

Pupil Premium Strategy: Phoenix Primary School

1. Summary information					
School	Phoenix Primary School				
Academic Year	2017/18	Total PP budget	£261,197	Date of most recent PP Review	September 2018
Total number of pupils	581	Number of pupils eligible for PP	188	Date for next internal review of this strategy	September 2019

2. Current attainment									
	<i>Pupils eligible for Pupil Premium</i>				<i>Pupils not eligible for Pupil Premium</i>				
	<i>Year 2</i>	<i>national average</i>	<i>Year 6</i>	<i>national average</i>	<i>Year 2</i>	<i>national average</i>	<i>Year 6</i>	<i>national average</i>	
% achieving expected standard or above in reading	76%	79%	93%	80%	86%	79%	91%	80%	
% achieving expected standard or above in writing	74%	74%	77%	83%	82%	74%	96%	83%	
% achieving expected standard or above in maths	76%	80%	93%	81%	86%	80%	96%	81%	
% achieving expected standard or above in reading, writing and maths (combined)	-	-	73%	70%	-	-	91%	70%	
% achieving Greater Depth in reading	26%	29%	43%	33%	21%	29%	39%	33%	
% achieving Greater Depth in writing	21%	18%	20%	24%	25%	18%	17%	24%	
% achieving Greater Depth in maths	29%	25%	17%	28%	34%	25%	13%	28%	
% achieving Greater Depth in reading, writing and maths (combined)	-	-	7%	12%	-	-	9%	12%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	A significant number of pupils are entering the school at Reception with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school
B.	The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
C.	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school
D.	Higher ability pupils who are eligible for pupil premium are less likely to achieve their full potential in Key Stage 1 which further impacts their attainment in Key Stage 2.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc,) that can be barriers to providing the support they would like to provide to their children in school.
4. Intended outcomes <i>(specific outcomes and how they will be)</i>	Success criteria
A.	<p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.</p> <p>Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.</p>

B.	Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. All children leave our schools in Year 6 at, at least, age-related expectation in reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. Raise Online data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 100% of children achieving ARE.
C.	All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences	Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.
D.	Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.
E.	Higher rates of progress across key stage 1 and 2 for higher ability children.	Pupils eligible for pupil premium identified as high ability make as much progress as all pupils identified as high ability across Key Stage 1 and 2 in maths, reading and writing.
F.	Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.	Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support.

5. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Targeted HLTA support in KS2 for focused interventions</p>	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>Phoenix continue with termly tracking of pupil progress and detailed discussions at pupil progress meetings.</p> <p>Class provision maps are updated after following pupil progress to review and adapt interventions accordingly.</p> <p>Adults are moved to support the area of need in the year groups.</p>	<p>Where the need is reviewed termly, the correct support staff member and their expertise has been placed accordingly.</p> <p>Phoenix have been using this approach for some time and results for KS2 last year were:</p> <p>Reading: 91% (80% national) Reading (PP): 93% (75% national) Writing: 96% (83% national) Writing (PP): 77% (83% national)</p> <p>Maths: 96% (81% national) Maths (PP): 93% (81% national)</p> <p>Phoenix will continue with this approach.</p>	<p>£26933</p>

