



Pupil premium strategy statement

2025 - 2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic years 2025 to 2028.

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 St. Peter Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	55% (61/110)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	10 th October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr. Matthew Jordan Headteacher
Pupil premium lead	Mr. Matthew Jordan Headteacher
Governor / Trustee lead	Mrs. Fiona Usher Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,750
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	£75,750

Part A: Pupil premium strategy plan

Statement of intent

We will use a tiered approach to Pupil Premium spending. This will help ensure we balance the priorities of improving teaching and learning, targeted academic support and wider strategies.

Tier 1 – Teaching and whole school strategies

Tier 2 – Targeted support

Tier 3 – Wider school strategies

By investing in improving teaching - through professional development, training and support, recruitment and retention - we will ensure that we have an effective team. All members of our class-based team will be supported to improve their practice.

Through targeted academic support, we will work hard to ensure children identified as needing to catch up with their peers will make accelerated progress.

In addition to academic support, we will provide a range of additional support and interventions to help remove barriers to learning. For example, Thrive, counselling, Young Carers and other small group focused programmes.

Maintaining improved rates of attendance and reduced persistent absenteeism is another key focus for our school (see our School Development Plan). The Headteacher, supported by our Vulnerable Pupils' team, will provide challenge and support to families of children whose attendance is causing concern.

Raising the achievement of all disadvantaged and vulnerable children is a whole school responsibility and the Pupil Premium Strategy is complementary to our School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups are vulnerable to under-achievement.</p> <p>End of EYFS 2024-25 (23 children) 50% of PPG children achieved GLD (4/8) 73% of non-PPG children achieved GLD (11/15)</p>

	<p>Phonics screening test end of Year 1 (8 children) 100% PPG children met the expected standard (5/5 children) 67% of non-PPG children met the expected standard (2/3 children)</p> <p>Phonics screening test end of Year 2 (20 children) 85% of PPG children achieved the standard (11/13) 100% of non-PPG children achieved the standard (7/7)</p> <p>At end of KS2 2024-25 (19 children) 63% of PPG children achieved expected standard in R / W / M (5/8 children) 55% of non-PPG children achieved expected standard in R / W / M (6/11 children)</p>
2	<p>Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups with multiple vulnerabilities (SEND and/or EAL) are not yet strong readers with secure comprehension skills and, as a result, are not yet able to recall as much key knowledge and vocabulary across the curriculum as non-disadvantaged pupils.</p>
3	<p>Historic data showed that disadvantaged children at our school had lower than national trends for attendance and higher than national Persistent Absence rates. Academic year 2024-25 disadvantaged children’s attendance was: 92.7% Nationally disadvantaged children on average were: 92.0% So they were in line with their peers nationally but below national Primary trends of 94.8% Persistent Absence for all children was in line with national trends and for disadvantaged children lower than their peers nationally. Further improving children’s attendance and reducing Persistent Absence is a national priority.</p>
4	<p>Discussions with pupils have identified that some disadvantaged pupils have limited access to varied life experiences. This has been exacerbated by the cost-of-living crisis. This is a key element of our Personal Development plan.</p>
5	<p>Increased need for children and families to receive additional support due to impact of cost-of-living crisis.</p> <ul style="list-style-type: none"> • Families are needing support with providing uniform for their children. • Increasing numbers of children are needing to access our daily Breakfast Club provision and Holiday Active and Fed provision (HAF) due to hunger and lack of food in family home. • Increasing numbers of children need support due to having to take on caring roles within their families. • Increasing numbers of families are having to move house frequently due to pressure of rents or landlords selling.

