

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

Pupil Premium funding is allocated to schools based upon the number of children on roll from low income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes children that are 'looked after'. The funding is provided for the specific purpose of increasing attainment and progress of these groups of children. An additional premium is provided based upon the number of pupils who have a parent working for the armed services. This service premium is designed to address the emotional and social well-being of these pupils.

School overview

Detail	Data
School name	Phoenix Infants and Nursery School
Number of pupils in school	125 plus 32 Nursery
Proportion (%) of pupil premium eligible pupils	23 pupils = 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 / 2025 – 2027 / 2028
Date this statement was published	November 24
Date on which it will be reviewed	October 25
Statement authorised by	Lisa Harper, Headteacher
Pupil premium lead	Nicola Broad, Deputy Headteacher
Governor / Trustee lead	Sonya Hand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31080 (21 children)
Recovery premium funding allocation this academic year	£ 1957

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33037

Part A: Pupil premium strategy plan

Statement of intent

The rationale for our pupil premium spending is grounded in the belief that all pupils, irrespective of their backgrounds or the challenges they face, should make good or better progress and achieve high attainment across all subject areas. Our pupil premium strategy focuses on supporting disadvantaged and vulnerable pupils to reach this objective, ensuring that we also cater for the progress of those who are already high attainers.

We address barriers to learning by tailoring our curriculum to meet the diverse needs of our children. Our curriculum embodies a rich amalgamation of knowledge and skills while prioritising vocabulary and oracy development. We nurture independence and broaden experiences through our approach, encapsulated in the ethos of Learning is Loved, where language, opportunities, values, excellence, and diversity are interwoven throughout our educational delivery.

At the heart of our strategy lies high-quality teaching, which has consistently demonstrated the greatest impact on closing the disadvantage attainment gap. This rigorous approach benefits not only our disadvantaged pupils but also their non-disadvantaged peers. Our curriculum undergoes continual review and adjustment to inspire and excite all learners, reinforcing our commitment to achieving consistently excellent teaching as the key to raising attainment.

Our pupil premium strategy is aligned with broader school initiatives aimed at facilitating educational recovery for all pupils impacted by school closures, especially during the COVID-19 pandemic. Recognising that disadvantaged pupils have disproportionately suffered, we prioritise their emotional wellbeing alongside academic recovery.

By ensuring our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, we adopt several specific strategies to enhance effectiveness. These include

- Ensure all pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure a research base is used – e.g. EEF/ National College
- Detailed case studies ensure through monitoring and impact of support and interventions
- Ensure opportunities are in place to develop cultural capital – e.g. hands on experiences/ visits and visitors
- High aspirations - children having the tools to aim high –e.g. attitudes to learning/ growth mindset

Challenges

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

Challenge number	Detail of challenge
1: Oral Language and Communication	Assessments and observations indicate that many disadvantaged pupils exhibit significantly underdeveloped oral language and vocabulary skills. This deficiency has notably intensified since the pandemic, exacerbated by limited pre-school provision and services available to families. Currently, our Early Years Foundation Stage (EYFS) children demonstrate particularly poor communication abilities, with a concerning trend of increasing underdevelopment observed year on year. Addressing these challenges is imperative to support our pupils' overall educational development.
2: Attendance	The challenges surrounding the Pupil Premium (PP) strategy are multifaceted. Some parents may underestimate the significance of sustained, regular attendance, particularly in instances where attendance patterns tend to dip, such as on Fridays. Additionally, certain parents have their own medical needs, which can further complicate matters and impact their children's school attendance. Many PP children also experience double disadvantage as they are often categorised as having Special Educational Needs (SEN). To address these issues, it is essential for parents to remain engaged and actively support their children's educational journey from home, ensuring that barriers to consistent attendance are minimised.
3: Well being Social and Emotional	Our assessments, observations and discussions with pupils and families have identified social and emotional challenges for some children, primarily due to the lack of socialisation during the pandemic, domestic issues, financial constraints, and insufficient enrichment opportunities in their preschool years. Additionally, extensive waiting lists for paediatric assessment exacerbate these difficulties. Affected children require a personalised approach to emotional health and well-being, including tailored support and small group interventions, and we have seen a significant increase in referrals for family support.
4: Maths	Internal and external Maths assessments indicate that attainment among disadvantaged pupils remains notably below that of their non-disadvantaged peers, with many struggling to grasp the mastery approach effectively.
5: Writing	Improving writing outcomes is essential, particularly for disadvantaged pupils, whose writing attainment remains consistently below that of their non-disadvantaged peers. Observations and assessments reveal that many children exhibit poor fine motor skills, often due to limited experiences in activities such as pen holding, cutting, and threading. We prioritise developing these skills from the outset. Although the recent introduction of the White Rose programme has been positive, its full impact will require time, given that it was only adopted in September.
6. Fluency in reading	The limited home support for reading significantly impacts pupils' ability to practise decoding skills and fluency. Our monitoring of reading progress indicates that disadvantaged children receive less assistance with home reading, resulting in a notable disparity in attainment compared to their non-disadvantaged peers. Although phonics attainment aligns with national standards, assessments reveal that reading fluency remains a

