

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	175 (49.4%) <i>124 pupils are PP only</i> <i>51- pupils are PP with SEN</i>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022 October 2023
Statement authorised by	Peter Sears
Pupil premium lead	Jola Studniarz-Thring
Governor / Trustee lead	Carol Winn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,440
Recovery premium funding allocation this academic year	£20,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£220,280

Part A: Pupil Premium Strategy Plan

Statement of Intent

Phoenix Primary School is a proud accredited enhanced VbE setting. We accept responsibility for disadvantaged children and committed to meeting their needs. With VbE at the heart of our curriculum we are developing ethical vocabulary and ethical intelligence, which could be argued is the most important intelligence for the sustainability of our world, enabling each child to be educated citizens, helping to engender an appreciation of human creativity and achievement.

The outcome of Values-based curriculum is self-leadership, which enables each child to work towards fulfilling their wonderful potential. It is our intent to close the gap between disadvantaged children and their non-disadvantaged peers. Our children love the challenge of learning and are resilient to failure, they are continuously curious, and the teachers are equally determined that each child will be holistically successful.

The percentage of pupils eligible for funding at Phoenix is 48% and higher than National Average for Primary Schools. The percentage of pupils with free school meals has risen over COVID-19 Pandemic.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Overcoming barriers to learning is at the heart of our Pupil Premium grant and at Phoenix we understand that costs and needs will differ depending on the barrier. As such, we do not automatically allocate personal budgets per pupil student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all pupils receive quality first teaching each lesson
- Accelerating progress for disadvantaged peers therefore closing the gap between their peers
- Providing targeted academic support for pupils who are not making expected progress
- Ensuring that the Pupil Premium Grant reaches the pupils that need it most.

Quality First Teaching is at the heart of our approach, this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefitting the non-disadvantaged pupils.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils with challenge and early intervention at the point a need is identified.
- Take a whole school approach in which all staff take responsibility for disadvantaged pupils' outcome within the knowledge-engaged curriculum, raising the pupils' expectations of themselves
- Ensuring 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

- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The strategies adopted to support the Pupil Premium students at Phoenix Primary School are chosen using the Explore, Prepare, Deliver and Sustain model shared by EEF. This model supports the whole school approach of teach, practice, rehearse and apply within QFT.

We plan to measure the impact of our Pupil Premium Strategy as part of our ongoing cycle of RRG (Reflect, Review and Grow). Phoenix Primary will formally review the Pupil Premium Strategy annually with governors, Head Teacher and SLT.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance of PP pupils</p> <p>Our attendance data over the last two years indicates that attendance amongst disadvantaged pupils has been around 2% lower than for non-disadvantaged pupils.</p> <p>Current challenge:</p> <p>Disadvantaged pupils 92.17%</p> <p>Non-disadvantaged pupils 95.48%</p>
2	<p>Attainment and Progress of PP pupils in comparison to non-PP - particularly in Early Reading</p> <p>Our assessments, dialogues with families, professionals and the context of the community suggest that education and wellbeing of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant gaps in early reading foundations such as phonics, oracy and comprehension.</p> <p>2021 At the beginning of the year there was a 9% gap between PP and non-PP children on track to reach their age-related reading expectation and an 8% gap in progress from the previous year.</p> <p>At the end of academic year 2021- 2022 there was 5% attainment gap (RWM combined) between children in receipt of PP and non-PP children. 99% of children with PP made expected or accelerated progress in reading in comparison to 96% of non-PP pupils</p> <p>There was 2% difference between PP pupils and non-PP pupils in writing and Maths.</p>
3	<p>Attainment and Progress of PP pupils in comparison to non-PP - particularly in Maths</p> <p>Our assessments, dialogues with families, professionals and the context of the community suggest that education and wellbeing of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant gaps in the four operations, multiplication, problem solving and reasoning</p> <p>At the beginning of the year there was a 10% gap between PP and non-PP children on track to reach their age-related reading expectation and a 7% gap in progress from the previous year.</p>

	At the end of academic year 2021- 2022 there was 5% attainment gap (RWM combined) between children in receipt of PP and non-PP children. Children with PP made the similar progress as non-PP pupils in core subjects with difference of -0.1 in Reading and Maths and -0.2 in Writing.
4	Social, emotional and behavioural and mental health of disadvantaged pupils. Our assessments, surveys, observations and discussions with pupils have identified social and emotional issues for many pupils such as anxiety, low self esteem and behavioural difficulties. This is partly driven by lost learning, lack of consistency and enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their progress, attainment, engagement and attendance.