	<p>Changing homes and schools has a proven impact on children’s progress and attainment.</p> <p><i>“Children who moved home frequently were more likely not to achieve in formal assessments compared with children not moving.”</i></p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC3734306/</p> <p>These challenges can also lead to non-attendance and increased Persistent Absence.</p>
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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
Disadvantaged pupils make at least expected progress (in line with the demands of the curriculum) a result of highly effective quality first teaching and targeted interventions.	<p>Monitoring and evaluation shows that all teaching in school is effective or highly effective.</p> <p>In reading, writing and maths, 100% of disadvantaged pupils make expected progress and at least 35% make better than expected progress from previous assessment points (which enables them to catch up with their peers).</p> <p>In statutory assessments, disadvantaged pupils perform at least in line with their non-disadvantaged peers nationally.</p>
Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent readers with secure comprehension skills which enable them to thrive in all areas of the curriculum.	<p>Analysis of reading fluency interventions show that disadvantaged pupils are becoming increasingly fluent readers.</p> <p>Assessment and monitoring shows that disadvantaged pupils are making at least expected progress (in line with the demands of the curriculum) in reading comprehension.</p> <p>Pupil voice and monitoring of reading habits shows that the vast majority of disadvantaged pupils are reading regularly and developing a love of reading.</p> <p>Analysis of pupil book study findings show that disadvantaged pupils, especially those with multiple vulnerabilities are able to fully access all aspects of the curriculum and are remembering more knowledge and vocabulary.</p>
Maintain the improved attendance for disadvantaged pupils.	<p>Attendance for disadvantaged pupils remains at least in line with non-disadvantaged pupils nationally.</p> <p>Persistent absence rates for disadvantaged pupils remain at least in line with non-disadvantaged pupils nationally.</p>

Increased access to a wide range of curricular and extra-curricular experiences.	All disadvantaged pupils participate in curricular experiences including 11 before 11 promises. Free places are offered in all extra-curricular clubs and rates of participation for disadvantaged pupils in extra-curricular clubs are high.
Disadvantaged pupils and their families benefit from pastoral care and assistance.	Cases studies evidence the positive impact of early help interventions and our Early Help offer on improving attendance and reduce Persistent Absence. Tracking of behaviour data shows that incidents involving disadvantaged pupils continue to decrease.

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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders will ensure an effective or highly effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD as well as personalised coaching and support.	EEF research shows that improving teaching is the 'key ingredient of a successful school' and should rightly be the top priority for Pupil Premium spending'. CPD for class staff will be focused on: <ul style="list-style-type: none"> Trust Adaptive Teaching programme including effective modelling, AfL and scaffolding learning EEF research including the '5-a-day' approaches underpins this programme.	1 & 2
Leaders will ensure that all class staff have CPD focused on how to teach Foundational facts in Maths.	Ofsted research published October 2024: Strong foundations in the first years of school	1 & 2
Leaders will ensure that disadvantaged and other vulnerable children consistently receive timely and focused feedback on how to improve their learning and any misconceptions.	Research by Hattie and Timperley 2007 EEF research: very high impact for very low cost based on extensive evidence	1 & 2

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,938.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for children with low prior attainment and gaps in core skills caused by lockdowns.	EEF research shows that small group tuition has a positive impact on progress and attainment.	1 & 2
Small group language intervention and 1:1 support from trained staff.	EEF research shows that oral language interventions have a positive impact on children's ability to develop language and comprehension skills.	1 & 2

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE practitioner provides support and intervention to support pupils with self-regulation and understanding of emotions. This support will extend to families where needed.	Children and families who receive additional support and interventions feel more confident in school and feel safe to engage in learning. EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.	3, 4 & 5
Rewards and incentives to promote the importance of good attendance and punctuality, conduct behaviour and learning behaviours.	National research demonstrates the strong link attendance and educational outcomes.	3, 4 & 5
A comprehensive extended school offer and programme of educational visits is in place 2025-26.	That all disadvantaged and vulnerable children have the opportunity to attend our extended school offer and educational visits. This will include the 11b411 offer. Some families are unable to contribute towards school visits and clubs, the school will support children eligible for pupil premium. For example, residential visit for Years 5 & 6 and in our Early Help offer before school Breakfast Club.	3, 4 & 5

Total expected income: £75,750

Total expected spend: £75,750

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin Training
Thrive	Thrive
SCARF (PSHE / RSHE)	Coram Life Education

Part B: Review of impact in the academic year 2024 – 2025 (Pupil premium strategy impact 2024 – 25)

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Tier 1 – Teaching and whole school strategies

Tier 2 – Targeted support

Tier 3 – Wider school strategies

Total budget income: £89,726.00

Intended outcome	Success criteria	Impact
Disadvantaged pupils make at least expected progress (in line with the demands of the curriculum) a result of highly effective quality first teaching and targeted interventions	<p>Monitoring and evaluation shows that all teaching in school is effective or highly effective.</p> <p>In statutory assessments, disadvantaged pupils perform at least in line with their non-disadvantaged peers nationally.</p>	<p>Ofsted Nov. 25 judged that Quality of Education was 'good'.</p> <p>End of EYFS, Good Level of Development (GLD)</p> <p>50% PPG children achieved GLD</p> <p><i>52% GLD national average for PPG children</i></p> <p>73% non-PPG children achieved GLD</p> <p><i>72% GLD national average for non-PPG children</i></p> <p>PPG were 8/23 children and 2/8 PPG (25%) children had EHCPs.</p> <p>Key Stage 1 Phonics</p> <p>Year 1:</p> <p>100% PPG children met the expected standard (5/8 children)</p> <p><i>67% PPG children met the standard nationally</i></p> <p>67% of non-PPG children met the expected standard (3/8 children)</p> <p><i>85% non-PPG children met the standard nationally</i></p>