	considerable barrier, contributing to the existing gap between pupil premium (PP) and non-pupil premium (Non-PP) students.
7. Breadth of experience	The experiences of some pupil premium children outside of school are limited, restricting opportunities to build cultural capital and expand their knowledge of the world. Furthermore, we recognise that disadvantaged children participate in fewer clubs and miss out on a diverse range of activities.
8: Multi complex needs	Some of our disadvantaged pupils have multiple complex needs including SEND which acts as an additional challenge for their attainment

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
Improve oral language skills and communication skills among disadvantaged pupils.	Assessments and observations will reveal significantly enhanced oral language skills among disadvantaged pupils. This improvement will be corroborated through triangulation with various evidence sources, notably engagement in lessons, interactions, and advancements in speech and language groups, alongside ongoing formative assessment. Older children are expected to exhibit an expanding vocabulary across the curriculum in their oracy. Furthermore, a higher proportion of disadvantaged children will achieve the early learning goal in communication and language within the EYFS.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increase in attendance rates among disadvantaged pupils to 95% consistently across the term.
Wellbeing Social and Emotional	Success in improving student well-being will be evidenced by enhanced attendance, children settling effectively into learning, and exhibiting positive learning behaviours. Those with significant emotional needs will receive tailored support, such as ELSA or targeted interventions. Increased participation in enrichment activities, especially among disadvantaged pupils, will further bolster well-being. Additionally, children will articulate their challenges and develop coping strategies through our growth mindset and feelings first-aid programmes, resulting in a sustained reduction in low-level behavioural incidents.

<p>To close the gap in Maths at the end of KS1 between disadvantaged and non-disadvantaged pupils.</p>	<p>Disadvantaged children are demonstrating significant improvements in the recall of number facts and fluency in mathematics. A larger percentage of these pupils are now achieving national standards, thereby narrowing the achievement gap between disadvantaged and non-disadvantaged pupils meeting expected levels in mathematics.</p>
<p>Improved Writing attainment among disadvantaged pupils and closing the gap between disadvantaged and non-disadvantaged at the end of KS1.</p>	<p>A higher proportion of disadvantaged children are achieving the early learning goal in writing, alongside improvements in fine and gross motor skills within the EYFS. Notably, there is a marked enhancement in handwriting, presentation, and attitudes towards writing in KS1, resulting in a larger percentage meeting National Standards.</p>
<p>Improved reading attainment among disadvantaged pupils at the end of KS1.</p>	<p>A higher proportion of disadvantaged children are achieving the early learning goal in reading. They continue to demonstrate improvements in fluency and comprehension skills in Key Stage 1, with an increased percentage now meeting national standards, aligning with national averages in reading proficiency.</p>
<p>Breadth of experience</p>	<p>Children benefit from a variety of experiences in school, as evidenced through floor books and our school website. They engage in numerous activities, including trips, visitors, theatre companies, and music experiences. Additionally, measures are in place to ensure a higher percentage of Pupil Premium children attend the Year 2 residential and participate in Rock Steady and after-school clubs.</p>
<p>Multi – Complex needs</p>	<p>As some of our disadvantaged children have a variety of complex special needs, a multi-agency approach is essential to enhancing their attainment and enabling safe, positive access to mainstream provision.</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: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.' EEF	1,4,5,6
Add to the reading book diet that children receive through further Little Wandle purchases specifically focusing on our SEND children and the fluency books for Year 2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF 4 months + progress	1,6
To train Year 2 staff in the Little Wandle fluency programme.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.' EEF	6
All teachers/TAs in KS1 give frequent feedback to DPs in writing and maths. Ensure conversations are being had with pupils for feedback and next steps to help raise attainment	6 months + progress	4,5
To purchase the intervention	The quality of teaching is arguably the single most important thing that	4