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
For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).	<ul style="list-style-type: none"> • Short term (June / July 22) <ul style="list-style-type: none"> - PP pupils' attendance improves July 2022 attendance of children with PP is 5% lower than non-PP • Medium Term (June / July 23) <ul style="list-style-type: none"> - The gap between PP and non-PP is marginal - School attendance is over 96% • Long term (June / July 24) <ul style="list-style-type: none"> - PP pupils' attendance in line with all students' attendance - All attendance figures consistently match national - Persistent absence is below 5%
To close the gap in attainment and progress in Reading between disadvantaged pupils and non-disadvantaged pupils	<ul style="list-style-type: none"> • Short term (June / July 22) <ul style="list-style-type: none"> - 90% of PP pupils make at least expected progress 99% of PP children made expected or above progress in reading which is 3% higher than non-PP • Medium Term (June / July 23) <ul style="list-style-type: none"> - The gap between PP and non-PP progress is marginal - PP attainment improves • Long term (June / July 24) <ul style="list-style-type: none"> - PP pupils' progress is in line with all pupils' progress - PP pupil's percentage of pupils' making above expected progress increases
To close the gap in attainment and progress in Maths between disadvantaged pupils and non-disadvantaged pupils	<ul style="list-style-type: none"> • Short term (June / July 22) <ul style="list-style-type: none"> - 90% of PP pupils make at least expected progress 94% M

	<ul style="list-style-type: none"> • Medium Term (June / July 23) <ul style="list-style-type: none"> - The gap between PP and non-PP progress is marginal - PP attainment improves • Long term (June / July 24) <ul style="list-style-type: none"> - PP pupils' progress is in line with all pupils' progress - PP pupil's percentage of pupils' making above expected progress increases
<p>To develop the Social, Emotional Mental Health and behaviour of disadvantaged pupils, with a focus on VBE and Character Development</p>	<ul style="list-style-type: none"> • Short term (June / July 22) <ul style="list-style-type: none"> - Reduction of behaviour incidents for key PP pupils Number of incidents for PP pupils fell 33% between Autumn term 2021 and Summer Term 2022 - Increase confidence / wellbeing. Case studies, pupil voice, staff voice • To work with families to offer support and guidance and impact on outcomes. Families of over 23% of children with PP have received a high level of support from both internal and external agencies. The support has been coordinated by the school. • Medium Term (June / July 23) <ul style="list-style-type: none"> - An increase in PP pupils' progress in attendance, academia and identified programmes • Long term (June / July 24) <ul style="list-style-type: none"> - No group to be over represented in pastoral figures

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE Teacher A dedicated PE teacher rather than sports coaches will ensure that the curriculum is designed for our children and that provision is bespoke for children with individual needs	The average impact of a Phoenix PE teacher over Medway Sports Coaches will increase accelerated progress through relationships, bespoke Phoenix curriculum, deliberate practice and progress indicators	1, 4
Metacognition -Regulation Strategies Six strands, Rosenshine, WALK THRU CPD	The average impact of metacognition and self-regulation strategies is visible through triangulation of pupil voice, RRG, external visitors, PPM	2,3,4
SENCO	Newly appointed SENCO to review the provision at Phoenix SENCO currently works directly with 8 families of children who have SEN and are in receipt of PP Recent review of SEN structure confirmed that 60 out of 84 children on SEN register receive PP funding Average impact triangulated between progress, pupil voice, EduKey and plans in place.	2,3,4
Retaining quality supply teachers	Teachers that have created relationships with our children while working at Phoenix ensure that continuity of the curriculum is robust, pastoral needs are met and the families are provided with continuous support.	1,2,3
Early Reading / Cycles Monster Phonics, VIPERS, Reading Cycle (Echo Reading, Vocab, Comprehension)	Successful implementation of Monster Phonics across the school allows embedded synthetic early reading foundations and to allow identified tailored groups within the upper schools. Successful reading cycles allows activities to be carefully tailored to all pupils' capabilities and learning priorities and involve texts that provide an effective but not overwhelming challenge.	2,4

