



## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Phoenix Infant Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£71280	<b>Date of most recent PP Review (SGC review)</b>	September 2018
<b>Total number of pupils</b>	324	<b>Number of pupils eligible for PP</b>	54	<b>Date for next internal review of this strategy</b>	July 2019
2. Current attainment (2017-18)					
		<i>Pupils eligible for PP (PIA 2018)</i>		<i>Pupils not eligible for PP (national average 2017)</i>	
<b>% achieving in reading, writing and maths (fft)</b>		65		68	
<b>% attaining at expected standard + in reading</b>		78		79	
<b>% attaining at expected standard + in writing</b>		67		72	
<b>% attaining at expected standard + in maths</b>		78		79	
<b>% attaining GLD at the end of EYFS</b>		79		73	
<b>% meeting the standard in the year 1 Phonics Screening Check</b>		67		84	
<b>% meeting the standard by the end of year 2 Phonics Screening Check</b>		93		93	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Limited speech and language skills which impacts on learning	
<b>B.</b>	Gaps in prior learning	
<b>C.</b>	Attainment and Progress of PPG /SEND group significantly below 'All Children, Non PPG/SEND'	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Consistent attendance and punctuality.	
<b>E.</b>	Access to resources, such as books, libraries, life experiences (especially cultural).	
<b>F.</b>	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.	
<b>G.</b>	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	
<b>H.</b>	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit/new uniform).	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in all year groups.	Pupils eligible for PP make progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations.
<b>B.</b>	Pupils eligible for PP to achieve ARE in line with non PP pupils for phonics, RWM and make good progress.	Pupils eligible for PP make good progress in reading, phonics, writing mathematics and achieve ARE in line with non PP pupils. Measured by teacher assessments, PSC and successful moderation practices.
<b>C.</b>	Improve attainment and progress rates for pupils with SEN/D and eligible for PP.	Improved outcomes for PPG/SEND in to be inline with 'National Other'
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below (subject to change following national data update).
<b>E.</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

## 1. Review of expenditure

Academic Year

2018-19

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																																												
<p>Ensure excellent pupil progress in core subject areas through continuing to develop quality first teaching across the curriculum</p> <p><b>Outcomes A, B and C</b></p>	<p>Cycle of CPD for staff including:</p> <ul style="list-style-type: none"> <li>T4W CPD</li> <li>Mathematics Mastery CPD</li> <li>Coaching</li> <li>Planning Support</li> <li>TA CPD and coaching</li> </ul> <p>Assessment CPD</p> <ul style="list-style-type: none"> <li>No More Marking, Assessing Primary Writing</li> <li>New staff assessment induction and CPD</li> <li>Pre-Key stage assessments</li> </ul>	<p>Overall T4W has continued to have a positive effect upon writing across the school, and children continuing to make good progress:</p> <p><b>Writing Attainment at the end of EYFS</b></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">ELG+</th> <th colspan="2">ELG Exc</th> </tr> <tr> <th>Nat 18</th> <th>Sch 19</th> <th>Nat 18</th> <th>Sch 19</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>59</td> <td>75</td> <td>5</td> <td>13</td> </tr> <tr> <td>Non PP</td> <td>76</td> <td>81</td> <td>12</td> <td>14</td> </tr> </tbody> </table> <p><b>Writing Attainment at the end of KS1</b></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">EXS +</th> <th colspan="2">GDS</th> </tr> <tr> <th>Nat 18</th> <th>Sch 19</th> <th>Nat 18</th> <th>Sch 19</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>53</td> <td>72</td> <td>7</td> <td>8</td> </tr> <tr> <td>Non PP</td> <td>73</td> <td>72</td> <td>17</td> <td>26</td> </tr> </tbody> </table> <p>The introduction of Mathematics Mastery in EYFS and Y1 had a positive impact upon children's learning.</p> <p><b>Numbers Attainment at the end of EYFS</b></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">ELG+</th> <th colspan="2">ELG Exc</th> </tr> <tr> <th>Nat 18</th> <th>Sch 19</th> <th>Nat 18</th> <th>Sch 19</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>66</td> <td>75</td> <td>8</td> <td>25</td> </tr> <tr> <td>Non PP</td> <td>82</td> <td>85</td> <td>17</td> <td>35</td> </tr> </tbody> </table> <p><b>Mathematics Attainment at the end of KS1</b></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">EXS +</th> <th colspan="2">GDS</th> </tr> <tr> <th>Nat 18</th> <th>Sch 19</th> <th>Nat 18</th> <th>Sch 19</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>61</td> <td>76</td> <td>11</td> <td>12</td> </tr> <tr> <td>Non PP</td> <td>79</td> <td>78</td> <td>24</td> <td>33</td> </tr> </tbody> </table> <p>The majority of teachers across both key stages are now far more confident to make accurate teacher assessments and are able to make these independently. Teacher judgements have been seen to be accurate in the main, as evidenced through No More Marking. The use of comparative judgements for writing has also been a positive way to moderate judgements and to review strengths and weaknesses across a cohort.</p>		ELG+		ELG Exc		Nat 18	Sch 19	Nat 18	Sch 19	PP	59	75	5	13	Non PP	76	81	12	14		EXS +		GDS		Nat 18	Sch 19	Nat 18	Sch 19	PP	53	72	7	8	Non PP	73	72	17	26		ELG+		ELG Exc		Nat 18	Sch 19	Nat 18	Sch 19	PP	66	75	8	25	Non PP	82	85	17	35		EXS +		GDS		Nat 18	Sch 19	Nat 18	Sch 19	PP	61	76	11	12	Non PP	79	78	24	33	<p>Next year we will move to supporting reading instead of writing, in line with school improvement priorities. We will continue to support Mathematics Mastery, given it will now be introduced into Year 2. Based on the impact of MM with EYFS we anticipate that as these children move in to Y1 and then Y2 the impact will be an increased percentage of children attaining GDS at the end of KS1.</p> <p>Assessment CPD will need to continue next year, focusing on continuing to develop teacher's moderation knowledge and skills. We will also need to continue to develop middle leader's skills with using both SIMS Discover/Reports to quickly obtain key information.</p>	£16,102.35
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Vocabulary and curriculum	Wider Curriculum	This year we have continued to focus on the development of the curriculum – intent, implementation	This focus will need to continue, as we develop the progression in our wider curriculum in line with school																																																																													

