



# Pupil premium strategy statement

## 2023-2025

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic years 2023 to 2025.

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	108
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2025
Date this statement was published	5 <sup>th</sup> September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Mr. Matthew Jordan Executive Headteacher
Pupil premium lead	Mrs. Terri Freeman Deputy Headteacher
Governor / Trustee lead	Mr. Chris Perry Chair of Intervention Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,726.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,726.00

# 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 for early carer teachers and 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, Nurture and other small group focused programmes.

Maintaining improved rates of attendance and reduced persistent absenteeism is another key focus for our school. The Deputy 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	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups have been impacted by lockdowns and partial closures to a greater extent than non-disadvantaged pupils.
2	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.
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. In the academic year 2022-23 disadvantaged children at our school rapidly improved their rates of attendance to above national averages and we are prioritising maintaining this improvement.</p> <p>Improving children's attendance and reducing Persistent Absence is a national priority for all schools.</p>
4	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.
5	Increased need for children and families to receive additional support – Early Help and outside agencies.

## 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.	<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>
Disadvantaged pupils and their families benefit from pastoral care and assistance.	<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>

## 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: £46,760.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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'.</p> <p>Important aspects of CPD provided include in the moment feedback, reading comprehension strategies, phonics and adaptive teaching. CPD for class staff will be based on 'WalkThrus' evidence-based strategies and resources. All of which EEF research shows has a positive impact on pupil outcomes.</p>	<p>1 &amp; 2</p>
<p>Leaders and subject leaders will play a key role in the school's curriculum development and evaluation work. There will be a strong focus on developing less confident subject leaders through coaching, mentoring and sign-posting to relevant research to ensure that a well-sequenced and progressive curriculum is in place in all subjects.</p>	<p>Our curriculum is underpinned by research including:</p> <ul style="list-style-type: none"> <li>• EEF's 5 a day approach, including metacognition</li> <li>• Willingham's Simple Model of Memory</li> </ul> <p>Senior leaders will use their knowledge and experience in these areas to further develop less confident or inexperienced leaders.</p>	<p>1 &amp; 2</p>
<p>A new writing system will be implemented to support improvements in writing standards through the development of language and literacy skills. Through this systematic writing programme, children will develop their ability to analyse the structure of whole model texts, paragraphs and sentences as well as identifying and analysing how the author's use of language and grammar helps the reader to understand. Children will use this understanding of organising writing appropriately when planning and producing their own texts.</p>	<p>This writing system has proven to deliver strong outcomes standards in a Trust school with high levels of disadvantaged and EAL pupils. Leaders from this Outstanding Trust school have trained Phoenix St. Peter staff and leaders in the delivery of the system and Phoenix St. Peter staff have visited that school to see the system being implemented. The system includes strategies developed by Dr. Helen Handford through her national and international research into literacy education. It is also underpinned by the research-based LEAD principles for teaching grammar.</p> <p><a href="https://www.researchgate.net/publication/342568379_Thinking_differently_about_grammar_and_metalinguistic_understanding_in_writing">https://www.researchgate.net/publication/342568379_Thinking_differently_about_grammar_and_metalinguistic_understanding_in_writing</a></p>	<p>1 &amp; 2</p>

<p>The writing system will be supported by a comprehensive programme for teaching grammar and punctuation. Through structured lessons, pupils will learn the correct terminology and usage of grammar and punctuation, but also build the knowledge and confidence to apply them successfully in their own writing.</p>	<p>To support teacher subject knowledge and to help manage workload, a scheme produced by Schofield and Sims will be used to deliver the grammar and punctuation discreet teaching aspect.</p>	
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**Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £25,820.

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

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

Budgeted cost: £17,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE practioner provides 1:1 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 2023-25.	That all disadvantaged and vulnerable children have the opportunity to attend our extended school offer and educational visits.  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 Year 6 and in our Early Help offer before school Breakfast Club.	3, 4 & 5

**Total expected income: £89,726.00**

**Total expected spend: £89,726.00**

### 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 2022 – 2023 - Pupil premium strategy impact 2022-23

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

Tier 1 – Teaching and whole school strategies

Tier 2 – Targeted support

Tier 3 – Wider school strategies

**Total budget income: £104,683.33**

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 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>	<p>External school review May 2023 found that Quality of Education was 'good'.</p> <p><b>At end of KS1 expected standard</b></p> <p>Reading PPG = 75% (100% non-PPG)</p> <p>Writing PPG = 75% (71% non-PPG)</p> <p>Maths PPG = 75% (86% non-PPG)</p> <p>This was a small cohort of 11 children, 4 were PPG so all outcomes are within a child difference.</p> <p><b>At end of KS2 expected standard</b></p> <p>RWM PPG combined = 67% (44% non -PPG)</p> <p>This was a large cohort with 43 children, 18 were PPG.</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</p>	<p><b>Academic year 2022-23</b></p> <p>PPG children = 83% made expected progress and 24% accelerated progress in reading</p> <p>Non-PPG children = 87% made expected progress and 23% accelerated progress in reading</p> <p>With 41 PPG children and 37 non-PPG children, the difference was two children across Years 1-6</p> <p>Pupil Voice and monitoring showed that implementation of our FFT approaches to reading</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>were having a significant impact on love of reading, particularly class texts and Library lessons.</p> <p>All children were able to access the full curriculum with adaptations.</p> <p>Part of our revised teaching sequence 2022-23 was spaced retrieval sessions to build up knowledge and explicit teaching of vocabulary.</p> <p>Monitoring showed this became consistently embedded in all classes and lessons.</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>	<p><b>Academic year 2022-23</b></p> <p>PPG attendance = 95.1% (93.8% for non-PPG children)</p> <p>Persistent Absence (PA) = 9.6%</p> <p>The number of PA PPG children fell from 28 children in Autumn 1 2022 to 16 children end of Summer 2 2023.</p>
Increased access to a wide range of curricular and extra-curricular experiences.	<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>81% of children took part in a sports tournament.</p> <p>All eligible KS2 PPG children were invited to free 'Fit and Fed' programmes in school holidays, 88% attended.</p>
Disadvantaged pupils and their families benefit from	Tracking of behaviour data shows that incidents	<b>Academic year 2022-23</b>

<p>pastoral care and assistance.</p>	<p>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>There were no permanent exclusions, down from 1 in previous academic year which was a PPG child.</p> <p>Suspensions totalled 8.5 school days for the academic year, 4 children.</p> <p>Significantly reduced from 23.5 school days and 6 children the 2021-22 academic year.</p>
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