	Approaches that focus on speaking and listening and a combination of the two all show positive impacts on attainment.	
Daily Read All classes are read to at the end of every day from a planned and challenging text	Successful daily read allows pupils to be immersed in rich modelled vocabulary and storytelling as a community.	2,4
Feedback	Oral immediate feedback involves spoken comments from the practitioner. The impact of oral feedback is higher, on average than the impact of feedback overall. Written feedback is typically given to pupils after they have completed the task and intended for them to reflect upon and independently move their learning forward.	2,3
Our highly skilled TAs work very closely with our therapists to deliver the best personalised sp&l intervention to our children. They follow the targets set by the therapist and work with the children daily to ensure that they are having their needs meet. This in turn goes back into the classroom to promote further progress in learning. The TAs work daily on small step targets set by our therapist to help the children access the curriculum. This intervention is a key for many children as Sp&L underpins all areas of learning. Through this intense support our children will be able to actively take part in core learning and move forward in their education.	The impact this intervention has is evident in the progress that children are making. Sp&L is such an intrinsic part of our learning. The children work on small achievable targets so they are seeing regularly that they are achieving and this helps to push them forward in all areas of school life. Since September 2021 5 children in receipt of PP have been working with S&L TA Since September 2021 further 5 children have been assessed and plans have been amended. Majority of S&L programmes are being delivered in a classroom by the class TA. Additional S&L programmes have been introduced and are now in use. Those are “Achieving Speech and Language Targets”, “Lego Therapy”, “Barrier Games”	2,3,4
Knowledge Organisers Used at Phoenix as ongoing retrieval and recall systems to support past, current and pre-learning	EEF research has proven retrieval can increase a pupil’s progress by over five months. Also, that metacognition and feedback can increase over six-eight months. Homework is not always within a primary pupil’s control. Using Organisers within the Phoenix context will aid with retention and progress in each area.	2,3,4
Home learning is vital under the current climate and a number of chn in the school have no or limited access to electronic devices to enable home learning to be accessed. These devices will enable all chn to have access to all learning resources set and used by the school.	All children have access to their education and can communicate with their class teacher. Chn will have access to a device for the duration of their school life. The device will be set up with all the schools’ online resources (Bug Club, TT Rockstars, Purple Mash and Dojo) This will allow chn to access and respond to all learning set by class teacher for homework and if needed in	1,2,3

	<p>the event of a full lockdown or due to isolation.</p> <p>Evidence from Sutton Trust EEF Teaching and Learning Toolkit supports that digital technology is associated with moderate learning gains</p>	
<p>Collaborative Learning (VBE)</p> <p>VBE education encourages self-leadership</p> <p>Confidence to work together and be valued in their opinion.</p>	<p>The effects of VBE and collaborative learning in Primary Schools is 5+ progress.</p>	1,2,3,4
<p>White Rose</p>	<p>Systematic and sequential programme supports portal skills and knowledge and cognitive load of pupils. Encourages mastery of maths skills.</p>	3,4
<p>Phoenix Mastery curriculum is a knowledge-engaged. At Phoenix pupils learn skills alongside knowledge, ensuring that both are explicitly developed. Knowledge and skills are intertwined at Phoenix. Children seek out new information, develop, consolidate and deepen their knowledge, understanding and skills to ensure that they have the tools required to step into secondary. (Reinforced by Trust QA) Pupils and staff can articulate their knowledge and understanding clearly, holding conversations with adults and peers to discuss their knowledge, skills and metacognition using the six strands that are sequentially planned to deliver all portable requirements from EYFS - Year 6+</p>	<p>Mastery is set on achievement which has a high level of variation when pupils' work at their own pace. The context of Phoenix pupils' and until it is a whole through primary the impact will be lower. However, the curriculum is designed to support retention, challenge and a holistic approach for children to close gaps and master the portable skills required.</p>	1,2,3,4
<p>CPD</p> <ul style="list-style-type: none"> • PIXL • Insight • Behaviour • Edukey 	<p>Staff CPD into new programs that support the triangulation of pupils' progress, attainment, needs, learning priorities and behaviour strategies to support SEMH across the school.</p> <p>Consistency of approach enables all staff to identify and enable key pupils', working with all stakeholders to ensure holistic progress</p>	1,2,3,4
<p>Formative and summative assessing</p> <ul style="list-style-type: none"> • Pixl • Low stakes quizzing • Retrieval • Sequential Curriculum Design • High order questioning 	<p>EEF - Cognitive science approaches in the classroom: a review of evidence, states that by testing for knowledge of previously learnt content, retrieval practice encourages pupils to strengthen their memory on key concepts and information. This also encourages dialogues with pupils on learning priorities leading to metacognition and improvement strategies with self-awareness.</p>	2,3

