



Phoenix Community Primary School

Pupil Premium Strategy

Academic Year: 2018 to 2019

## Summary Information

<b>Academic Year:</b>	2018-19	<b>Total PP budget:</b>	£130,260	<b>Date of most recent PP review:</b>	Jan 2017
<b>Total Number of Pupils:</b>	207	<b>No. of pupils eligible for PP:</b>	80	<b>Date of next internal PP review:</b>	January 2020

## Current Attainment

Year 6 SATs	Pupils eligible for PP (school)	Pupils not eligible for PP (school)	Pupils not eligible for PP (national)
<b>% achieving in reading, writing and maths</b>	Combined 65% R – 76% W – 71% M – 71%	Combined 86% R – 92% W – 92% M – 100%	Combined 71% R – 80% W – 83% M – 81%
<b>% making progress in reading</b>	-0.07	+3.99	+0.31
<b>% making progress in writing</b>	+ 1.85	+5.98	+0.24
<b>% making progress in maths</b>	+ 0.94	+3.90	+0.28

## Barriers to future attainment (for pupils eligible for PP)

### In-school Barriers

- A. Children making expected progress and achieving the expected standard (EXS) or Greater Depth Standard (GDS) from their EYFS/KS1 starting points
- B. Children more likely to enter school below age-appropriate expectations in Communication and Language and with Speech, Language and Communication Needs (SLCN)
- C. Limited opportunities linked to understanding the wider world and accessing the wider curriculum
- D. Children more likely to have Social, Emotional and Mental Health issues

### External Barriers

- E. Attendance and Punctuality of PP children is below that of non-PP children: 96.1% v 96.9%
- F. Limited capacity to support with learning at home i.e. home reading, spellings, tables.

### Desired Outcomes and Success Criteria

- A. Approaches to teaching and learning across the school will be strengthened to accelerate pupils' progress.
- B. Effective SLCN provision is in place for all children with Yr R supported effectively to develop speech and language skills.

- C. Pupils are exposed to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.
- D. To raise the importance of social emotional well-being for children across the school. For children to be able to deal with challenges more confidently.
- E. Attendance of PP-eligible children is in line with non-PP and at least the national average.
- F. To raise parental engagement with their child’s education through empowering them to know how to support their child.

## Planned Expenditure

### Quality Teaching for All

Desired Outcome	Chosen Action/Approach	What is the rationale/ evidence for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review Date
<b>Outcome A:</b> Teaching is at least good and ongoing formative assessment ensures that all children make at least expected progress	Employment of teachers to provide booster/focused teaching to targeted children within a specific year group.	Smaller groups allow for more focused assessment and teaching leading to greater progress.	SLT monitoring of teaching, learning & assessment.	Chris J	June 2019
	Teacher SG (0.6 FTE) Teacher VH (0.14 FTE) English & Maths Lead, CPD – NPQSL Supply cover:	Improving data analysis and support and challenge of class teachers will improve progress of PP children	SLT monitoring of teaching, learning & assessment.	Michelle D & Sam G	June 2019
<b>Outcome C:</b> Improve academic learning through participation in high quality music	Arts Participation  Teacher MM (0.2 FTE) Teacher JC (0.1 FTE) Teacher AM (0.1 FTE)	Increased opportunities for all children, music linked to emotional and mental wellbeing.	SLT monitoring of engagement in music and extra-curricular opportunities.	Chris J	June 2019
<b>Outcome A:</b> Increase reading ability of lower attaining readers.	Implementation of Accelerated Reader throughout the school. Subscription Cost	Evidence from EEF study shows estimated +3 months’ progress	Pupils will be assessed regularly and monitored by English Curriculum Leader.	Michelle D	June 2019

Increase engagement and enjoyment in Reading.	Employment of librarian CB (0.4 FTE)	over 22 weeks; +5 months' progress for FSM pupils.			
<b>Outcome A:</b> Ensure children have secure phonics knowledge	Implementation of Read, Write Inc through the school (focusing on Key Stage 1)  Employment of RWI teaching assistant CB (0.4 FTE)	Evidence from EEF study shows a +4 months impact of effective synthetic phonics teaching.	Pupils will be assessed regularly and monitored by RWI Lead Teacher.	Emma J	Jan 2019
<b>Total Budgeted Cost:</b>				<b>£63,500</b>	

