

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 Infants and Nursery School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	33 pupils = 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022 to 2024/2025
Date this statement was published	October 22
Date on which it will be reviewed	October 23
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	£ 59555
Recovery premium funding allocation this academic year	£ 19936
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	£79491

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers.

High-Quality teaching is at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for continuing with education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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	Limited experiences of the world, either first hand or through books. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers resulting in not achieving age related expectations. (Continues to be a challenge as our pupils in KS1 are those that were affected by the Covid pandemic)
2	Disadvantaged pupils have lower attendance compared to non-disadvantaged pupils. This has continued to be an issue due to restrictions still being in place last academic year for Covid
3	Internal assessments for the last year, indicate that there is a gap between Pupil premium pupils and non-pupil premium pupils passing the end of year 2 phonics screening. This has improved this year, however the gap is for the Year 1 pupils who have now moved into Year 2.
4	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Referrals for family support have markedly increased during the pandemic. 14 % (6 families) currently require additional support with social and emotional needs and financial needs.
6	Limited early maths experiences affect attainment in ks1

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 vocabulary among disadvantaged pupils.	Assessments of Nelli 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows. Attendance will be at least in line with National data.
Improved phonics attainment among disadvantaged pupils.	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>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>Children make at least expected progress in maths. Increased number achieving ARE and GD at end of key stage 1.</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 maths outcomes in 2024/25 show that we are at least in line with National.</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff receive ongoing CPD in Little Wandle phonics approach.	EEF –Improving Literacy in key stage 1. Strand 3, 8	1,3
NELI	EEF- Improving Literacy in Key Stage 1 strand 1	1
Mastering number programme	EEF-Improving mathematics in early years and KS1 strand 1-5	6
Literacy Counts consultant to work with all staff for the next 2 years	EEF - Improving Literacy in Key Stage 1. Strand 1,5,6	1
National college	The National College responds on an ongoing basis to research, changing policy and education trends	1,2,3,4,5,6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. Phonics / Toolkit strand / Education Endowment Foundation / EEF	1,2

1:1 and small group tutoring for PP children during whole class sessions	EEF small group tuition	3.,4,6
Little Wandle blending catch up (small group intervention ran by a TA)	EEF small group tuition / Phonics / Toolkit strand / Education Endowment Foundation / EEF	3,4
Neli small group intervention	EEF- Improving Literacy in Key Stage 1 strand 1	1
Maths small group intervention	EEF small group tuition	6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DFE'S Improving School Attendance advice. This will involve training and time for procedures to be developed and implemented.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
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	3,4,5,6
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,	1,2,5

Employment of a Family Support Worker	EEF Parental Engagement	5
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Intended outcome by 2024 / 2025	Success criteria	Review – October 2022
<p>Improve oral language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments of Nelli 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>95.6% pupils attaining expected in ELG Communication and Language. 100% PP in C and L.</p> <p>End of year 2: 33.3% of pupils attaining expected or above in Writing. 41.1% National. -8% All pupils in school 45.8% -12%.</p> <ul style="list-style-type: none"> • Purchase of Nelli supported the F2 pupils as all achieved a ELG in C and L. • Good quality texts purchased from guidance by “Literacy counts” to support improved vocabulary within writing. • Experiences for pupils were put back in place following covid i.e. Partake drama groups, pantomime, trips. <p>57% pp pupils targeted to be expected or above in writing in Year 2 + 16% compared to National this year.</p> <p>86% pp Pupils targeted to be expected or above in writing</p>

		at the end of year 2 for current Year 1 pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance. Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.	(Lisa)
Improved phonics attainment among disadvantaged pupils.	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>86.7% pp pupils passed the phonics screening by the end of year 2 compared to 88.1% all pupils.</p> <p>80% pp pupils passed the recheck of phonics screening in year 2 compared to 75.9% all pupils.</p> <p>53.5% Year 1 PP pupils passed the phonics screening in Year 1 (2022) compared to 65.5% all pupils. -12%</p> <p>86% Year 1 pupils targeted to pass phonics screening at the end of year 1 (2023) + 21% compared to last years all pupils.</p> <p>85% year2 pp pupils to pass the phonics screening by the end of year 2. +32% from pp pupils that passed at end of year 1. This target is in line with all pupils passing unless on the SEND register.</p> <ul style="list-style-type: none"> • Purchase of Little Wandle and implemented from Spring term has shown an increase in progress for all pupils

		<p>especially the lower 20%.</p> <ul style="list-style-type: none"> • All staff were fully trained and have continued to be trained on Little Wandle for SEND and Rapid catch up which will be implemented this year in year 2. • Further decodable books have been purchased to support with the Little Wandle approach of reading 3 times a week with further phonic support. • Ofsted (Jan2022) supported the use of Little Wandle and identified good quality teaching of phonics.
<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>78% PP pupils achieved an ELG in Reading at the end of FS2 (2022)</p> <p>53.3% pp pupils achieved expected or above at the end of year 2 (2022) compared to 50.8% all pupils = + 3%.</p> <p>69% pp targeted to achieve expected at the end of year 2 (2023) + 16%</p> <p>86% PP targeted to achieve expected at the end of year 2 (2024) + 33%</p> <ul style="list-style-type: none"> • The purchase of Little Wandle in Jan 2022 has shown accelerated progress in reading and positive results in FS2. • This also included the purchase of further big

		cat books linked to Little Wandle.
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Children make at least expected progress in maths. Increased number achieving ARE and GD at end of key stages.	<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>93% PP Pupils achieved an ELG in Maths at the end of EYFS (2022).</p> <p>46.7% of PP pupils achieved expected or above at the end of KS1 (2022) compared to 49.2% of all pupils. = -3%</p> <p>69% of pp pupils are targeted to achieve expected or above at the end of Year 2 (2023) + 33%</p> <p>100% of PP Pupils are targeted to achieve expected or above at the end of year 2 (2024) + 54%</p> <ul style="list-style-type: none"> • The daily mastering number programme and daily subitising has supported the progress and attainment of the pupils in F2. • CPD from the maths hub has supported with up to date pedagogy.
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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

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

