



Pupil premium strategy statement:

1. Summary information					
School	Phoenix Infant Academy				
Academic Year	2019-20	Total PP budget	£72000	Date of most recent PP Review (SGC review)	May 2018
Total number of pupils	312	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Oct 2019
2. Current attainment (2017-18)					
		<i>Pupils eligible for PP (PIA 2019)</i>		<i>Pupils not eligible for PP (national average 2018)</i>	
% achieving in reading, writing and maths (fft)		72			
% attaining at expected standard + in reading		76		78	
% attaining at expected standard + in writing		72		73	
% attaining at expected standard + in maths		76		79	
% attaining GLD at the end of EYFS		69		74	
% meeting the standard in the year 1 Phonics Screening Check		71		84	
% meeting the standard by the end of year 2 Phonics Screening Check		92		92	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Limited speech and language skills which impacts on learning	
B.	Gaps in prior learning	
C.	Attainment of PPG /SEND group significantly below 'All Children, Non PPG/SEND' (with high percentage of PPG/SEND)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Consistent attendance and punctuality.	
E.	Access to resources, such as books, libraries, life experiences (especially cultural).	
F.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.	
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit/new uniform).	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in all year groups.	Pupils eligible for PP make good progress by the end of the year so that they achieve/exceed ARE in line with non PP pupils.
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.
C.	Improve attainment and progress rates for pupils with SEN/D and eligible for PP.	Improved outcomes for PPG/SEND, showing good progress for all pupils across both core subjects and holistic learning (via case studies).
D.	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).
E.	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		2019-20		
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>Outcomes A, B and C</p>	<p>Reading</p> <ul style="list-style-type: none"> • CPD • Coaching • Planning support <p>Mathematics Mastery</p> <ul style="list-style-type: none"> • MM CPD • Coaching • Planning support <p>Wider Curriculum</p> <ul style="list-style-type: none"> • Topic days for staff to plan key learning and develop subject knowledge • Assessing topic <p>Assessment CPD</p> <ul style="list-style-type: none"> • No More Marking, Assessing Primary Writing • Moderation focus • New staff assessment induction and CPD 	<p>The reading for pleasure focus led to successful implementation of DEAR time, teachers becoming empowered to read more widely and share books by new authors. Children were introduced to new authors and engaged in communication with them via Twitter/postcards. Y1 teachers trialled "Author of the month" and during lockdown the Reading Spine for KS1 was reviewed to include poetry and authors of the ½ term across Y1 and Y2.</p> <p>The introduction of Mathematics Mastery in Year 2 was positive and continues to build upon the introduction in 18-19. It was particularly successful in classes where class teachers were consistent.</p> <p>In the Spring/Summer terms, leaders reviewed the wider curriculum and identified areas where changes to topics were needed to ensure the curriculum successfully built and developed (e.g. removing wriggle and crawl topic to ensure history/geography taught in greater depth in Y2). Subject objectives and LTPs were reviewed to increase a focus on knowledge/skills and ensure better progression. This will need to continue in 20-21.</p> <p>Teacher judgements were 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. However impact limited as schools closed just after Y2 NMM.</p>	<p>Reading will continue to be an area to focus on, given children's time away from school during 19-20. This will be particularly true for children in Y2, where both phonics and reading will need to be taught. The new reading spine will need to be reviewed for EYFS and embedded across KS1.</p> <p>Maths mastery will continue to be a focus moving into 20-21, to support teachers new to the school and to continue to embed the approach successfully.</p> <p>Subject leaders (reallocated curriculum areas July 2020) will need support and time to continue to review and develop the curriculum, building upon the planning already set for Autumn 2020. Reviewing how we assess the wider curriculum and mapping vocabulary both between and across year groups and subjects will be a priority.</p> <p>Assessment CPD will need to continue next year, as staff changes and COVID implications 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>	£11224.70
<p>Vocabulary and curriculum development to enable children to access learning at home</p> <p>Outcome A and B</p>	<p>Develop curriculum information/vocabulary for topic areas to support parental engagement and understanding of the curriculum.</p>	<p>Topic overviews have continued to be effective, with parents feedback positive and enabling them to have a better understanding of what is being taught.</p> <p>Pobble this year, again has had limited impact due to staff changes throughout the year preventing a sustained roll out. This will not be renewed at present until staffing stability allows effective roll out.</p>	<p>This focus will need to continue, as we develop the progression in our wider curriculum in line with school improvement priorities.</p> <p>Maths with parents will continue in all year groups in 20-21. Class teachers (KS1) will be encouraged to use Class Dojo to promote MwP activities as this was a successful approach during lockdown.</p>	