<ul style="list-style-type: none"> • Peer and self-assessment • Peer Challenge 		
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs	The work our TAs do has proven to be invaluable. They have worked to secure the children's learning and the confidence they give the children to learn and succeed is evident in the work the children produce. Our results are improving year on year and the desire to learn is now underpinning our school. Term1 - 60 Pupil Premium children receiving interventions.	1,2, 3,4
Early Reading Monster Phonics	Successful implementation of Monster Phonics across the school allows embedded synthetic early reading foundations and to allow identified tailored groups within the upper schools. Enabling success in reading and writing as identified children have access to the curriculum with blending, segmenting and phonetical writing application	2,4
Small group / 1:1 intervention Reducing the number of pupils in a group enables the teacher to adopt a range of strategies and approaches bespoke to individual needs and provide more time for feedback and support PIXL Bug Club TTR Maths seeds IDL for reading and numeracy Reading eggs	Evidence from EEF indicates that a reduction in group size needs to be significant to have an impact. Where this is achieved the impact have been evidenced to be 3months+	2,3,4
Retrieval Tasks Whole school approach	Retrieval practice is strongly supported by over 100 years of research and is one of the only two learning techniques rated by Dunlosky et al (2013) as having 'high utility' for classroom practice.	2,3,4
Focused after school clubs	Early Reading and Multiplication clubs	2,3,4

Open to all Key invitations	With small group and retrieval evidence of progress these groups will support 3months + progress of identified pupils	
Pearl Intervention ELSA 2 members of staff supporting children with specific SEMH Boxall online Bespoke therapies / curriculum provision	Evidence of progress from small group, pastoral therapies and retrieval intervention illustrate the impact that would support key short-term intense intervention to enable key pupils to catch up on SEMH regulation, learning foundation skills and integrated back into classroom learning	1,2,3,4
COVID catch up teachers 1 x supporting key learning in LKS1 - prime focus on Y2 1 x supporting key learning in UKS2	To enable dedicated staff to support chn who's education has been directly affected due to COVID is essential. The teachers will be working on interventions to recover any areas of lost learning due to the impact COVID has had on their education and that were unable to access the online teaching and resources that were set for all chn. They work closely with Phase leaders and class teachers to assess and plan to close gaps. This progress is reviewed and actioned within PPM.	2,3,4
Visits / Workshops Financial support reviewed on a case-by-case basis	We offer all our children the chance to secure their learning through educational trips/activities. Each year group through their varying topics plan and arrange trips or in school activities to help the children gain learning through experience. The children are given the chance to have hands on experiences that they then use to further their learning through cross curricular subjects. The trips/activities we provide give our children the chance to gain experiences they may never get. Through this more interactive learning we are able to secure the children's understanding and provide aspirations. This includes Forest Schools which each year group gets to experience twice per year. No children per year group that benefit from this support: Year 6 = 31 Year 5 = 30 Year 4 = 24 Year 3 = 33 Year 2 =22 Year 1 = 24 Year R = 8	1,4
S&L	A number of children in receipt of PP across the school are being offered Speech and Language support. C&I is the primary need in school. S&L support is provided through direct work with TAs who follow SALT Plans as well as targeted Intervention Programmes like Elklan, Language for Learning, Language	1,2,3,4