<p>Special Educational Needs Practitioner / Speech and Language Champions (SENP/SALC) role.</p>	<p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.</p> <p>The SENP/SALC model creates capacity to ensure that universal approaches are fully rolled out, and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.</p> <p>Communication and language delivered effectively to all pupils.</p>	<p>SALC's have trained and monitored Talking Tables interventions across EYFS, alongside supporting TAs with implementing speech and language targets.</p> <p>Teachers and support staff have improved CPD for delivering speech and language therapy. Staff know of in house support they can access to meet the needs of the children.</p>	<p>This model has worked well, even when NHS S&L therapist has been unable to come in, Phoenix have used their SALCs to disseminate strategies and resources to help meet the needs of individual children.</p> <p>Interventions using key specific resources have improved the quality of learning and opportunities for disadvantaged pupils.</p> <p>Phoenix Primary School will continue with this approach.</p>	<p>3 SALT Champions</p> <p>10hr PW</p> <p>£18052</p>
<p>Full time Nursery Provision</p>	<p>Children's social and emotional development improve by the time they reach reception – children are mixing with a wider range of children and adults and structured peer play creates an enriching environment where social skills can develop. This highly structured environment helps young children learn to make friends and play well with others. Children's sense of competence and self-worth grow as they learn to take care of themselves and help others.</p> <p>Children's language skills are nurtured in a "language-rich" environment. Teachers help children stretch their language skills by asking thought-provoking questions and introducing new vocabulary.</p>	<p>All children can now access Nursery provision full time. Children are able to develop socially, emotionally and academically in a purposeful and highly structured learning environment.</p> <p>Underlying needs, including SAL needs are identified and interventions are put into place to support children and to ensure that gaps are closed before they reach reception and KS1.</p>	<p>This model has worked well. Nursery children are becoming increasingly independent and are developing their skills both academically and social in preparation for reception.</p> <p>SAL needs have been identified and (with support from the SALT) teachers and support staff have been able to disseminate strategies and resources to help meet the needs of individual children. Interventions using key specific resources have improved the quality of learning and opportunities for disadvantaged pupils.</p> <p>Phoenix Primary School will continue with this approach.</p>	<p>£1850.76</p>

<p>Dedicated Family Services Officer role at the Phoenix site to support families to support their children to achieve best possible outcomes.</p>	<p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality.</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning. Staff to have an overall picture of a child.</p> <p>Family support officer to work with outside agencies to target families eligible for FSMs. Family support officer to highlight to SLT when targeted disadvantaged pupils are absent.</p>	<p>Children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>Weekly inclusion meetings including the Family Services Officer to monitor disadvantaged children.</p> <p>Trainings and events organised to support parents to address need and demand.</p>	<p>Phoenix Primary School will continue with the approach. Our OFSTED report commented that "<i>Safeguarding procedures are very thorough and monitored closely. The school is a safe and secure environment where the safety of pupils is paramount. Attendance has improved and is thoroughly monitored. School leaders have the highest expectations for full attendance and take a full range of actions when unauthorised absence occurs</i>"</p> <p>We have continued to use the same model.</p> <p>Family support worker has had a positive impact in supporting families in need and monitoring CP issues.</p>	<p>£13184</p>
<p>Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2.</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.</p>	<p>Children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>There was consistent coordination, monitoring and support for this programme with the Reading Recovery teacher overseeing.</p>	<p>KS1 results: Pupils achieving expected</p> <p>Reading: 86% (79% national) Reading (PP): 76% (79% national)</p> <p>Writing: 82% (74% national) Writing (PP): 74% (74% national)</p> <p>Higher achieving children in EYFS now access DSR to support them in reaching exceeding by the end of the year.</p> <p>Phoenix Primary School will continue with the approach.</p>	<p>£24068</p>