programmes from White Rose and train all staff incl TA'S.	teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	
Invest in training for teachers using validated programs focused on language development strategies such as those recommended by systematic synthetic phonics programmes. This enables teachers to effectively support language acquisition from an early age. Little Wandle have been developing their Foundation unit of work for F1.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Develop and implement a curriculum that is rich in vocabulary and structured around language progression. This includes the use of story-telling, nursery rhymes, and age-appropriate literature to enrich vocabulary. By training staff in F1 in the new modules offered by Little Wandle this will support with this area.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
National college	The National College responds on an ongoing basis to research, changing policy and education trends	1,2,3,4,5,6,7,8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Utilise teaching assistants to provide in-class support specifically for children struggling with motor skills and writing, deploying them in a way that they can work closely with small groups or individual pupils to provide hands-on, structured interventions.	EEF +4 months	5
For pupils identified with particular needs in language development, one-to-one support can be provided, using techniques proven to boost language skills, such as those found through the National Tutoring Programme and programmes given through speech and language therapists.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Little Wandle small group keep up interventions (small group intervention ran by a TA)	EEF small group tuition / Phonics / Toolkit strand / Education Endowment Foundation / EEF	6
Maths small group intervention	EEF small group tuition	4
Feedback and scaffolding throughout the curriculum	EEF – Low cost and high impact	4,5

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DFE'S Improving School Attendance	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

advice. This will involve training and time for procedures to be developed and implemented.		
Use of ELSA to support targeted interventions to develop self-esteem, resilience and meet emotional needs of the children	EEF- improving social and emotional learning in primary schools	2,3,4,5
Cultural capital experiences – reduced cost for residential, trips and in school extracurricular activities	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils EEF sport participation and outdoor adventure increases engagement,	3, 7
Continue to offer an extensive range of extracurricular clubs Including forest school, drama, music, sport etc. visitors into school to broaden experiences. Music Tuition	By offering extra- curricular activities, these might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these activities, pupils will be supported to develop non-cognitive skills such as resilience, self-confidence and motivation.	3, 7
Employment of a Family Support Worker	EEF Parental Engagement	2, 3

Total budgeted cost: £ 32600

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 2023 to 2024 academic year.

Due to the removal of compulsory end of Key Stage 1 assessments, we currently lack the customary data dashboard. Consequently, we are utilising last year's National data to evaluate our position and inform our strategies for improvement, ensuring we maintain educational standards despite the absence of recent assessments.

Intended outcome by 2024 / 2025	Success criteria	Review – November 2024
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<p>Improve oral language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments of Neli and observations indicate significantly improved oral language among disadvantaged pupils. We will be at least in line with National in our end of Year 2 writing data.</p>	<p>86% pupils attaining expected in ELG Communication and Language compared with 95% previous year. 50% PP in C and L. (3 / 6 pupils) – compared with 80% previous year.</p> <p>An analysis of the Pupil Premium targets reveals a gap in the achievement of the early learning goal for communication and language between disadvantaged and non-disadvantaged pupils. Furthermore, the overall percentage of pupils achieving this goal is declining, indicating the need for continued focus in our forthcoming strategy.</p> <p>End of year 2: 57% PP pupils achieving expected or above at the end of Year 2 – National 2023 was 45%. All pupils in school 63% (- 6 %).</p> <p>The review of this target indicates a gap between disadvantaged and non – disadvantaged pupils. However, the addition of 2 new pupils in the spring term, who did not meet expected outcomes affected our overall performance data.</p> <p>Since the introduction of the Ready Steady Write programme in September 2023, high expectations are set for all pupils. This innovative writing curriculum ensures that every child writes at least one sentence daily, laying a robust foundation for their writing</p>
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		<p>development. Scaffolding strategies, such as Story Friends and mnemonic tools like Octopus Opening and Build-Up Bear, support pupils in honing their skills. The programme was adopted in response to previous challenges, where oral composition often exceeded transcription abilities. By linking writing to high-quality texts, it effectively addresses existing gaps, enhancing confidence and competence in grammar, vocabulary, and transcription.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance. Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p>	<p>The outcome of our Pupil Premium (PP) strategy has demonstrated significant implications for our pupils. Out of a cohort of 27 children, seven were identified as being eligible for Pupil Premium funding, representing approximately 26%. Several factors have impacted the performance and engagement of these pupils, including medical issues, changes in residence, and an ongoing need for support in understanding the importance of regular attendance.</p> <p>These challenges have affected academic progress as well as social integration within the classroom environment. To address these concerns, targeted interventions and additional support mechanisms have been implemented. These measures aim to improve attendance and enhance the</p>