	<p>for Thinking, Lego Therapy, Barrier Games or Achieving Speech and Language Targets. In order to support development of speech the school regularly works with both NHS and Private Speech and Language Therapists.</p> <p>In the Autumn Term, all children in EYFS are assessed with EYFS WELLCOM to identify S&L needs. Relevant referrals are made, and appropriate interventions are put in place. Their progress is being monitored termly.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 72,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral Team</i></p> <p>Dojo Store</p>	<p>The EHP that are currently in place are proving very successful. However, they are fluid thing and families come and go depending on need. We currently have 4 families on EHP (plus 3 awaiting assessment), 1 on CiN, 5 CP and 2 LAC. Our early intervention and being more astute along with getting all the relevant support in place for families to help secure them and their child's learning/progress within school. All children are still able to access the drop-in sessions run by the FLO and many children dip in and out of this service but it is an on-going benefit to all children and it often resolves any problems/issues or worries that a child has.</p> <p>The pastoral practitioner has already built strong relationships and supported a number of children with therapies and emotional support enabling them to access the provision provided successfully</p>	1 & 4
<p>The FLO to work closely with our families, providing support on a number of issues. She liaises with a number of different agencies. She regularly attends multi agency meetings, e.g. Early Help reviews, CP conferences, Core group meetings. LAC and PEP reviews. The FLO was until recently working with 4 of our families using the Early Help Program (EHP now called Family Solutions). This looks at the family unit as whole and what support/guidance/advise we as a school can give to the individuals in the family. FLO also working with 9 children currently open to social care.</p>	<p>The EHP that are currently in place are proving very successful. However, they are fluid thing and families come and go depending on need. We currently have 4 chn on EHP, 1 on CiN, 5 on CP and 2 LAC 3 under assessment. Our early intervention and being more astute along with getting all the relevant support in place for families to help secure them and their child's learning/progress within school. All children are still able to access the drop-in sessions run by the FLO and many children dip in and out of this service, but it is an on-going benefit to all children and it often resolves any problems/issues or worries that a child has. Parents are also reassured and more likely to engage with other services i.e. social care as they have someone to explain processes and support them with this.</p>	1,4

<p>FLO works closely with parents and offers support and advice as well as referrals for relevant support e.g. Early Help, Social Care, Parenting and Chatham Charities</p> <p>FLO also holds drop in sessions for any of our children to come and share any of their worries/problems or issues that may be causing them to be upset or distressed.</p> <p>FLO working with children that are open to social care of which there are currently 11</p> <p>FLO regularly undertakes home visits with attendance officer for children who are not in school and for welfare checks.</p>		
<p>Counsellor x2</p>	<p>Our counselling service has supported a number of children since we implemented it a 5 yrs ago (54 chn). The children really enjoy this quality 1:1 time and the benefits have been great. The children are now more confident in and out of class and are able to express themselves if they are experiencing a vulnerable moment. Their parents also report that their children have benefited from this support and notice a change in their child(ren) at home. Currently 5 out of 6 are PP</p>	<p>3</p>
<p>EP</p>	<p>This service is a vital role in supporting the learning of all children and has been very productive in getting the correct plans in place for a number of children (currently working with 6 children, 5 are PP). The support to both child and parent/carer is helping to improve outcomes for these children and any applications for EHCP's.</p>	<p>1,2,3</p>
<p>SALT</p>	<p>The Speech and language Therapists provide assessment of needs, support and care for children who have difficulties around speech and language development. The SALT devises programmes of intervention and work alongside children and TAs. The therapist also carry out assessments to see what areas of difficulty they children have. SALT works closely with SENCO, S&L TA, she also supports TAs in effective delivery of set interventions. Currently SALT works with 23pupils out of which 15 are in receipt of PP Further 6 EYFS children have been recently referred for speech assessment</p>	<p>2.4</p>

Breakfast club	<p>Breakfast club is a very successful provision and after COVID numbers are again consistently rising. Currently there are 57 children attend Breakfast club out of which 24 are in receipt of PP.</p> <p>Impact</p> <p>Encouraging a settled start to the school day</p> <p>Nutritious Breakfast for settled learning</p> <p>Collaborative / social activities</p> <p>Staff to support extra reading / homework</p>	1,4
After school clubs	<p>Numbers are rising well after reopening from COVID and all clubs provided hold a good attendance. Clubs are provided by school staff and a known external agency organised by Phoenix PE teacher. This provision also supports our community as provides reliable child care. 98 children receiving PP attend various afterschool clubs out of which 34 attend more than 1 club a week.</p>	1,4
Due to COVID restrictions all clubs had to stop. However, school have purchased a new interactive fitness boards that will be used throughout the school day for chn to get additional physical exercise and to help with emotional week-being.	<p>The interactive boards offer a variety of sporting activities which allow the chn the chance to try out numerous physical moves which will improve their health and stamina. It will also support coordination and mental health. It can be and will be used as part of PE, break time activities and for those chn who are struggling emotionally.</p>	4,1
The Pastoral Practitioner works with children on programmes and therapies to support their health, well-being, development and academia identified for individuals and groups of students in Pastoral Meetings	<p>Successful progression in the identified children's social and / or emotional status enabling children to focus on their education and enable access to their peers and curriculum.</p>	1,2,3,4

Total budgeted cost: £ 210,000

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.

