

# Pupil premium strategy statement – Phoenix Infant Academy

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	270
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022 – 2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amanda Jarrett – Principal
Pupil premium lead	Becky Austin – Vice Principal
Governor / Trustee lead	Rana Purewell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,395
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,005
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£TBC
<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>	£110,400

## Part A: Pupil premium strategy plan

### Statement of intent

Our intent is to remove the variance in progress and life experiences between our disadvantaged students and their peers. The focus of this strategy is to encourage our disadvantaged students to be as aspirational as their counterparts and to have equitable access and support to make achieving those aspirations a realistic expectation. We include our vulnerable, LAC & SEND students in the provision detailed in this strategy, irrespective of their eligibility for the Pupil Premium Grant. High quality teaching is a vital element of our plans to enhance life opportunities for our young people. We have a track record of good outcomes for both our disadvantaged and non-disadvantaged cohort; however, there remains a distance between these measures. In order to sustain the attainment performance of those students not deemed to be disadvantaged, whilst improving progress for our DA students, we must make the best use of T&L strategies which have a strong and sustainable impact on those students most in need. We will make effective use of the recovery fund and school led- tuition budget to ensure we target those individuals whose education has been adversely affected by the pandemic and/or have not attended Nursery settings prior to joining us.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Spoken language</b></p> <p>The proportion of pupils who speak English as an additional language is well above the national average. The proportion of pupils with additional needs is also above national average, and the primary need is speech, language and communication. It is therefore essential that we continue to ensure spoken language underpins every part of school life so that children are confident communicators.</p>
2	<p><b>Academic challenge</b></p> <p>Our disadvantaged students face a range of academic challenges:</p> <ul style="list-style-type: none"> <li>• 73% are classified as EAL - impacting on understanding in school and support at home (higher than the national average).</li> <li>• Pupils join us with skills well below those that might be expected for children of that age, especially in literacy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Some pupils join us little or no Nursery experience.</li> <li>• Students with SEND (higher than the national average, both for SEN-support and children with EHCPs).</li> <li>• In many cases, few or no academic or aspirational role models.</li> </ul>
3	<p><b>Mental Health and Well Being</b></p> <p>Since the pandemic, we have noticed the profound impact it has had on the well-being of our young people who are dealing with a wide range of mental health challenges both in school and outside. This is evident in the incidents being addressed, and referrals being made. Development of resilience and growth mindset are vital to enable our young people to face the impact of this situation.</p>
4	<p>The impact of the pandemic, upon;</p> <ul style="list-style-type: none"> <li>• curriculum delivery and resultant gaps in knowledge</li> <li>• retention of knowledge and understanding - long term memory</li> <li>• attendance at school</li> <li>• Little or no Nursery experience before joining us</li> </ul>
5	<p><b>Cultural Capital</b></p> <p>Pupils join us with a rich cultural capital. However, it is our aim to further enrich their experiences and opportunities to ensure there is no impact on:</p> <ul style="list-style-type: none"> <li>• Vocabulary and context</li> <li>• life experiences</li> <li>• knowledge of hinterland / core knowledge implicitly known by peers in other schools / areas.</li> <li>• careers awareness</li> <li>• leadership opportunities</li> <li>• social interactions</li> </ul> <p>The first 3 points have a further impact upon academic performance as students may not comprehend the language or contexts in academic literature, textbooks and exam papers (e.g. Y2 SATs).</p>

### 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
All children will develop their spoken English language skills	Pupils with significant needs are identified and supported.

	<p>Pupils have access to group and individual SAL interventions.</p> <p>Pupils receiving SAL interventions make progress from their starting points.</p> <p>Oracy is a school priority and specific Oracy strategies are used within the classroom, including specific Oracy lessons.</p> <p>Classroom environments are communication friendly to support spoken language and learning.</p>
The school will ensure the successful progress and attainment outcomes in core subjects (RWM and phonics)	Achieve at least in line with national EXS for all chn.
Students will have increased skills, resilience and support to manage their mental health and well-being.	<p>100% of students needing referrals have access to support.</p> <p>Analysis of outcomes demonstrates increased pupil confidence and resilience.</p> <p>The Zones of Regulation is present throughout the school and pupil voice demonstrates their effective use.</p>
Excellent attendance of Disadvantaged students supports their learning	<p>Attendance of PPG chn is at least 96%.</p> <p>The attendance variance for DA students to be &lt;1% of their peers.</p>

### 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: £21,691.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and coaching, English (including phonics, writing and mathematics) and assessment	EEF “Effective Professional Development report (8.10.21) states “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance	1, 2, 4, 5