Targeted Support

Desired Outcome	Chosen Action/Approach	What is the rationale/ evidence for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review Date
<b>Outcome A:</b> Target children make accelerated progress in Reading and reach age-appropriate expectations	3 Beanstalk Readers working with identified children.	Improving confidence in reading and greater self-esteem.	Termly monitoring and discussions with children	Michelle D	June 2019
<b>Outcome A:</b> Under-achieving children in Year 6 meet national expectations in RWM	Focused Small Group Tuition with teaching assistant. (breakfast booster groups)  5 x mornings/week (30 mins) Breakfast Club subsidy	Focused small group tuition will enable children to make accelerated progress.	Year 6 teacher to monitor and report at Pupil Progress Review Meetings	Michelle D Janet D	March 2019
<b>Outcome A:</b> Under-achieving children in Year 2 & Year 3 meet age expectations in RWM	Focused Small Group Tuition with teaching assistant (breakfast booster groups)  Yr 3: 5 x mornings/week (40 mins) TA Yr 2: 4 x mornings/week (40 mins) TA	Focused small group tuition will enable children to make accelerated progress.	Year 2 & Yr 3 teacher to monitor and report progress at Pupil Progress Meetings	Emma J Vicki H Heidi T	March 2019

	Breakfast Club subsidy				
<b>Outcome D:</b> Provision in place for children identified with SEMH needs.	3 <sup>rd</sup> Party Provision of DA (pastoral/self esteem)  HS – therapeutic play worker  Pastoral Support Teaching Assistant AN (0.8FTE)	Increased wellbeing will lead to increased involvement and therefore progress.	Termly monitoring through Safeguarding Team. SENCO monitors through use of Boxall profiles.	Rachel L	June 2019
<b>Outcome B:</b> Ensure children have access to specific SLCN provision	Employment of trained SLCN TA  Teaching Assistant EP (1.0 FTE)	Trained SLCN to deliver interventions under guidance of SALT.	Termly monitoring by SENCO	Rachel L	June 2019
<b>Outcome C:</b> Promote engagement, involvement and wellbeing of identified hard-to-reach children.	Forest Schools  Teacher EJ (0.1 FTE)	Forest Schools have been shown to engage children in education, especially boys.	Termly monitoring by Headteacher	Sarah T Emma J	June 2019
			<b>Total Budgeted Cost:</b>	<b>£43,350</b>	

Other Approaches

Desired Outcome	Chosen Action/Approach	What is the rationale/ evidence for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review Date
<b>Outcome D:</b> Emotional health and well-being of all children is high enabling them to access learning within school.	Employment of a Family Liaison Officer to provide effective support and challenge to vulnerable families.  Online system of safeguarding reporting and management (My Concern)	Family support essential for child's engagement in education.	Monitored through Welfare & Safeguarding Team.	Lisa B  Chris J	June 2019
<b>Outcome C:</b>	Minibus lease.	High quality educational experiences promote	Monitored through termly PPR Meetings.	Chris J	June 2019

All children have access to high quality learning opportunities through trips and experiences.	Minibus driver overtime payments (SK & CL)  Petrol costs	engagement and therefore progress.			
<b>Outcome A:</b> Pupils are taught by qualified teachers during PPA	Two teachers employed to cover PPA.  Teacher LW (0.1 FTE) Teacher CJ (0.1 FTE) Teacher ST (0.1 FTE)	Children consistently receive high quality education.	Monitored through termly PPR Meetings.	Chris J	June 2019
<b>Outcome C:</b> Pupils receive high quality computing education	Employment of a specialist computing teacher to widen curriculum experiences, provide staff CPD and ensure the IT infrastructure works for all DR Computing Teacher (0.4 FTE)	Cross curricula learning is facilitated as well as pupil engagement in learning.	SLT monitoring of teaching, learning & assessment.	Chris J	June 2019
<b>Outcome E:</b> Attendance of PP children is at least national average and in-line with non-PP children.	Attendance and Punctuality awards.	Attendance and punctuality promoted, leading to greater progress.	Monitored through Welfare & Safeguarding Team	Diane D	June 2019
			<b>Total Budgeted Cost:</b>	<b>£55,500</b>	

Total:	
Quality Teaching For All:	£63,500
Targeted Support:	£43,350
<u>Other Approaches:</u>	<u>£55,500</u>
Total:	£162,350

Total PP                    £130,260

Review of Expenditure (2018-19)