	<p>Pobble to publish children's work and build evidence banks in Y2.</p> <p>Maths With Parents to support parental involvement in maths at home in Y1. Easimaths in Y2 (for 2019-20 only)</p>	<p>Maths with parents was very successful this year. Y1 started the programme in September, with over 75% of parents signing up. When schools closed we were able to offer to all year groups and, despite parents needing to sign up remotely, between 35% and 50% of parents in other classes signed up and accessed these resources.</p>		
ii. Targeted support				
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>Support underachieving pupils with identified barriers to learning (SLCN) with targeted interventions</p> <p>Outcomes A, B and C</p>	<p>SALT</p> <ul style="list-style-type: none"> • Use of therapist for assessments/therapy • TA/LSA SALT interventions (Speechlink/1-1) 	<p>Language link assessments and interventions were carried out in all year groups. Where children have been involved in these groups in 18-19 updated assessments demonstrated good progress. In Year 2 7 out of 11 children no longer required intervention and all 11 children improved their scores.</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. This is particularly true following the disruption to school in 2019-20.</p> <p>We also continue to have a 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>We plan to use some of the underspend from 19-20 to employ a regular SALT to conduct assessments (where children require more significant programmes than language link) and review/support therapy sessions.</p>	£42804.63
<p>Support underachieving pupils with identified barriers to learning with targeted interventions</p> <p>Outcomes B and C</p>	<p>Specific Interventions</p> <ul style="list-style-type: none"> • SEBDOS • 1-1 phonics • Daily Reading • Mentoring • Project code x • ELSA • PALS 	<p>The impact of these targeted interventions has been continued to be positive, however due to Covid there is no end of year data.</p> <p>The school trained ELSA left the school in December so limited impact in 19-20, however the impact of this was limited as schools closed in March.</p> <p>1 child was supported by SEBDOS during the Autumn term and made significant progress with PSED, going from 16-22 months to 30-50 months by the Spring Term.</p>	<p>These interventions will be continued as required for individual children and where identified through PPM's. Particular emphasis will be given to: Phonics and Reading (RWInc 1-1 phonics and daily reading)</p> <p>Maths (Maths mastery 1-1)</p> <p>Wellbeing (ELSA/SEBDOS/PALS)</p> <p>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>The school has registered for training for ELSA for 20-21 so anticipate ELSA groups will be able to restart.</p>	

Increase parental engagement through developing parents understanding of the curriculum, raise aspirations and to support their children effectively Outcomes A and B	<ul style="list-style-type: none"> Targeted parent workshops and coffee mornings Readiness for learning for nursery pupils (Summer Term) Family Links 	The “Readiness for learning” workshop for parents of children who will be starting in September was not held due to Covid. Attendance at workshops remained mixed, despite raffle. Mathematics Mastery workshops continue to be well attended. We were unable to hold many planned workshops due to school closures.	Workshops will need reviewing in September due to Covid implications of parents being on site. Consider online presentations/workshops for targeted groups.	
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iii. Other approaches

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																								
To ensure PPG pupils have access to a wide range of curriculum opportunities to support academic and vocabulary development Outcome A, B and E	<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 ensured that PPG children have been able to attend trips in KS1 (including the London Eye and Windsor Castle). Unfortunately not all trips planned were possible, due to Covid.</p> <p>We had Chitra Soundar visit – this was the first author visit of the year and was a huge success. Unfortunately all other visits have had to be postponed to 20-21 (and may be virtual if face to face is not possible).</p>	<p>For 20-21 enrichment opportunities will be reviewed to ensure that, despite Covid implications, the school will continue to be able to provide a wide range of different activities relating to the curriculum.</p> <p>The underspend in author visits/books for children from both 18-19 and 19-20 (due to Covid) will be carried over. With the aim to have the missed authors from 19-20 visit along with additional visits, with each focused on a different year group. Books to be purchased in line with this. Visits may be virtual.</p>	£17970.66																								
To ensure high attendance of PPG pupils Outcome D	<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/KP</p>	<p>Review of attendance Sept 19 - March 2020 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 continues to be attributed to the needs of a number of pupils eligible for PPG with highly complex needs and the high percentage effect this can have. Covid school closures has also had an effect on attendance (pre school's closing in March).</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>R M (19/20)</td> <td>91.1%</td> <td>93,7%</td> <td>2.6%</td> </tr> <tr> <td>R F (19/20)</td> <td>93.5%</td> <td>93.4 %</td> <td>0.1%</td> </tr> <tr> <td>1 M (19/20)</td> <td>92.7%</td> <td>93.6%</td> <td>0.9%</td> </tr> <tr> <td>1 F (19/20)</td> <td>93.0%</td> <td>94.8%</td> <td>1.8%</td> </tr> <tr> <td>2 M (19/20)</td> <td>93.8%</td> <td>95.6%</td> <td>1.8%</td> </tr> </tbody> </table>		PP	Non PP	Diff	R M (19/20)	91.1%	93,7%	2.6%	R F (19/20)	93.5%	93.4 %	0.1%	1 M (19/20)	92.7%	93.6%	0.9%	1 F (19/20)	93.0%	94.8%	1.8%	2 M (19/20)	93.8%	95.6%	1.8%	<p>Attendance will continue to be a focus for next year as we look to ensure as many children as possible have good school attendance following 19-20 school disruption due to Covid. 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>Outcome D</p>	<p>Purchase jumper/cardigan/polo shirt with school logo for children eligible for PPG.</p>	<p>9 families took up the uniform offer. These were parents of children in both KS1 and EYFS, suggesting that more families were aware of the offer 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. It will be particularly important to continue due to potential increased financial pressures on families due to Covid.</p>									