Reviewing the academic data for last year can be challenging in the current climate due to the impact of COVID 19 and the subsequent school closures, pupils and staff having to isolate. However, Phoenix Primary School continued to ensure all pupils received a High-Quality Education working at home as they did when they returned to school and accessed the Recovery Curriculum and continued their in-school learning journey. The school remained open throughout lockdown to support key worker families and vulnerable children. A rota was implemented to enable staff to supervise and support the pupils with their work daily. All students in attendance received a free lunch and our PP children a priority.

At Phoenix Primary we used TEAMS to support learning during school closures and or pupil/ staff isolation. This secure online classroom was an excellent feature to facilitate home learning. Teachers were delivering a full and broad curriculum on a daily basis. Teams enabled dialogue, modelling, feedback and assessment to continue for pupils.

All students working from home were registered and those failing to engage were supported by the Pastoral Team and Teaching Assistants who were making daily phones, messaging on Dojo or completing home visits to support learning, well being of our pupils and their families.

Monitoring progress was challenging as our data collection system was in the process of transferring from Educater to Insight and teacher assessment was required to triangulate from dialogue, engagement and TEAMS work that was uploaded. From this triangulation staff were able to create a teacher assessment and create planning to meet the needs of the children working online.

If children were struggling to engage with online learning they were provided with laptops and or planned bespoke paper assignments and continuous dialogue with staff as stated above.

Phonics check - 72% of children with PP passed their Phonics Screening Check

Externally Provided Programmes

Programme	Provider
GL Ready	GL assessments
ACE	GL Assessments
YARC	GL Assessments
WellComm	GL Assessments

Service Pupil Premium Funding

Measure	Details
<p>Quality First Teaching, targeted and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.</p>	<p><u>We achieved:</u> Same day interventions target gaps in learning from previous lessons- linked to basic skills in literacy and numeracy. Targeted interventions provide opportunities to rehearse skills in advance. Effective gap tasks and next steps that are reviewed. Termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between inclusion lead and teachers. All vulnerable (SEN and PP) children offered a school place during national lockdown January to 8th March 2021. Higher involvement with parents (Teams/phone calls) during lockdown. Resources either offered or requested made available to families each week during lockdown. IQM Centre of Excellence achieved in September 2022 Kitemark+ achieved in June 2022 At the end of academic year 2021- 2022 there was 5% attainment gap (RWM combined) between children in receipt of PP and non-PP children. 99% of children with PP made expected or accelerated progress in reading in comparison to 96% of non-PP pupils There was 2% difference between PP pupils and non-PP pupils in writing and Maths.</p>
<p>Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support</p>	<p><u>We achieved:</u> In house and external training and support. Computing/ Home learning lead introduced Teams as a platform for blended learning.</p>
<p>Use new high-quality resources to support learning.</p>	<p><u>We achieved:</u> Learning walks Evidence scrutiny in books and working with children Home school communications including dojo messages, face to face meeting, phone calls and home visits We achieved:</p>

	<p>Materials uploaded provided a range and balance of practical and work-based opportunities for pupils with necessary challenge.</p> <p>Additional copies of learning materials prepared to support home learning for PP children. (2020-2021 and 2021-2022)</p> <p>Laptops were loaned. Increased communication with parents closes the gaps in learning. Gap tasks and next steps were shared via seesaw where children uploaded.</p> <p>New educational programmes deployed IDL, Reading Eggs Maths seeds.</p> <p>Laptops used as alternative way of recording.</p> <p>IPads provided for children with VI needs to enable then full access to curriculum</p> <p>Home Pack prepared and delivered to children who are on reduced timetables or, temporarily, could not attend provision due to medical needs.</p>
<p>Ensure pupils are given equal opportunities to fully engage with the curriculum</p>	<p><u>We achieved:</u></p> <p>Learning walk</p> <p>Curriculum review</p> <p>Links between club leaders</p> <p>PP pupils are invited to join a range of in- school clubs/ before/after school clubs.</p> <p>Trips and events are offered with no expectation of parents to pay.</p> <p>Lunches were made available during lockdown/ home learning.</p> <p>PP children offered places at Holiday club for Easter 2021 and Summer 2022</p>