

Pupil premium strategy: Phoenix primary School

1. Summary information					
School	Phoenix Primary School				
Academic Year	2020/21	Total PP budget	£264,965	Date of most recent PP Review	September 2020
Total number of pupils	637	Number of pupils eligible for PP	203	Date for next internal review of this strategy	September 2021

2. 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. Children attending EYFS missed a substantial amount of school due to school closures (as a result of the Covid-19 Crisis). Whilst provisions were put into place to support learning at home, the lack of interaction with their peers and educators has had an impact on language development across the year group.
B.	Evidence suggests that the cultural capital, passed on through families', helps children to do better in school. External opportunities to develop the whole child, such as drama and football clubs, are not always accessible to some of our pupil premium families. As a school, we feel it is important that pupil premium children experience subjects and lessons that they may not experience elsewhere, giving the children a rich experience to help them in their studies. Whilst some external experiences (including educational visits) may not be possible due to the current pandemic, opportunities need to be provided through an engaging, diverse and progressive curriculum that promotes depth and a richer understanding of the world.
C.	Speech and language concerns in some disadvantaged pupils lead, in some cases, to communication and behavioural issues. A significant number of pupils experience social and emotional barriers to their learning. This can affect their access to the curriculum which has continued impact on their attainment as they move up through the school. School closures due to the Covid-19 Crisis have had an impact on the social and emotional development of some children, including those from disadvantaged backgrounds. Whilst provisions were in place to support home learning, the lack of interaction with their peers and educators, as well as increased anxiety surrounding the pandemic, has had a profound impact on some of the children's social and emotional development. Potentially, without support, this could have an impact on attainment.

D.	<p>Many pupils eligible for pupil premium also have other factors, such as SEND, to consider when planning successful interventions. Many pupils are not ready to move on to comprehension skills and need to spend additional time working on their decoding and phonics skills, on a 1:1 basis, to ensure that they reach expected levels in reading by the end of KS1 and KS2. Some of our pupil premium children require interventions in other areas of the curriculum to close the gap and to ensure they reach expected levels by the end of KS2. Recent school closures have had further impact on the children’s communication skills, especially the disadvantaged students across EYFS and KS1. Provisions need to be put into place to help close the gap in the areas of CL and PSED.</p>
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Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

E.	<p>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.</p> <p>The pandemic has also created additional barriers within the community and family networks. The tools used to mitigate the threat of the Covid-19 could potentially impact child development. These tools — such as social restrictions, shutdowns, and school closures — contribute to stress in parents and children and can become risk factors that threaten child development and may compromise the Sustainable Development Goals. Studies suggest that epidemics can lead to high levels of stress in parents and children. These studies describe several potential mental and emotional consequences including anxiety or depression among parents and acute stress disorder, post-traumatic stress, anxiety disorders, and depression among children. The school has seen an impact on some families which include anxiety and, as a result, poor attendance in some of the children.</p>
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3. 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. In response to recent school closures, the needs of the children are identified and evidence based provisions are put into place to provide support and to help close the SLC gap in KS1 and KS2.</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.	<p>An improved cultural capital of our pupil premium children; children are provided with a full range of arts and cultural opportunities across the curriculum, giving them a rich experience to help them in their studies.</p> <p>All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning. Whilst extra-curricular activities in school are postponed due to restrictions surrounding the current pandemic, alternate on-line learning platforms will be available for children (and adults) to broaden and support learning experiences.</p> <p>All pupils in year 2 and 6, particularly those eligible for PP, to exceed national attainment in key stage assessments.</p>	<p>Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.</p> <p>On-line pupil engagement is high and on-going additional resources are provided for families to support the children's learning.</p> <p>Data tracking demonstrates a higher percentage of children, eligible for pupil premium, are at age related expectation by the end of KS2.</p>
C.	<p>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.</p> <p>Specialist staff support those children who have been directly affected by the recent pandemic, through therapeutic intervention including Drawing Therapy, Play Therapy and ELSA.</p>	<p>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.</p>