		<p>learning experience for all pupils, particularly those eligible for Pupil Premium funding. Moving forward, it is essential to continue monitoring the effectiveness of these strategies to ensure that we meet the needs of our disadvantaged pupils and contribute positively to their educational outcomes.</p>
<p>Improved phonics attainment among disadvantaged pupils.</p>	<p>In 2024/25 we are in line with National with the phonics screening and all pupils except those on the SEND register pass the phonics screening by the end of Key Stage 1.</p>	<p>92% pp pupils passed the phonics screening by the end of year 2 compared to 94% all pupils.</p> <p>The review of Pupil Premium targets indicates that our disadvantaged pupils performed above the national average of 90% for all pupils. While we were initially on track for 100% of pupils to pass the phonics screening at the end of Year 2, the integration of two new pupils, who did not achieve the required pass mark, has affected our overall data.</p> <p>71% Year 1 PP pupils passed the phonics screening in Year 1 compared to 89% all pupils. National for all pupils was 80%.</p> <p>The analysis of Pupil Premium targets reveals a significant disparity between disadvantaged and non-disadvantaged pupils. However, owing to the cohort containing only seven disadvantaged students, each child's impact on overall percentages is magnified. All</p>

		<p>pupils are aimed to achieve passing standards by the end of Year 2.</p> <p>Little Wandle is now firmly embedded in its third year, consistently demonstrating improved data outcomes. Continued training on the delivery of interventions rooted in the Little Wandle programme, coupled with meticulous monitoring of half-termly phonics screenings, has effectively identified gaps in learning, thereby enhancing pupil progress.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>End of Key Stage 1 reading outcomes in 2024/25 show that we are at least in line with National.</p> <p>End of KS1 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p>	<p>Year 2 Foundation data for 2022 66%</p> <p>33% PP pupils achieved an ELG in Reading at the end of FS2 (2024) 2 / 6</p> <p>57% pp pupils achieved expected or above at the end of year 2 (2024) (65% National pp 2023) compared to 61% all pupils.</p> <p>At the conclusion of Year 2, the data indicated performance levels lower than those anticipated. However, the introduction of two new pupils in the Spring term, both of whom did not meet expected outcomes, impacted this result. The original cohort would have aligned with national averages.</p>

<p>Children make at least expected progress in maths. Increased number achieving ARE and GD at end of key stages.</p>	<p>The gap will close between PP and other children in maths.</p> <p>End of KS1 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>End of Key Stage 1 reading outcomes in 2024/25 show that we are at least in line with National.</p>	<p>Year 2 Foundation data for 2022 91%</p> <p>15% PP Pupils achieved an ELG in Maths at the end of EYFS (2024). 1 / 6</p> <p>57% of PP pupils achieved expected or above at the end of KS1 (2024) compared to 67% of all pupils. = -10%</p> <p>The data reveals a notable gap between Pupil Premium children achieving the mathematics Early Learning Goal and those attaining the expected standard by the end of Year 2. Changes within the year group have underscored the necessity for targeted intervention for the lower 20%.</p>
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We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

KS1 Data	Pupil Premium incl FSM	All Pupils	National (PP) - 2023	National (All Pupils) 2023
Writing	43%	63%	45%	60%
Reading	57%	61%	54%	68%
Maths	57%	67%	56%	70%
Phonics (End of Yr1)	91%	89%	67%	79%
Phonics (End of Yr2)	86%	93%	81%	89%

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at both the whole school and national level from the previous year, as the data dashboard is no longer available. The gap in reading is closing with a smaller disparity of -4%, aligning closely with the expected national outcomes for Pupil Premium pupils. However, the gaps in writing and mathematics are larger, at -10%, yet remain generally in line with national expectations. It is worth noting that the cohort did change throughout the year, which negatively impacted our data. The purchase of Little Wandle is now fully embedded and demonstrates positive impact in both phonics and reading. The "Ready Steady Write" initiative commenced in September, requiring time to develop and be integrated into our three-year strategy. Furthermore, interventions in mathematics have been explored through White Rose, as support for the lower 20% of pupils achieving expected outcomes in this subject is essential. Our ongoing focus on Growth Mindset, diversity, and first aid for feelings is yielding positive results, with pupils making good or better progress and developing holistically.

To ensure the effective implementation of our Pupil Premium (PP) strategy, it is imperative to continue utilising our current methodologies. This includes the early identification of barriers to learning, which allows for targeted interventions. Engaging proactively with families is essential, utilising the Attend framework to foster more robust partnerships. Furthermore, leveraging the resources from the Department for Education (DfE) hubs will provide valuable tools to support our ongoing improvement efforts. By

maintaining a focus on these strategies, we can enhance educational outcomes for our disadvantaged pupils and foster a nurturing environment for their academic growth.

Our family support worker continues to assist around six Pupil Premium families and more across the school. There is a pressing need for support concerning pupils' behaviour, lack of sleep, and financial challenges. Additionally, an increase in speech and language referrals will inform the next strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
CPD online package	National College
Music Tuition	Rock Steady

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