<p>development to enable children to access learning at home</p> <p><b>Outcome A and B</b></p>	<ul style="list-style-type: none"> <li>• Topic days for staff to plan key learning and develop subject knowledge</li> <li>• Assessing topic</li> <li>• Develop curriculum information/vocabulary for topic areas to support parental engagement and understanding of the curriculum.</li> </ul> <p>RM easimaths to support parental involvement in maths at home.</p> <p>Pobble to publish children's work and build evidence banks</p>	<p>and evaluation. Topic days and curriculum assessment meetings have continued. This has seen improvements to teaching in some curriculum subjects, such as art (see Mess, Muck and Mixtures topic). We have begun to further develop our knowledge and vocabulary overviews to support parents understanding.</p> <p>RM easimaths had limited impact – children did not really access at home (lack of clarity with log in's, limited expectations, lack of access in school for children to develop familiarity with the programme). Only children in Friday enrichment computer club accessed. Teachers received limited information/reports therefore no impact upon teaching.</p> <p>Pobble this year, has had limited impact due to staff changes throughout the year preventing a sustained roll out.</p>	<p>improvement priorities. This will see the introduction of a curriculum team to focus on further developments.</p> <p>RM easimaths will be cancelled (June 2020), and the school will introduce Maths With Parents, which supports the MM approach. This will be introduced in Y1, where parents have been more engaged this year with Tapestry, suggesting they will be more receptive and engage better. This will then transition into Y2 for 2020-21 with Easimaths then cancelled.</p> <p>Next year, developing links for the Pobble Champion will be important to drive this project forward. We will also begin using the moderation features that Pobble offers us as it has updated the website to introduce this feature. We also need to continue to develop parent's access to Pobble, through supporting them with email addresses (as with Tapestry in EYFS). This will be the last year of the 3 year contract and it will be important to utilise this resource effectively to be able to evaluate the impact by the end of the year to subsequently decide whether to renew.</p>	
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## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Support underachieving pupils with identified barriers to learning (SLCN) with targeted interventions</p> <p><b>Outcomes A, B and C</b></p>	<p>SALT</p> <ul style="list-style-type: none"> <li>• Use of therapist for assessments/therapy</li> <li>• TA/LSA SALT interventions (Speechlink/1-1)</li> </ul>	<p>Language link and Talk boost groups have continued to have a positive impact upon children's spoken and receptive language development, with attainment growing from scores such as 3 out of 16 (19%) to 16 out of 16 (100%) following intervention.</p> <p>7 children received SALT assessments and this information fed into EHCP annual reviews/IEP's to support learning and ensure good progress was made.</p>	<p>Language development will continue to be a focus for next year as this continues to be a significant barrier for many of our pupils and has a significant impact upon learning, especially in the early years.</p> <p>We also have an increasing number of children eligible for PP who also have an EHCP and so we will be reviewing the support given for these pupils to ensure that they continue to make good progress.</p> <p>Within KS1, alongside the targeted intervention support and as part of our work developing curriculum, it will be important to review how we assess speaking and listening skills, within the national curriculum.</p>	<p>£39,699.00</p>
<p>Support underachieving pupils with identified barriers to learning with targeted interventions</p>	<p>Specific Interventions</p> <ul style="list-style-type: none"> <li>• SEBDOS</li> <li>• 1-1 phonics</li> <li>• Daily Reading</li> <li>• Mentoring</li> </ul>	<p>The impact of these targeted interventions has been largely positive. All children are targeted for interventions, as needed, with the impact on children eligible for PP/Non PP as follows:</p> <p>EYFS GLD: 69% / 80%</p> <p>Y1 Phonic Screening Check: 71% / 83%</p>	<p>These interventions will be continued as required for individual children and where identified through PPM's. We will review the interventions for children who also have an EHCP to ensure that they are also well supported through PPG funding as required.</p>	