Quality Teaching for All				
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Cost
<p><b>Outcome A:</b> Teaching is at least good and ongoing formative assessment ensures that all children make at least expected progress</p>	<p>Employment of teachers to provide booster/focused teaching to targeted children within a specific year group.</p> <p>Teacher SG (0.6 FTE) Teacher VH (0.14 FTE) English &amp; Maths Lead, CPD – NPQSL Supply cover:</p>	<p>Progress of PP-eligible children is at least as good as non-PP.</p>	<p>Continue</p>	
<p><b>Outcome C:</b> Improve academic learning through participation in high quality music</p>	<p>Arts Participation</p> <p>Teacher MM (0.2 FTE) Teacher JC (0.1 FTE) Teacher AM (0.1 FTE)</p>	<p>All children partake in high quality music education. Pupil voice demonstrates positive self-esteem from participation.</p>	<p>Continue</p>	
<p><b>Outcome A:</b> Increase reading ability of lower attaining readers.  Increase engagement and enjoyment in Reading.</p>	<p>Implementation of Accelerated Reader throughout the school. Subscription Cost Employment of librarian CB (0.4 FTE)</p>	<p>There are a greater number of children reading at an age-appropriate level.</p>	<p>Continue</p>	
<p><b>Outcome A:</b> Ensure children have secure phonics knowledge</p>	<p>Implementation of Read, Write Inc through the school (focusing on Key Stage 1)</p> <p>Employment of RWI teaching assistant CB (0.4 FTE)</p>	<ul style="list-style-type: none"> <li>•PP children attainment in the phonics is above national average</li> <li>•All Year 2 children required to take the Phonics Screening Check meet the required standard.</li> </ul>	<p>Continue</p>	

				£63,500
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Targeted Support

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Cost
<b>Outcome A:</b> Target children make accelerated progress in Reading and reach age-appropriate expectations	3 Beanstalk Readers working with identified children.	Identified children make greater than expected progress in Reading.	Continue	
<b>Outcome A:</b> Under-achieving children in Year 6 meet national expectations in RWM	Focused Small Group Tuition with teaching assistant. (breakfast booster groups)  5 x mornings/week (30 mins) Breakfast Club subsidy	Identified children make greater than expected progress in Maths & Reading (focus on small group tuition) and meet national expectations.	Continue	
<b>Outcome A:</b> Under-achieving children in Year 2 & Year 3 meet age expectations in RWM	Focused Small Group Tuition with teaching assistant (breakfast booster groups)  Yr 3: 5 x mornings/week (40 mins) TA Yr 2: 4 x mornings/week (40 mins) TA  Breakfast Club subsidy	Identified children make greater than expected progress in Maths & Writing (focus on small group tuition) and meet national expectations.	Continue	
<b>Outcome D:</b> Provision in place for children identified with SEMH needs.	3 <sup>rd</sup> Party Provision of DA (pastoral/self esteem) HS – therapeutic play worker	Children and teachers report greater levels of wellbeing and involvement.	Continue	



	Pastoral Support Teaching Assistant AN (0.8FTE)			
<b>Outcome B:</b> Ensure children have access to specific SLCN provision	Employment of trained SLCN TA Teaching Assistant EP (1.0 FTE)	Children make good progress through SALT programs.  Focus children pass the phonics screening check.	Continue	
<b>Outcome C:</b> Promote engagement, involvement and wellbeing of identified hard-to-reach children.	Forest Schools  Teacher EJ (0.1 FTE)	Forest Schools engage children in education, especially boys. Evidence from pupil voice – children receiving this enjoyed it and have high attendance on these days.		
				£43,350

Other Approaches

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Cost
<p><b>Outcome D:</b> Emotional health and well-being of all children is high enabling them to access learning within school.</p>	<p>Employment of a Family Liaison Officer to provide effective support and challenge to vulnerable families.</p> <p>Online system of safeguarding reporting and management (My Concern)</p>	<p>Families and staff report that support provided by the school is good. Parental engagement and perception of the school improves. Parent voice demonstrates how FLO support has supported access to services and a positive impact on their child's view of school.</p>	Continue	
<p><b>Outcome C:</b> All children have access to high quality learning opportunities through trips and experiences.</p>	<p>Minibus lease.</p> <p>Minibus driver overtime payments (SK &amp; CL)</p> <p>Petrol costs</p>	<p>All children have the opportunity to experience 'real' learning. Pupil voice demonstrates increased pupil confidence and aspiration.</p>	Continue	
<p><b>Outcome A:</b> Pupils are taught by qualified teachers during PPA</p>	<p>Two teachers employed to cover PPA.</p> <p>Teacher LW (0.1 FTE) Teacher CJ (0.1 FTE) Teacher ST (0.1 FTE)</p>	<p>Teachers provide high quality lessons which engage and enthuse children leading to greater involvement. PP pupils make better than expected progress from EYFS or KS1 results.</p>	Continue	
<p><b>Outcome C:</b> Pupils receive high quality computing education</p>	<p>Employment of a specialist computing teacher to widen curriculum experiences, provide staff CPD and ensure the IT infrastructure works for all DR Computing Teacher (0.4 FTE)</p>	<p>Pupil voice demonstrates confidence and pride in computing skills. Observations demonstrates computing skills being used through the wider curriculum.</p>	Continue	
<p><b>Outcome E:</b> Attendance of PP children is at least national average and in-line with non-PP children.</p>	<p>Attendance and Punctuality awards.</p>	<p>Attendance of PP-eligible is equal to that of non-PP and above national average.</p>		
				<b>£55,500</b>