<p>D.</p>	<p>Support for identified PP pupils in their ability to access the curriculum and ensure that attainment gaps are closed.</p> <p>Each class to use high quality reading textbooks. Teaching Assistants with experience of leading phonic interventions to work across the phase completing 1:1 reading on a daily basis. Children spend time working on their decoding and phonics skills on a 1:1 basis. Children identified in pupil progress to receive targeted interventions with the Reading Recovery / Numbers Count team.</p> <p>Additional on-line learning resources and teaching platforms available, to provide additional support for children (and to enable children access to learning) in the event of another school closure</p>	<p>Data tracking demonstrates a higher percentage of children, eligible for pupil premium, are at age related expectation by the end of KS2.</p> <p>On-line /remote education ensures that children have access to a high quality and rich coverage of all areas of the curriculum, so that learning gaps do not increase in the event of a school closure.</p>
<p>E.</p>	<p>Families are able to access support both in school and externally with the conflicting pressures that they are facing, especially through the current pandemic, so that they are in a better position to be able to support their children and participate in school life.</p>	<p>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.</p>

<p>4. Review of expenditure</p>	
<p>Previous Academic Year</p>	<p>2019/20</p>
<p>i. Quality of teaching for all</p>	

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
Targeted HLTA support in KS2 for focused interventions	<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>Impact on progress and attainment – Positive outcomes, before school closures, demonstrated an increase of pupils achieving expected at</p>	<p>£26933</p>
Special Educational Needs Practitioner / Speech and Language Champions (SENP/SALC) role.	<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 and SENP have trained and monitored 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.</p> <p>Staff know of in-house support they can access to meet the needs of the children.</p> <p>SENP leads Sparrow Class and, alongside the SENCO, ensures that planning is relevant to reflect needs of individual children in the group.</p>	<p>This model has worked well. When NHS S&L therapists have been unable to attend, Phoenix have used their SALCs/SENPs 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</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</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>Attendance concerns are identified and addressed and steps are in place to regularly monitor and manage poor attendees.</p> <p>Trainings and events organised to support parents to address need and demand.</p>	<p>Family support worker has had a positive impact in supporting families in need and Monitoring CP / attendance issues.</p> <p>Vulnerable families and those from disadvantaged backgrounds were continually supported throughout lockdown. Vulnerable families were contacted throughout the school closure to ensure appropriate</p>	<p>£13184</p>

<p>Daily Supported Reading (DSR) 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. There was consistent coordination, monitoring and support for this programme with the Reading Recovery teacher overseeing.</p> <p>Daily Supported Reading implemented in Year 3, as an intervention, to support children in developing reading skills and reading outcomes.</p>	<p>Impact on progress and attainment – Positive outcomes, before school closures, demonstrated an increase of pupils achieving expected at KS1 and KS2.</p> <p>On-line learning was available throughout the school closure to support home learning. DR packages sent home</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>On-going training for staff throughout the academic year to ensure best practice and high quality teaching.</p> <p>Rich, diverse and high quality texts used throughout the school to link with the class topic. Children provided with regular opportunities to link text to other areas of the curriculum, to support learning and to help develop cultural capital for disadvantaged children.</p>	<p>Identified teachers on each site have been trained as Destination Reader leads. They support SLT to monitor the programme, 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. This ensured that children's targets were being met. .</p>	<p>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.</p> <p>On-line learning available throughout the school closure to support home learning.</p> <p>Phoenix have used Destination Reader leads to disseminate strategies and resources to help meet the needs of individual children. This has helped to improve the quality of learning and</p>	<p>Designated DR Leads</p> <p>£3378</p>

<p>Independent speech and language therapist team employed. Dedicated time within this team to develop and implement universal services to improve speech and language</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 / SENP 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.</p> <p>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</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>A two year action plan 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, and staff in KS1/ KS2. This included staff attending SLCN training to allow them to become communication champions for the departments. They support the SLT's working at Phoenix with the identification of SLCN and through providing advice and support for other staff running of interventions.</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 the early years' service. Also, age and stages training to help support early identification of SLCN and to monitor children's development. Before the closure of schools due to the Coronavirus pandemic, termly parent drop-ins were carried out by the SLT who attended the parent coffee mornings 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 were 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>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.</p> <p>Having quality universal and targeted work in the EYFS is helping to lay good foundations for children known to SLT. In addition, it is helping to reduce the number of children that would need specialist support (before they transition into Key stage 1).</p> <p>Parents are becoming more aware of the SLT service within the school and what their role is, which is increasing parental engagement, especially in the EYFS.</p> <p>Children attending EYFS missed a substantial amount of school due to school closures, as a result of the Covid-19 Crisis. Whilst provisions were put into place to support learning at home, the lack of interaction with their peers and educators has had an impact on language</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 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>On-line learning was available throughout the school closure to support home learning. Reading packages sent home regularly for vulnerable children.</p>	<p>Impact on progress and attainment Phoenix Primary School has been very positive.</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 to close the gaps caused by school</p>	£62562