<p><b>Outcomes B and C</b></p>	<ul style="list-style-type: none"> <li>Project code x</li> <li>ELSA</li> <li>Nessy</li> </ul>	<p>Y2 Phonic Screening Check Resit: 92% / 97%          KS1 Reading: 76% 79%          KS1 Writing: 72% / 72%          KS1 Mathematics: 76% / 78%</p> <p>1-1 phonics and direct reading have also supported this. Project code x, used in Y2 in the Summer term has increased the reading book band of children by 1 book band in 4 weeks.          Gaps in attainment (Y1 PSC/EYFS GLD) are attributed to the % of children with additional needs. All of whom have shown progress.</p>	<p>We will review 1-1 RWInc interventions. These have been particularly successful in Y2, but need continued focus in Y1 to ensure maximum progress. This will be done through regular progress meetings with 1-1 tutors, reviewing who carried out 1-1 to ensure maximum effectiveness, masterclasses to continue to upskill staff and monitoring/coaching 1-1 sessions. Nessy has not been used this year and therefore will not continue into 2019-20.</p>	
<p>Increase parental engagement through developing parents understanding of the curriculum, raise aspirations and to support their children effectively</p> <p><b>Outcomes A and B</b></p>	<ul style="list-style-type: none"> <li>Targeted parent workshops and coffee mornings</li> <li>Raffle to encourage attendance at workshops</li> <li>Readiness for learning for nursery pupils (Summer Term)</li> </ul>	<p>The “Readiness for learning” workshop for parents of children who will be starting in September was poorly attended this year. Many parents commented that they already had children attending and therefore did not need it.          Attendance at workshops mixed, despite raffle. Mathematics Mastery workshops were well attended. The school introduced targeted RWInc workshops for parents of children who were working below the expected standard. These were also well attended and enable parents to join in a RWInc lesson with their child to see strategies the school uses to support at home.</p>	<p>Readiness for learning workshops should continue – but the school needs to review how we target parents to attend to ensure better take up. Family Links was introduced this year using funding the school had bid for. This was very successful for the families involved and PPG funding can help this to continue in 2019-20. School should review marketing of workshops to increase attendance. Stop raffle for 2019-20 given lack of impact.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b></p>	<p><b>Lessons learned (and whether you will continue with this approach)</b></p>	<p><b>Cost</b></p>
<p>To ensure PPG pupils have access to a wide range of curriculum opportunities to support academic and vocabulary development</p> <p><b>Outcome A, B and E</b></p>	<p>Enrichment opportunities and specific opportunities to broaden the horizons of those students to be offered.</p> <p>Books to be purchased for all children to link with author visits to support curriculum enrichment and promoting pleasure for reading.</p>	<p>Enrichment opportunities have ensured that PPG children have been able to attend trips in all year groups (including Kew Gardens and Windsor Castle).</p> <p>We had Lucy Rowland visit – this was the first author visit and was a huge success, with children talking about her to Ofsted 5 months later. The children particularly enjoyed being able to get their books signed!</p>	<p>For 2019-20 the enrichment opportunities have been reviewed to ensure intent and impact align and that opportunities are offered in all year groups.</p> <p>In 2018-19 there was an underspend in author visits/books for children due to underestimating costs involved. This will be carried over to 2019-20, with the aim to have 3 author visits, with each focused on a different year group. Books to be purchased in line with this.</p>	<p>£15,478.65</p>