<p>Destination Reader programme in place from Year 2/3 upwards throughout the school</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.</p>	<p>Identified teachers on each site have been trained as Destination Reader leads. They support SLT to monitor the programme and provide support and are models of best practice to all staff delivering the programme. Data tracking and monitoring procedures (observations, work scrutiny, learning walks etc) as well as termly and mid termly pupil progress review meetings identified progress over time and that children's targets were being met. .</p>	<p>This model has worked well. 91% of children in KS2 made expected progress in comparison to 80% national average. Evidence of progress has been demonstrated in pupil progress reports/ meetings and evidence of provision being put in place during learning walks. Books show clear progress over time and planning shows that the children's targets are being met and that suitable provision is being put in place for them.</p> <p>Phoenix have used Destination Reader leads to disseminate strategies and resources to help meet the needs of individual children and to improve the quality of learning and opportunities for disadvantaged pupils.</p> <p>Phoenix Primary School will continue with this approach.</p>	<p>Designated DR Leads</p> <p>£3378</p>
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<p>Independent speech and language therapist team employed. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children.</p>	<p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.</p> <p>Communication and language delivered effectively to all pupils.</p>	<p>SALC's have trained and monitored Talking Tables interventions across EYFS, alongside supporting TAs with implementing speech and language targets.</p> <p>SALT has delivered in-house training to improve teachers and support staff CPD for delivering speech and language therapy. Staff know of in house support they can access to meet the needs of the children.</p>	<p>This model has worked well. Phoenix teachers and support staff have been able to disseminate strategies and resources to help meet the needs of individual children.</p> <p>Interventions using key specific resources have improved the quality of learning and opportunities for disadvantaged pupils.</p> <p>Phoenix Primary School will continue with this approach.</p>	<p>£16927.50</p>
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<p>EYFS SALT service commissioned. It is a targeted and universal only model which uses the early years foundation stage (EYFS) guidelines to support the school to provide tailored, effective methods to support children with SLCN in the EYFS school setting.</p>	<p>In 2016 the school increased from 2 to 4 form entry where their EYFS setting increased which also saw a rise in SLCN.</p> <p>It has been a two year action plan that was tailored and designed specifically for the school following an audit of the early years setting to improve on how they are supporting children with SLCN. Within the action plan, Phoenix has allocated time into up skilling their EYFS staff through a variety of ways including selecting 3 permanent members of staff to attend our local SLCN training to allow them to become communication champions for the department. They support the SLT's working at Phoenix with the identification of SLCN, provide advice and support for other staff and support the running of interventions. They have also taken responsibility in supporting a whole school sign of week programme. Where they are introducing one sign a week to all children and providing children with incentives e.g. Trophies/ certificates to use these throughout school.</p>	<p>Whole department staff trainings have been carried out to up skill the early years team including health promotion training to help support and signpost parents to our early years' service and age and stages training to help support early identification of SLCN and how to use a tracking tool to monitor children's development. Termly parent drop-ins are also carried out by the SLT who attends the parent coffee mornings or parent evenings to provide health promotion messages and general SLT queries and advice.</p> <p>A range of targeted interventions have been set up and run throughout EYFS to help support children that are 'at risk' or vulnerable to SLCN. Talking tables intervention is also used throughout all EYFS classes to help support children at a targeted (group) level who are not yet known to SLT. Other interventions such as speech groups and narrative groups have also been set up and run by school staff according to the need of the children.</p>	<p>This year Phoenix has been awarded the communication friendly award through our local service due to completing an action plan that was put together alongside the SLT and the SEN department</p> <p>With a big focus on supporting EYFS to promote early intervention and identification is helping to take the pressures off the mainstream SLT service and preventing/ reducing SLCN later in children's schooling. Having quality universal and targeted work in the EYFS and laying good foundations for children early supporting not just the children that are already known to SLT but also reduce the number of children that would need specialist support (before they transition into Key stage 1). We are beginning to see less children being referred at a mainstream level or moving off the specialist caseload quicker due to having early intervention and quality support in the EYFS setting. Parents are becoming more aware that there is a SLT service within the school and what their role is which is increasing parental engagement, especially in the EYFS.</p>	<p>£5642.50</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Reading Recovery intervention programme	<p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations.</p> <p>The gap in attainment for reading closes as the children move up the school.</p> <p>Positive impact on progress and attainment in reading for children in Key Stage 1.</p>	<p>Phoenix continued termly tracking and assessments. These were discussed at pupil progress meetings. There were detailed discussions at pupil progress meetings, which Reading Recovery (RR) teachers attend.</p> <p>RR teachers also carried out daily assessments for learning as well as benchmarking of pupils' progress both during the programme and following pupils' graduation from the programme.</p>	<p>Impact on progress and attainment Phoenix Primary School has been very positive. KS1 results: Pupils achieving expected</p> <p>Reading: 86% (79% national) Reading (PP): 76% (79% national)</p> <p>Writing: 82% (74% national) Writing (PP): 74% (74% national)</p> <p>Phoenix Primary School will continue with the approach as there has been a big impact on reading and the confidence of readers.</p>	£62562
Numbers Count	<p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations.</p> <p>The gap in attainment for Maths closes as the children move up the school.</p> <p>Positive impact on progress and attainment in Maths for children in Key Stage 1.</p>	<p>Phoenix continued termly tracking and assessments. These were discussed at pupil progress meetings. There were detailed discussions at pupil progress meetings, which the Numbers Count (NC) teacher attends.</p> <p>NC teacher also carried out daily assessments for learning as well as benchmarking of pupils' progress both during the programme and following pupils' graduation from the programme. NC teacher also offers support across the school through ongoing CPD and coaching, to ensure that all maths lessons / planning were at least good or outstanding by the end of the year.</p>	<p>Impact on progress and attainment Phoenix Primary School has been very positive with an increase of pupils achieving expected at KS2.</p> <p>KS1</p> <p>Maths: 83% (76% national) Maths (PP): 76% (80% national)</p> <p>Maths: 92% (75% national) Maths (PP): 93% (80% national)</p> <p>Phoenix Primary School will continue with the approach as there has been a big impact on the children confidence surrounding basic mathematical skills in KS1.</p>	£44315