	<p>children's outcomes in the classroom" and should "Ensure that professional development aligns with the needs of the school and is supported by school leadership"</p> <p>CPD to continue to focus on whole school priorities of English, mathematics (mastering number) and assessment (inc use of diagnostic assessments and therapies).</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £54,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT Therapist (SYMBOL) and interventions (£27,283)</p>	<p>EEF research key findings indicate oral language interventions have a "very high impact for a very low cost based on extensive evidence." "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress." EEF website 12.10.21</p> <p>This funding will provide a speech and language therapist from SYMBOL to conduct assessments for chd with severe delay, 1-1 interventions for those chd and small group interventions (Speech link).</p>	<p>1, 2, 4, 5</p>
<p>Interventions: -Phonic 1-1 -Lightning Squad reading interventions -Targeted interventions (inc handwriting and spelling) -Targeted reading support -Recovery support (£24,531)</p>	<p>RWInc: EEF website states "Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches."</p> <p>Small group tuition: EEF website states "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year."</p> <p>Reading comprehension strategies: EEF website states: Very high impact for very low cost based on extensive evidence."</p>	<p>1, 2, 4</p>

	Mastery Learning: EEF website states “The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.”	
SEND pupil support (£2,384)	EEF guidance recommends for children with SEND that schools should “create a positive and supportive environment for all pupils, without exception” and that “all pupils have access to high quality teaching” that is complemented with carefully selected “one to one interventions”. This funding will be used to ensure children, eligible for PPG, who are going through the EHCP statutory process are able to fully access the high-quality teaching and mainstream class environment, positively and with effective support.	1, 2, 3, 4, 5

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

Budgeted cost: £23,628.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communicating with, and supporting, parents: -LWP -Spelling Shed -Online Free School Meals -Workshops (£1,810)	EEF research on effective parental engagement recommends schools: “Provide practical strategies to support learning at home” and “Tailor school communications to encourage positive dialogue about learning”. The online websites: Spelling Shed/Learning with parents enable parents to be involved in their child’s learning (e.g. videos for parents to watch with learning explained). Targeted workshops then supplement these. +4 months	2, 4
Improving attendance: -parental engagement (£2,621.60)	There is also a clear link between poor attendance and lower academic achievement (DfE research (2012)). +4months	2, 4
Supporting pupils’ social, emotional and behavioural needs (SEBDOS, ELSA and Lego Therapy) (£16,197)	EEF research suggests that “SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.”	3

Enrichment opportunities (£3000)	EEF research on arts participation on their website states: “The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.”	1, 2, 4, 5
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**Total budgeted cost: £ 110,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Results

EYFS	GLD	National
PP	50%	Not yet available
Non PP	55.6%	Not yet available

Year 1 Phonic Screening Check	Achieved	National
PP	92%	62%
Non PP	81%	80%

KS1 Teacher Assessment	School PP	School Non PP	National PP	National Non PP
Reading EXS +	43%	75%	54%	73%
Writing EXS +	38%	65%	44%	65%
Mathematics EXS+	49%	69%	56%	75%
Phonic Screening Check (Cumulative)	89	98	67	83

Intervention	Impact	Action for 23-24
Speech and language: <ul style="list-style-type: none"> <li>SALT assessments</li> <li>Speechlink small group interventions</li> <li>1-1 therapy sessions</li> </ul>	60 children received Speechlink interventions. Of these 80% made good progress towards their targets. Where children did not make progress, they were identified for SALT assessments. There was an	Continue to support. Increase funding for SALT assessments. Introduce Oracy across the school to promote explicit opportunities for SAL in the classroom.



	<p>increase in the number of children requiring SALT assessments and therefore a waiting list was implemented. 39 children received 1-1 therapy sessions. All made progress towards their individual targets.</p>	
<p>Interventions</p> <ul style="list-style-type: none"> <li>-RWInc</li> <li>-Code</li> <li>-Maths Mastery interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Results as above</li> <li>• Staffing challenges led to difficulties with consistency of interventions (e.g. code) leading to smaller impact.</li> </ul>	<p>RWInc training and Development days to support staff CPD/coaching and improve outcomes. Phonics Lead to coach staff where identified. Continue with FFT Lightning Squad reading intervention.</p>
<p>Wellbeing and Mental Health</p>	<p>8 children/families referred for SEBDOS support. 1 case was allocated in the Summer Term for an Autumn start. ELSA and Lego Therapy were interrupted by staff absence.</p>	<p>HLTA to be ELSA trained. Continue SEBDOS funding.</p>
<p>Developing chn's early reading using a balanced approach</p>	<p>Home reading books purchased to directly align to the phonic scheme. Author visits increased children's engagement with different genres and poetry.</p>	<p>Continue to support through enrichment opportunities.</p>
<p>Enrichment Opportunities</p>	<p>Students had opportunities to experience new situations; Y1 visited the Natural History Museum, Reception visited Odds Farm and Year 2 visited Windsor Castle.</p>	<p>Continue to support</p>

### 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
N/A	N/A

### Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A