



# Phoenix Community Primary School

## Pupil Premium Strategy

Academic Year: 2016 to 2017

## Summary Information

<b>Academic Year:</b>	2016-17	<b>Total PP budget:</b>	£145,000	<b>Date of most recent PP review:</b>	n/a
<b>Total Number of Pupils:</b>	207	<b>No. of pupils eligible for PP:</b>	112	<b>Date of next internal PP review:</b>	Jan 2017

## Current Attainment

2016 Results	Pupils eligible for PP (school)	Pupils not eligible for PP (national)	2015 Results	Pupils eligible for PP (school)	Pupils not eligible for PP (national)
% achieving expected standard in Reading, Writing & Mathematics	37% (Nat: 38.5%)	59.5%	% achieving Level 4 or above in Reading, Writing & Mathematics	93%	85%
Average progress in Reading			% making at least 2 levels of progress in Reading	100%	92%
Average progress in Writing			% making at least 2 levels of progress in Writing	100%	95%
Average progress in Mathematics			% making at least 2 levels of progress in Mathematics	100%	91%

## Barriers to future attainment (for pupils eligible for PP)

### In-school Barriers

- A. Children more likely to enter school with Speech, Language and Communication Needs (SLCN)
- B. Children more likely to enter school below age-appropriate expectations in Communication and Language
- C. Children more likely to have Social, Emotional and Mental Health issues

### External Barriers

- D. Attendance and Punctuality of PP children is below that of non-PP children.

## Desired Outcomes and Success Criteria

- A. Effective SLCN provision is in place for all children
- B. PP-eligible children are at age-appropriate expectations in Reading and Writing
- C. PP-eligible children are engaged in their learning as evidenced by Wellbeing and Involvement.
- D. Attendance of PP-eligible children is in line with non-PP and at least the national average.

## Planned Expenditure

Quality Teaching for All					
Desired Outcome	Chosen Action/Approach	What is the rationale/evidence for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review Date
Teaching is at least good and ongoing formative assessment ensures that all children make at least expected progress	Employment of teachers to provide booster/focused teaching to targeted children within a specific year group.  Teacher SG (0.3 FTE) Teacher VH (0.3 FTE)	Smaller groups allow for more focused assessment and teaching leading to greater progress.	SLT monitoring of teaching, learning & assessment.	James T	Jan 2017
Improve academic learning through participation in high quality music	Arts Participation  Teacher MM (0.4 FTE) Teacher EJ (0.1 FTE)	Increased opportunities for all children, music linked to emotional and mental wellbeing.	SLT monitoring of engagement in music and extra-curricular opportunities.	James T	Jan 2017
Increase reading ability of lower attaining readers.  Increase engagement and enjoyment in Reading.	Implementation of Accelerated Reader throughout the school. Subscription Cost  Employment of librarian CB (0.4 FTE)	Evidence from EEF study shows estimated +3 months' progress over 22 weeks; +5 months' progress for FSM pupils.	Pupils will be assessed regularly and monitored by English Curriculum Leader.	Sarah T	Jan 2017
Ensure children have secure phonics knowledge	Implementation of Read, Write Inc through the school (focusing on Key Stage 1)  Employment of RWI teacher (0.4 FTE)	Evidence from EEF study shows a +4 months impact of effective synthetic phonics teaching.	Pupils will be assessed regularly and monitored by RWI Lead Teacher.	Emma J	Jan 2017
<b>Total Budgeted Cost:</b>				<b>£70,883</b>	

Targeted Support

Desired Outcome	Chosen Action/Approach	What is the rationale/evidence for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review Date
Target children make accelerated progress in Reading and reach age-appropriate expectations	3 Beanstalk Readers working with identified children.	Improving confidence in reading and greater self-esteem.	Termly monitoring and discussions with children	Sarah T	Jan 2017
Under-achieving children in Year 6 meet national expectations in RWM	Focused Small Group Tuition with teaching assistant.  5 x mornings/week (30 mins)	Focused small group tuition will enable children to make accelerated progress.	Year 6 teacher to monitor and report at Pupil Progress Review Meetings	Michelle D  Janet D	Jan 2017
Provision in place for children identified with SEMH needs.	Nurture Provision  1 x week (1 hour)	Increased wellbeing will lead to increased involvement and therefore progress.	Termly monitoring through Safeguarding Team. SENCO monitors through use of Boxall profiles.	Claire S	Jan 2017
Ensure children have secure phonics knowledge	Coral working 1:1 with children 4 afternoons a week  Teaching Assistant CB (0.4 FTE)	Focused 1:1 teaching will lead to greater progress.	Termly monitoring by RWI Subject Leader	Emma J	Jan 2017
Ensure children have access to specific SLCN provision	Employment of trained SLCN TA  Teaching Assistant EP	Trained SLCN to deliver interventions under guidance of SALT.	Termly monitoring by SENCO	Claire S	Jan 2017
Promote engagement, involvement and wellbeing of identified hard-to-reach children.	Forest Schools  Teacher EJ (0.1 FTE)	Forest Schools have been shown to engage children in education, especially boys.	Termly monitoring by Headteacher	James T	Jan 2017
			<b>Total Budgeted Cost:</b>	<b>£28,720</b>	