<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, deputy head teachers and head teacher.</p>	<p>Improved standards in reading and writing in Y3-6 Pupil Premium children.</p> <p>Secure a greater number of PP pupils achieving greater depth.</p> <p>Support staff and SLT to run challenge groups for reading and maths.</p>	<p>Phoenix completed termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p>	<p>Phoenix have been using this approach for some time and results for KS2 last year were:</p> <p>Reading: 92% (75% national)</p> <p>Writing: 85% (78% national)</p> <p>Maths: 94% (76% national)</p> <p>Phoenix Primary School will continue with the approach.</p>	<p>£16917</p>
<p>Play Therapy team to deliver specialist support for children with social and emotional health needs.</p>	<p>Play therapy to be allocated to children with social and emotional needs to support them with these needs.</p> <p>Children have improved with their readiness to learn.</p>	<p>Phoenix completed termly reviews/evaluation of play therapist and their impact with SENCO and Deputy Head for Inclusion.</p> <p>Half-termly caseload review meetings between SENCO and creative art therapist.</p>	<p>Phoenix Primary School will continue with the approach. Children are getting immediate support with their emotional need instead of being on a waiting list.</p> <p>Phoenix Primary School will continue with the approach.</p>	<p>£14440</p>
<p>Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff.</p>	<p>ELSA sessions to be allocated to children with social and emotional needs to support them with these needs.</p> <p>Pupils that have emotional needs are supported to promote well-being and impact on achievement.</p> <p>Children have made an improvement with their readiness to learn.</p>	<p>Phoenix completed pupil progress meetings and at inclusions meetings discussed caseload for ELSA sessions. Making sure identified the correct children as the need arose.</p> <p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs. This approach has been shown to be effective in other schools.</p>	<p>Phoenix Primary School will continue with the approach. Children are getting immediate support with their emotional need instead of being on a waiting list.</p> <p>Children are becoming more resilient and able to manage their feelings. This impacts on their readiness to learn.</p>	<p>£6357</p>
<p>TA specific interventions</p>	<p>TA to run groups supporting phonics/listening/attention/ and memory skills. (Narrative groups)</p> <p>Pupil Premium children make expected or better than expected progress due to interventions.</p> <p>Support staff to be used to support children identified during pupil progress meetings.</p>	<p>Phoenix completed termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p> <p>Class provision maps being updated after following pupil progress to review and adapt interventions accordingly.</p> <p>Adults were moved to support the area of need in the year groups.</p>	<p>SALT, Phonics, Reading, SEMH and Writing interventions have all has a positive impact on children's progress and attainment.</p> <p>Lego therapy, Working memory and EAL support to improve the child's readiness and ability to learn within the classroom.</p>	<p>£6017</p>