<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 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>On-line learning was available throughout the school closure to support home learning. Maths packages sent home regularly for vulnerable children.</p>	<p>Impact on progress and attainment – Positive outcomes, before school closures, demonstrated an increase of pupils achieving expected at KS1 and KS2.</p> <p>Home learning during school closures was targeted to prevent gaps in learning.</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>	<p>£44315</p>
<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>On-line learning resources and teaching platforms available, to provide additional support for these children (and to enable children access to learning) during school closure</p>	<p>Impact on progress and attainment – Positive outcomes, before school closures, demonstrated an increase of pupils achieving expected at KS1 and KS2.</p> <p>Home learning during school closures was targeted to prevent gaps in learning.</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>Training delivered to help teachers and support staff implement provisions and strategies in the classroom to support children with SEMH.</p> <p>Children develop strategies to self-regulate and, as a result, 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>Zoom sessions, with the therapist, were available throughout lockdown for both children and parents.</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. 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.</p> <p>Pupils supported during and after lockdown with Covid-19 related anxiety issues.</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.</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, Maths, 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</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 within each class bubble.</p> <p>Children are becoming more resilient and are developing social skills and turn taking skills in a structured environment This also</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>Whilst trips have temporarily been postponed due to the current pandemic, residential trips have been re-scheduled for next spring / summer.</p> <p>Whilst extra-curricular activities in school are postponed due to restrictions surrounding the current pandemic, alternate on-line learning platforms are</p>	<p>£5574</p>

5. Planned expenditure

Academic year

2020/2021

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 Y2-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and	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. Pupil progress to review and adapt interventions	SLT SENCOs	Sept 2021 £25,000

<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 support. 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>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. 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. 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>On-line learning resources and teaching platforms available, to provide additional support for children (and to enable children access to learning) in the event of another school closure</p>	<p>Family Services Officer</p> <p>SLT</p> <p>SENCO</p>	<p>Sept 2021</p> <p>£30,000</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 integral part of the Reading Recovery teacher leadership role across our schools.</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>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 2021</p> <p>£28,000</p>

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?
<p>Reading Recovery 1:1 intervention programme</p>	<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. The gap in attainment for reading closes as the children move up the school.</p> <p>On- going training to support staff in delivering high quality reading provision both in the classroom and through using on-line teaching platforms.</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 and detailed discussions at pupil progress meetings. RR teachers also carry 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>Deputy for Inclusion</p> <p>RR teachers</p> <p>RR teacher leader</p>	<p>Sept 2021</p> <p>£55,000</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. Positive impact on progress and attainment in Maths for children in Key Stage 1.</p> <p>On- going training to support staff in delivering high quality maths provision both in the classroom and through using on-line teaching platforms.</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 and detailed discussions at pupil progress meetings. NC teachers also carry out daily assessments for learning as well as benchmarking of pupils' progress.</p>	<p>Deputy for Inclusion</p> <p>NC teacher</p>	<p>Sept 2021</p> <p>£35,000</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>Improvement in their area of difficulty within SLCN.</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 for Inclusion SENCOs</p>	<p>Sept 2021 £20,000</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 interventions.</p> <p>To diminish differences and to have individual support matched to their needs. Secure a greater Number of PP pupils achieving greater depth.</p> <p>To improve provision of on-line teaching platforms to ensure learning can take</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 2021 £18,000</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</p>	<p>Termly reviews/evaluation of the play therapy service and its impact with the play therapist and SENCO.</p>	<p>SENCO SLT Play therapist</p>	<p>Sept 2021 £14,000</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</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 2021</p> <p>£7,000</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>To close attainment gaps, created through school closures, so that a greater number of children can achieve 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 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 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 2021</p> <p>£10,000</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 review and cost?
<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>Where extra-curricular activities in school are postponed due to restrictions surrounding the current pandemic, alternate on-line learning platforms will be available for children (and adults) to broaden and support learning experiences.</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>-</p>	<p>Termly tracking of pupil progress of all groups of learners. All PP children who attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary.</p>	<p>SLT HLTAs</p>	<p>Sept 2021</p> <p>£6,000</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>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>SLT</p>	<p>Sept 2021</p> <p>£20,000</p>
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<p>Drawing and Talking Intervention</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>Providing a highly effective person-centred therapeutic play-work approach, this tier 1-2 intervention is intended to complement rather than replace the work of CAMHS, art or other specialist therapists; enabling children who would otherwise go untreated to get the help they need before problems become entrenched. Drawing and Talking technique is a safe and easy to learn short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially.</p>	<p>Termly reviews/evaluation of the Drawing and Talking provision and its impact with the SENCO / Deputy Headteacher for Inclusion.</p>	<p>SENCo</p>	<p>September 2021</p> <p>£2,000</p>
<p>TOTAL PLANNED EXPENDITURE FOR 2020/2021: £270,000</p>					

