of librarian &amp; specialist phonics intervention TA - improve</p>	<p>Whole class teaching of phonics to ensure that all children are being taught the same sound at the same time with</p>	<p>1, 2, 3</p>

<p>engagement and enjoyment of reading as well as phonics progress.</p>	<p>interventions used to support those children falling behind. 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) 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 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>	
<p>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</p>	<p>Focused Small Group Tuition in English &amp; 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).</p>	<p>1, 2, 3</p>
<p>Doodle Maths programs - to ensure structured support for fluency in maths</p>	<p>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 that practicing frequently across all areas of the curriculum can build knowledge and recall of facts. 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</p>	<p>1, 2</p>

	<p>know that this will aid the smooth transition for home learning. 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>	
SPaG.com	<p>SPaG.com offers grammar and punctuation tests for the children to complete online. Teachers can view instant gap analysis of the results and quickly identify gaps in the children's knowledge. For each year group, there are between 11 and 14 tests covering specific objectives. For each year group, there are tests which cover specific grammar areas (approx. 10 questions) and longer tests that cover all the objectives for that year group (20, 25 or 50 questions). Bell 2016; Safford 2016 research into the effect of grammar teaching is "grammar in English teaching and shown that both young children and teachers are capable of learning about (and enjoying) a wide range of grammatical concepts." Research from EEF  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1673621034">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1673621034</a> cites that sentence structure and</p>	1, 2
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</p>	1, 2



	for good writing (EEF - Improving Literacy in KS2)	
CLPE Power of reading program. Reading books for Power of Reading teaching sequences	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 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.	1, 2

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

Budgeted cost: £53,238

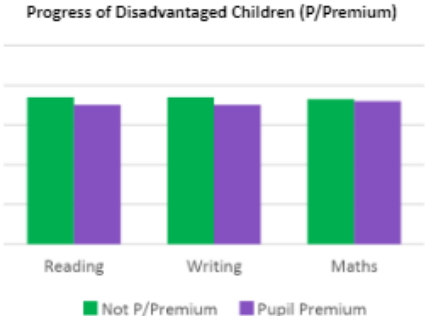
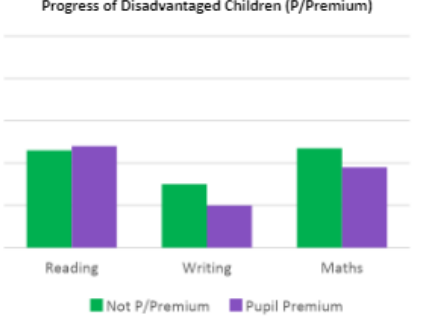
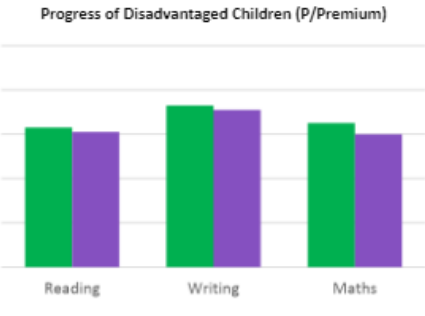
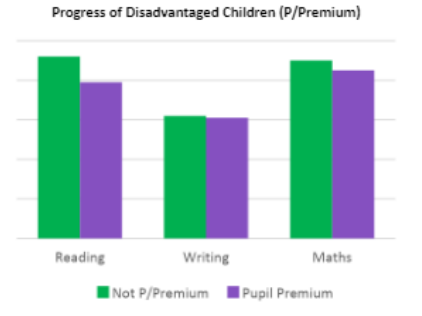
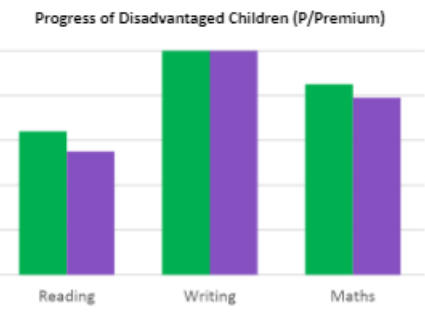
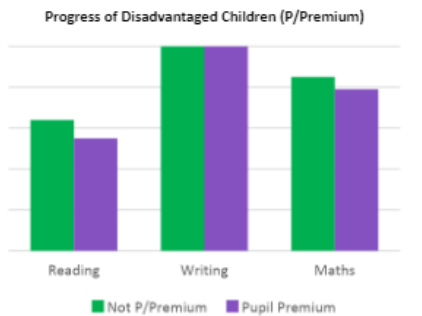
Activity	Evidence that supports this approach	Challenge number(s) addressed
All clubs to be free of charge Teaching Assistant overtime 1 club a week x 45 minutes x 24 weeks [for non-sport clubs as sports clubs funded through Sports Premium funding]	We know that enrichment and wider strategies are a significant 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)	4, 5
Family Liaison Officer Rewards to increase engagement including Attendance and punctuality awards, school values bands & reading awards	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	4

	learning. 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 FLO to provide support and challenge to families with low attendance and to engage families and identify barriers around attendance and punctuality. 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	
Minibus lease, driver overtime & petrol costs	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.	5
Specialist Music Teaching 1.5 days & subsidised music lessons	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.	5
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: £ 132 153**

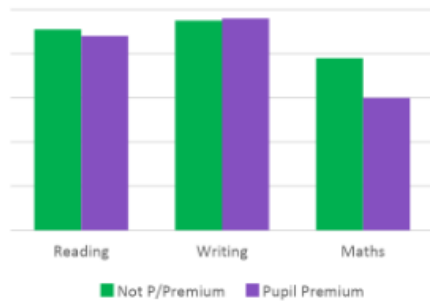
# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Year	Reading	Writing	Maths																						
<b>Foundation Stage</b>  <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Not P/Premium (12)</td> <td>7.4</td> <td>7.4</td> <td>7.3</td> </tr> <tr> <td>Pupil Premium (5)</td> <td>7.0</td> <td>7.0</td> <td>7.2</td> </tr> </tbody> </table>		Reading	Writing	Maths	Not P/Premium (12)	7.4	7.4	7.3	Pupil Premium (5)	7.0	7.0	7.2	<b>Year 1</b>  <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Not P/Premium (19)</td> <td>4.6 (2.5)</td> <td>3.0 (1.3)</td> <td>4.7 (2.8)</td> </tr> <tr> <td>Pupil Premium (11)</td> <td>4.8 (2.5)</td> <td>2.0 (0.7)</td> <td>3.8 (2.1)</td> </tr> </tbody> </table>		Reading	Writing	Maths	Not P/Premium (19)	4.6 (2.5)	3.0 (1.3)	4.7 (2.8)	Pupil Premium (11)	4.8 (2.5)	2.0 (0.7)	3.8 (2.1)
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## Year 6

Progress of Disadvantaged Children (P/Premium)



	Reading	Writing	Maths
Not P/Premium (16)	9.1	9.5	7.8
Pupil Premium (14)	8.8	9.6	6.0

## Externally provided programmes

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

Programme	Provider
Doodle Maths	Doodle Learning
Spelling Shed	EdShed
CLPE (Centre for Literacy in Primary Education)	Power of Reading
Accelerated Reader	Renaissance Learning
Jigsaw PSHE	Jigsaw PSHE Ltd
SPaG.com	Spag.com