Chill-out provision at lunchtime and mentoring / transition groups run by TAs HLTAs	<p>Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.</p>	<p>Reviewed as part of the termly class provision map review cycle. Chill-out provision reviewed regularly according to need.</p>	<p>Phoenix Primary School will continue with the approach.</p> <p>Children are becoming more resilient and are developing social skills and turn taking skills in a structured environment. This also impacts positively on their readiness to learn.</p>	<p>£1753</p>
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Commitment to a range of enrichment activities in year 5 and 6 (residential visits)	<p>Disadvantaged children to have access to extra-curricular and enrichment activities. To positively impact their language development, physical development, social development, aspirations etc.</p>	<p>Phoenix completed termly tracking of pupil progress of all groups of learners. France trip and PGL subsidies Circus Skills Phoenix subsidised individual music lessons. Phoenix subsidised individual trip costings.</p>	<p>Phoenix Primary School will continue with the approach.</p> <p>All PP children who wished to attend a trip/residential were able to and uniform/P.E kits have been provided.</p>	<p>£5574</p>

6. Planned expenditure

Academic year

2018/2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	Review
Targeted HLTA and additional teacher support in class for focused interventions.	To bring about maximum impact on pupil outcomes with focused interventions and in class support. Improved standards in reading and writing in	Phoenix completed termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.	Termly tracking of pupil progress and detailed discussions at pupil progress meeting. Class provision map meetings following pupil progress to review and adapt	SLT SENCOs	Sept 2019 £28268

<p>Family Services Officer onsite part of role to support families to support their children to achieve best possible outcomes.</p>	<p>Dedicated Family Services Manager and Senior Family Services Officer role to provide strategic and practical support across all year groups to ensure consistency of best practice.</p> <p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality.</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning.</p> <p>All staff, who needs to know, to have an overall picture of a child.</p> <p>Family support officer employed to support families that need</p>	<p>Importance of holistic view to addressing social and emotional barriers to children's learning.</p> <p>Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p> <p>Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve at age related expectations, or above, and 3.1 times more likely to achieve above national expectations or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>Pupils need to be in school to achieve. Research has evidenced that those from lower income households are less likely to attend school regularly, are less likely to achieve higher grades, are less likely to pursue higher education and are less likely to find work after school.</p> <p>Without intervention, a relentless cycle of disadvantage begins which spans generations.</p>	<p>All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>In addition, the weekly inclusion meeting to get an overview.</p>	<p>Family Services Officer</p> <p>SLT</p> <p>SENCO</p>	<p>Sept 2019</p> <p>£20978</p>
<p>Daily Supported Reading</p>	<p>Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2.</p> <p>Coordination, monitoring and support for this programme is an</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.</p>	<p>All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p>	<p>Reading Recovery Lead teacher</p> <p>SLT</p>	<p>Sept 2019</p> <p>£26563</p>

	integral part of the Reading Recovery teacher leadership role across our schools.		In addition, the weekly inclusion meeting to get an overview.		
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ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review and cost?
Reading Recovery 1:1 intervention programme	<p>Positive impact on progress and attainment in reading for children in Key Stage 1.</p> <p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations.</p> <p>The gap in attainment for reading closes as the</p>	<p>Reading recovery is an evidence-based intervention programme with proven impact across a high number of schools over a number of years nationally. Reading Recovery has been in our schools for a number of years and evidence of the impact on progress and attainment in our schools has been very positive.</p>	<p>Termly tracking of pupil progress and detailed discussions at pupil progress meetings, which Reading Recovery (RR) teachers attend. RR teachers also carry out daily assessments for learning as well as benchmarking of pupils'</p>	<p>Deputy Headteacher for Inclusion</p> <p>RR teachers</p> <p>RR teacher leader</p>	<p>Sept 2019</p> <p>£57790</p>