Covid- Catch Up Funding

Phoenix Primary School has received an additional £47,760 in order to support the catch up of children as a result of the Covid-19 pandemic and school closure. This funding has meant that the school plans to spend this additional money to support the following areas:

1. Provide further Speech and Language intervention to support the development of children from N-Y1 in all aspects of Communication and Language, and Reading.
2. Provide further individualised and small group work in KS2 to target gaps in knowledge that have occurred as a result of missed teaching in during the pandemic lockdown.

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?
<p>'I Can' Speech and Language Intervention</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>Improvement in their area of difficulty within SLCN across the school.</p>	<p>For practitioners working with groups of children with delayed language. The programme aims to accelerate children's progress in language and communication by an average of six months, after a nine week intervention.</p> <p>Talk Boost for KS1 trains classroom teachers and teaching assistants to deliver a 10 week programme that will boost children's progress in language and communication by an average of 9 to 18 months.</p> <p>Children who are selected to take part in the intervention will attend three sessions per week during circle/story time, each lasting 15-20 minutes delivered by an early years practitioner. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.</p>	<p>Termly tracking of pupil progress and detailed discussions at pupil progress meetings.</p> <p>Training provided by qualified 'I Can' professionals to all staff in all key stages.</p> <p>SLT monitoring and overview of tracking progress.</p>	<p>SENCo</p> <p>SLT</p> <p>Designated Intervention Teacher</p> <p>EYFS/ Literacy co-ordinator</p>	<p>September 2021</p> <p>£40,000</p>

<p>Additional Tuition</p>	<p>This year coronavirus pandemic has put unprecedented pressure on the schools. To help prevent the disadvantaged gap from widening following the outbreak of Covid-19, academic catch-up will be a part of the main school focus.</p>	<p>Creating opportunities and support for lower attaining children, specifically those who are disadvantaged or have SALN, to help maintain and develop functional, cognitive and problem-solving skills and to boost their confidence in maths and literacy.</p>	<p>Additional teacher to provide regular high quality, evidenced based and targeted interventions to bridge the attainment gap of disadvantaged children within the school.</p>	<p>SLT SENCO Class Teacher</p>	<p>September 2021 £5,000</p>
<p>Academic Mentor (Teach First)</p>	<p>Provided focussed tuition for the most vulnerable and pupils who have the most significant gaps in learning in KS2.</p> <p>Support pupils on an individual basis to provide a personalised curriculum that will enable them to reach at least age-related expectations within the academic year.</p>	<p>There are significant pupils who have not received nor accessed a proper education through the covid-19 pandemic and lockdown. As a result, significant gaps will appear in all children's learning throughout the school. Some or most children will benefit from targeted support but there will be some children who need much more intensive support in order to achieve working on track. The academic mentor will ensure that children who need this intensive support benefit from personalised learning.</p>	<p>SLT will monitor the identification of the children to benefit from this intervention.</p> <p>DHT for inclusion will oversee the provision and track progress of the children.</p>	<p>SLT SENCo</p>	<p>September 2021 £5,000</p>