

Pupil premium strategy: Phoenix primary School

1. Summary information					
School	Phoenix Primary School				
Academic Year	2021/22	Total PP budget	£279,760	Date of most recent PP Review	September 2021
Total number of pupils	608	Number of pupils eligible for PP	223 (36.67%)	Date for next internal review of this strategy	September 2022

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.	<p>Speech and Language</p> <p>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.</p>
B.	<p>Cultural Capital</p> <p>Evidence suggests that the cultural capital, passed on through families', helps children to do better in school. External opportunities to develop the whole child, 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.</p>
C.	<p>Mental health and wellbeing</p> <p>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. School closures due to the Covid-19 Crisis have impacted 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.</p>

D.	<p>SEND</p> <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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E	<p>Reading</p> <p>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. 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. A high percentage of these children will need Little Wandle Letter and Sounds (revised) catch up programmes which take place daily in small groups and on a 1:1 basis.</p>
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Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

E.	<p>Families</p> <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. Studies suggest that epidemics can lead to high levels of stress in parents and 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
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<p>A.</p>	<p>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. 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. Successful implementation of the 'I Can' and 'Little Wandle Letters and Sounds Revised phonics programme across EYFS and KS1.</p>
<p>B.</p>	<p>Cultural Capital</p> <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. 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 demonstrate 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>
<p>C.</p>	<p>Mental health and wellbeing</p> <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. 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>SEND Support for identified PP pupils in their ability to access the curriculum and ensure that attainment gaps are closed. 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. 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>Reading 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 school in Year 6 at, at least, age-related expectation in reading. The percentage of children in Reception who are higher ability to maintain or to be exceeded by the time they are entering secondary school.</p>	<p>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. Analyse School Performance data reflects an increasing number of children leaving Year 6 at age-related expectation for reading. The tracking of children achieving GLD in Reception-monitoring to ensure children maintain this through to Year 6 and beyond.</p>

F.	<p>Families</p> <p>CPO and DHT to promote school and family partnership. To offer support with childcare (after school / breakfast club) for vulnerable children; to provide personalised support to tackle the underlying barriers to successful education to improve children's life chances and outcomes.</p> <p>Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to DHT / CPO. CPO to continue to be persistent in the tracking and following up of non-attendance. Attendance meetings with parents for all PP pupils who drop below 96%.</p>	<p>Regular school attendance patterns amongst vulnerable children increase which encourage the development of positive and consistent patterns of behaviour, academic achievement and wellbeing.</p>
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4. Review of expenditure				
Previous Academic Year			2020/21	
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
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 KS2.</p> <p>Home learning during school closures was targeted to prevent gaps in learning.</p>	£24,442

<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>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>£49,508</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. FSO and CPO 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 support was being provided. Food and care packages were provided fortnightly for disadvantaged families.</p>	<p>£34,689</p>

<p>Daily Supported Reading programme in place for all Year 1 /EYFS children 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 Literacy Team 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 regularly for children to complete. Parents and children contacted by staff throughout the school closure to offer support.</p>	<p>£18,000</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 opportunities for disadvantaged pupils.</p>	<p>£18,000</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>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>Positive impact in progress for children with speech, communication and language needs. Improvement in their area of difficulty within SLCN.</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>Phoenix teachers and support staff have been able to disseminate strategies and resources to help meet the needs of individual children. We have used this support for many years and have previous full-academic year data demonstrating the positive impact and rapid progress made by the children who access NHS SLT service.</p> <p>Interventions using key specific resources have improved the quality of learning and opportunities for disadvantaged pupils.</p>	<p>£22,570</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
<p>Reading Recovery intervention programme</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 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 closure and to support children in reaching expected levels by the end of the year.</p>	<p>£14,000</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.</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>£44,315</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>£18,000</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>£20,000</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. This impacts on their readiness to learn.</p>	<p>£7000</p>
<p>TA specific interventions</p>	<p>TA to run groups supporting phonics and well-being</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>£10,000</p>