		<p>Year 2:</p> <p>85% of all PPG children met the expected standard (11/13 children)</p> <p><i>72% non-PPG children met the expected standard nationally</i></p> <p>100% of non-PPG children met the expected standard (7/7 children)</p> <p><i>89% of all children met the expected standard nationally</i></p> <p>End of KS2 (Year 6) expected standard</p> <p>RWM PPG combined = 63%</p> <p><i>47% nationally for PPG children</i></p> <p>RWM non-PPG combined = 55%</p> <p><i>69% nationally for non-PPG children</i></p> <p>Attainment gaps between PPG and non-PPG children in our school were:</p> <p>Reading +11% (national -18%)</p> <p>Writing -28% (national -19%)</p> <p>Maths -19% (national -19%)</p> <p>PPG children were 42% of the cohort (8/19 children), above national trends.</p>
<p>Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent readers with secure comprehension skills which enable them to thrive in all areas of the curriculum.</p>	<p>Analysis of reading fluency interventions show that disadvantaged pupils are becoming increasingly fluent readers.</p> <p>Assessment and monitoring shows that disadvantaged pupils are making at least expected progress (in line with the demands of the</p>	<p>Academic year 2024-25</p> <p>Transition between school assessment databases means this data is unavailable.</p> <p>Pupil Voice and monitoring showed that implementation of our FFT approaches to reading are having a significant impact on love of reading, particularly class texts and Library lessons.</p> <p>Our school was featured as a positive case study by National Literacy Trust working with Anglia TV</p>

	<p>curriculum) in reading comprehension.</p> <p>Pupil voice and monitoring of reading habits shows that the vast majority of disadvantaged pupils are reading regularly and developing a love of reading.</p> <p>Analysis of pupil book study findings show that disadvantaged pupils, especially those with multiple vulnerabilities are able to fully access all aspects of the curriculum and are remembering more knowledge and vocabulary.</p>	<p>investigation into reading standards in East Anglia.</p> <p>Our teaching and learning sequence includes regular spaced retrieval sessions (such as White Rose Maths Flashback 4s) to build up knowledge and explicit teaching of vocabulary.</p> <p>Monitoring shows these are consistently embedded in all classes and lessons.</p>
<p>Maintain the improved attendance for disadvantaged pupils</p>	<p>Attendance for disadvantaged pupils remains at least in line with non-disadvantaged pupils nationally.</p> <p>Persistent absence rates for disadvantaged pupils remain at least in line with non-disadvantaged pupils nationally.</p>	<p>Academic year 2024-25</p> <p>PPG attendance = 92.7% (93.3% for non-PPG children)</p> <p>Persistent Absence (PA) = 13.2%</p> <p>Persistent Absence of PPG children = 13.7%</p> <p>Absence and Persistent Absence increased from 2023-24</p>
<p>Increased access to a wide range of curricular and extra-curricular experiences.</p>	<p>All disadvantaged pupils participate in curricular experiences including 11 before 11 promises.</p> <p>Free places are offered in all extra-curricular clubs and rates of participation for disadvantaged pupils in extra-curricular clubs are high.</p>	<p>All PPG children were able to access all curricular experiences, including residential visit for Year 6.</p> <p>100% of children (Years 1 – 6) took part in a sports tournament.</p> <p>All eligible KS2 PPG children were invited to free Health and Fed (HAF) programmes in school holidays based on our school site.</p> <p>All children in Years 5 & 6 took part in UEAs Rising Stars programme.</p>

<p>Disadvantaged pupils and their families benefit from pastoral care and assistance.</p>	<p>Tracking of behaviour data shows that incidents involving disadvantaged pupils continue to decrease.</p> <p>Cases studies evidence the positive impact of early help interventions and our Early Help offer.</p>	<p>Academic year 2024-25</p> <p>There were no permanent exclusions.</p> <p>Suspensions were higher than previous year but affected by dual placements at local Pupil Referral Units.</p>
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