<p>To ensure high attendance of PPG pupils</p> <p><b>Outcome D</b></p>	<p>Breakfast club provision to be made for PPG pupils</p> <p>Allow additional dedicated time to work with the families of PPG pupils to increase attendance percentages and improve punctuality. Attendance officer appointed.</p> <p>Allow additional dedicated time to take action where vulnerable PPG pupil attendance remains below national average (AJ lead).</p>	<p>These actions continue to have a positive effect on attendance, though attendance for all pupils remains below 96%. Overall attendance for PPG pupils is lower than other pupils. This is primarily attributed to the needs of a number of pupils eligible for PPG with highly complex needs and the high percentage effect this can have. These children have case studies written to explain their medical needs and the effect this has on their attendance. Attendance in Y2 however is notably better.</p> <table border="1" data-bbox="707 405 1196 770"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>R M (18/19)</b></td> <td><b>92.6</b></td> <td><b>93.5</b></td> <td><b>0.9</b></td> </tr> <tr> <td><b>R F (18/19)</b></td> <td><b>86.4</b></td> <td><b>93.6</b></td> <td><b>7.2</b></td> </tr> <tr> <td><b>1 M (18/19)</b></td> <td><b>93.4</b></td> <td><b>94.1</b></td> <td><b>0.6</b></td> </tr> <tr> <td><b>1 F (18/19)</b></td> <td><b>92.8</b></td> <td><b>95.5</b></td> <td><b>2.7</b></td> </tr> <tr> <td><b>2 M (18/19)</b></td> <td><b>95.2</b></td> <td><b>95.4</b></td> <td><b>0.2</b></td> </tr> <tr> <td><b>2 F (18/19)</b></td> <td><b>96.8</b></td> <td><b>96.3</b></td> <td><b>-0.4</b></td> </tr> <tr> <td><b>Overall</b></td> <td><b>92.9</b></td> <td><b>94.7</b></td> <td><b>1.9</b></td> </tr> </tbody> </table>		PP	Non PP	Diff	<b>R M (18/19)</b>	<b>92.6</b>	<b>93.5</b>	<b>0.9</b>	<b>R F (18/19)</b>	<b>86.4</b>	<b>93.6</b>	<b>7.2</b>	<b>1 M (18/19)</b>	<b>93.4</b>	<b>94.1</b>	<b>0.6</b>	<b>1 F (18/19)</b>	<b>92.8</b>	<b>95.5</b>	<b>2.7</b>	<b>2 M (18/19)</b>	<b>95.2</b>	<b>95.4</b>	<b>0.2</b>	<b>2 F (18/19)</b>	<b>96.8</b>	<b>96.3</b>	<b>-0.4</b>	<b>Overall</b>	<b>92.9</b>	<b>94.7</b>	<b>1.9</b>	<p>Attendance will continue to be a focus for next year as we look to continue to improve attendance to be closer to 96%. These actions will continue as they have been shown to have impact.</p> <p>Breakfast club provision will be reviewed to ensure maximum impact, reviewing activities, staffing and breakfast provision.</p>	
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<p>To ensure children have access to the correct uniform.</p> <p><b>Outcome D</b></p>	<p>Purchase jumper/cardigan with school logo for children eligible for PPG.</p>	<p>7 families took up the uniform offer. These were all parents of children in EYFS, suggesting that KS1 parents may have not been aware of the offer (as it was new this year).</p>	<p>Continue this support next year as the families that have taken up the offer have welcomed it and we are aware of families where this is a necessary support.</p>																																	