Chill-out provision at lunchtime and mentoring / transition groups run by TAs HLTAs	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.	Reviewed as part of the termly class provision map review cycle. Chill-out provision reviewed regularly according to need.	Phoenix Primary School will continue with the approach within each class bubble. 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.	£1753
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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)	Disadvantaged children to have access to extra-curricular and enrichment activities, to positively impact their language development, physical development, social development, aspirations etc.	Phoenix completed termly tracking of pupil progress of all groups of learners. Isle of White and PGL residential subsidies Circus Skills Phoenix subsidised individual music lessons. Phoenix subsidised individual trip costings.	Phoenix Primary School will continue with the approach. All PP children who wished to attend a trip/residential were able to and uniform/P.E kits have been provided.	£8290

5. Planned expenditure

Academic year

2021/2022

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
'I Can' Speech and Language Intervention	<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>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.</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>Sep 2022</p> <p>£18,000</p>

<p>Daily Supported Reading Intervention</p> <p>Daily Supported Phonics Intervention</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>Daily Supported Phonics programme in place for all EYFS and Year 1 children as well as targeted children in Year 2.</p> <p>Coordination, training, monitoring and support for this programme is an integral part of the Literacy Team leadership roles across our schools.</p>	<p>DSR has had a 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>Little Wandle Letters and Sounds Revised is a systematic synthetic phonics programme (SSP) Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum.</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>SLT Literacy Team EYFS Team</p>	<p>Sep 2022</p> <p>£18,000</p>
<p>Targeted HLTA and additional teacher support in class for focused interventions.</p>	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>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 interventions.</p>	<p>Phoenix complete termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p>	<p>Termly tracking of pupil progress and detailed discussions at pupil progress meeting. Pupil progress to review and adapt interventions accordingly.</p>	<p>SLT SENCOs</p>	<p>Sep 2022</p> <p>£24,442</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?
HLTA- SEN focus	<p>Where children cannot learn effectively in their classroom, additional provision is created to develop a meaningful learning experience based on reflective best practice and working with the professionals who support e.g. ASD team and Speech and Language therapy.</p> <p>Speech, language, emotional regulation and independence are targeted and developed.</p>	<p>Individual and group progress towards the four areas of learning, as guided by the SEN Code of Practice, informs planning and all learning experiences including developing language, emotional regulation and independence. Sparrow Class allows for the pace of learning to be effective, making connections between isolated skills that form a genuine learning journey. Independence is the ultimate goal.</p>	<p>Regular reviews/evaluation of the provision and the impact through assessment and monitoring.</p>	<p>SENCOs and Deputy HLTA</p>	<p>Sep 2022</p> <p>£21,209</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</p> <p>SENCOs</p>	<p>Sep 2022</p> <p>£22,000</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.</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 place in the event of another school closure.</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.</p> <p>SENCO, Deputy Headteachers and Headteacher are all outstanding classroom practitioners prior to appointment into role.</p>	<p>SLT</p>	<p>Sep 2022</p> <p>£18,000</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>Sep 2022</p> <p>£44,315</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, 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 SLT Play therapist</p>	<p>Sep 2022 £20,000</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. Children to become more resilient and able to manage their feelings. 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. SEMH are a very significant barrier to some of our pupils' ability to access and engage with the curriculum. ELSA provision in our school targets these children. 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 SLT</p>	<p>Sep 2022 £7,000</p>

<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, Deputy Headteacher</p> <p>SLT</p>	<p>Sep 2022</p> <p>£10,000</p>
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<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. FSO and CPO 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 support was being provided. Food and care packages were provided fortnightly for disadvantaged families.</p>	<p>SLT</p>	<p>Sep 2022</p> <p>£34,689</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 implemented well?	Staff lead	When will you review and cost?
<p>Subsidised or free places for enrichment after-school clubs for targeted children.</p> <p>Subsidised/paid residential trips</p>	<p>Disadvantaged children to have access to extra-curricular and enrichment activities. To impact language development, physical development, social development, aspirations etc.</p> <p>Residential subsidies After School Club / Breakfast Club Circus Skills Phoenix subsidised individual music lessons. Phoenix subsidised individual trip costings</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>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>Sep 2022</p> <p>£9,000</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>Sep 2022</p> <p>£49,508</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.</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>Sep 2022</p> <p>£2,000</p>
<p>TOTAL PLANNED EXPENDITURE FOR 2021/2022: £279,760</p>					

Covid- Tutor Funding

Phoenix Primary School has received an additional £19,630 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 KS1 and 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>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 KS1 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>Sep 2022</p> <p>£21,312</p>