Other Approaches

Desired Outcome	Chosen Action/Approach	What is the rationale/evidence for this choice?	How will you ensure that it is implemented well?	Staff Lead	Review Date
Emotional health and well-being of all children is high enabling them to access learning within school.	Employment of a Family Liaison Officer to provide effective support and challenge to vulnerable families.	Family support essential for child's engagement in education.	Monitored through Welfare & Safeguarding Team.	Tracy M-A James T	Jan 2017
All children have access to high quality learning opportunities through trips and experiences.	Minibus lease.	High quality educational experiences promote engagement and therefore progress.	Monitored through termly PPR Meetings.	James T	Jan 2017
Pupils are taught by qualified teachers at all times during PPA	Two teachers employed to cover PPA.  Teacher SG (0.3 FTE) Teacher VH (0.3 FTE)	Children consistently receive high quality education.	Monitored through termly PPR Meetings.	James T	Jan 2017
Attendance of PP children is at least national average and in-line with non-PP children.	Attendance and Punctuality awards.	Attendance and punctuality promoted, leading to greater progress.	Monitored through Welfare & Safeguarding Team	Diane D	Jan 2017
			<b>Total Budgeted Cost:</b>	<b>£50,384</b>	

Review of Expenditure (2015-16)

Quality Teaching for All				
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Cost
Teaching is at least good and ongoing formative assessment ensures that all children make at least expected progress	Employment of teachers to provide booster/focused teaching to targeted children within a specific year group.  Teacher SG (0.3 FTE) Teacher VH (0.3 FTE)	Progress of PP-eligible children is at least as good as non-PP.  Some gaps in Key Stage 1 where allocated teacher was pulled away to cover long-term absence.	Continue	
Improve academic learning through participation in high quality music	Arts Participation  Teacher MM (0.4 FTE) Teacher EJ (0.1 FTE)	All children partake in high quality music education.	Continue	
Increase reading ability of lower attaining readers.  Increase engagement and enjoyment in Reading.	Implementation of Accelerated Reader throughout the school. Subscription Cost  Employment of librarian CB (0.4 FTE)	There are a greater number of children reading at an age-appropriate level.	Continue	
Ensure children have secure phonics knowledge	Implementation of Read, Write Inc through the school (focusing on Key Stage 1)  Employment of RWI teacher (0.4 FTE)	90% of children passed the phonics screening check, the 3 that did not were all PP-eligible; they are all predicted to pass next year.	Continue	<b>£70,000</b>

Targeted Support

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Cost
Target children make accelerated progress in Reading and reach age-appropriate expectations	3 Beanstalk Readers working with identified children.	Identified children made greater than expected progress in Reading.	Continue	
Under-achieving children in Year 6 meet national expectations in RWM	Focused Small Group Tuition with teaching assistant.  5 x mornings/week (30 mins)	Identified children made greater than expected progress in Maths (focus on small group tuition) and meet national expectations.	Continue	
Provision in place for children identified with SEMH needs.	Nurture Provision  1 x week (1 hour)	Children and teachers report greater levels of wellbeing and involvement.	Continue	
Ensure children have secure phonics knowledge	Coral working 1:1 with children 4 afternoons a week  Teaching Assistant CB (0.4 FTE)	Focus children all passed the phonics screening check.	Continue	
Ensure children have access to specific SLCN provision	Employment of trained SLCN TA  Teaching Assistant EP	Children making good progress through SALT programs.	Continue	<b>£30,000</b>

Other Approaches

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Cost
Emotional health and well-being of all children is high enabling them to access learning within school.	Employment of a Family Liaison Officer to provide effective support and challenge to vulnerable families.	Families and staff report that support provided by the school is good. Parental engagement and perception of the school has improved dramatically.	Continue	
All children have access to high quality learning opportunities through trips and experiences.	Minibus lease.	All children have the opportunity to experience 'real' learning.	Continue	
Pupils are taught by qualified teachers at all times during PPA	Three teachers employed to cover PPA.  Teacher SG (0.3 FTE) Teacher CF (0.4 FTE) Teacher VH (0.3 FTE)	Teachers provide high quality lessons which engage and enthuse children leading to greater involvement.	Continue	
Attendance of PP children is at least national average and in-line with non-PP children.	Attendance and Punctuality awards.	Attendance of PP-eligible children is slightly below non-PP but above national average.	Continue	<b>£50,000</b>