<p>Numbers Count</p>	<p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations.</p> <p>The gap in attainment for Maths closes as the children move up the school.</p> <p>Positive impact on progress and attainment in Maths for children in</p>	<p>Numbers Count is an evidence-based intervention programme with proven impact across a high number of schools over a number of years nationally. Numbers Count has been in our schools for a number of years and evidence of the impact on progress and attainment in our schools has been very positive.</p>	<p>Termly tracking of pupil progress and detailed discussions at pupil progress meetings, which Numbers Count (NC) teachers attend. NC teachers also carry out daily assessments for learning as well as benchmarking of pupils' progress both during the</p>	<p>Deputy Headteacher for Inclusion</p> <p>NC teacher</p>	<p>Sept 2019</p> <p>£44860</p>
<p>Commissioned time from the NHS Speech and Language Therapy service to support our children with their social, communication and language needs.</p>	<p>Positive impact in progress for children with speech, communication and language needs.</p> <p>A SAL focus in EYFS works as a preventative model to ensure that SAL needs are identified at an early stage, with interventions put in place to support the child and close the learning gap.</p>	<p>Phoenix continued with termly tracking of speech and language targets. Reviewing targets with therapist. Phoenix built in time into TAs timetable to be able to complete speech and language targets to meet the needs of the individual child.</p>	<p>Regular reviews/evaluation of universal services and their impact between inclusion team and the speech and language therapist.</p>	<p>Deputy Headteacher for Inclusion</p> <p>SENCOs</p>	<p>Sept 2019</p> <p>£22570</p>

<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, Deputy Headteachers and Headteacher.</p>	<p>To improve the quality for learning for the children and therefore the progress. Children facing the most complex barriers to their learning being by the most qualified.</p> <p>Improved standards in reading and writing in Y3-6 Pupil Premium children. Pupil Premium children make expected or better than expected progress due to quality first teaching and</p>	<p>Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and Deputy Headteachers are all outstanding classroom practitioners prior to appointment into role.</p>	<p>Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings. SENCO, Deputy Headteachers and Headteacher are all outstanding classroom practitioners prior to appointment into role.</p>	<p>SLT</p>	<p>Sept 2019</p> <p>£18748</p>
<p>Play therapy</p>	<p>To deliver specialist support for children with social and emotional health needs.</p>	<p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Play Therapy provision in our schools targets these children.</p>	<p>Termly reviews/evaluation of the play therapy service and its impact with the play therapist and SENCO.</p>	<p>SENCO</p> <p>SLT</p> <p>Play therapist</p>	<p>Sept 2019</p> <p>£14440</p>

<p>Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff.</p>	<p>To deliver specialist support for children with social and emotional health needs.</p> <p>Children to become more resilient and able to manage their feelings.</p> <p>Children to improve their readiness to learn.</p>	<p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. ELSA provision in our school targets these children.</p> <p>Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. Despite additional play therapy provision as detailed above, a number of children face difficulties who do not meet threshold for this service. This will target children for whom emotional and social difficulties are a barrier to their learning.</p>	<p>Termly reviews/evaluation of the ELSA provision and its impact with the trained staff and SENCO / Deputy Headteacher for Inclusion.</p>	<p>SENCO</p> <p>SLT</p>	<p>Sept 2019</p> <p>£6516</p>
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<p>TA specific interventions</p>	<p>Improved standards in reading and writing in Y1-6.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions</p> <p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.</p>	<p>Identified teaching assistants and EYEs in each Year Group have been trained by the SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.</p> <p>They feedback to their class teacher, SENCO or SENP to monitor targets and progression. Who, in turn, support SLT to monitor the interventions and provide support and are models of best practice to all staff delivering phonics intervention.</p> <p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>SENCO</p> <p>SLT</p>	<p>Sept 2019</p> <p>£6640</p>
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iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you
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<p>Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to residential trips</p>	<p>Disadvantaged children to have access to extra-curricular and enrichment activities. To positively impact their language development, physical development, social development, aspirations etc.</p>	<p>A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.</p> <p>France trip and PGL subsidies -</p>	<p>Termly tracking of pupil progress of all groups of learners.</p> <p>All PP children who wish to attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary.</p>	<p>Year leaders</p> <p>SLT</p>	<p>Sept 2019</p> <p>£6000</p>
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