

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Phoenix Arch School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Jude Towell, Head teacher
Governor lead	Charlene White, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£7112
Pupil premium funding carried forward from previous years	£5000 (bought chrombook £3695.78+ licenses)
Total budget for this academic year	£44,392

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Not all children attended school during Covid-19 March 2020
2	Some pupils did not meet their expected targets for progress.

3	Additional needs – multiple vulnerabilities including SEND, mental health and individual family circumstances.
4	Social/emotional needs – increased anxiety
5	Parental engagement
6	Recruitment of specialist experience staff

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils will meet their personalised challenging targets.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 100% of disadvantaged pupils will meet their personalised challenging targets.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. Disadvantaged pupil's attendance being equal to other pupils when medical appointments are misapplied.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£32,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly.	INSET and whole school moderation of pupils assessment files.	1,3, 6
We will purchase resources and fund ongoing teacher training and release time. Integrated speech & language therapist targeting social skills and emotional literacy.	Language rich environment supports high quality learning and understanding. Zones of regulations training for all staff ensuring a whole school approach.	1,3,4,6
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Personalised assessment for pupils having difficulties reading.	1, 2
Continued Speech & language therapy [portion] to develop staff, home interventions and to support additional group work within school. Bounce therapy – training for additional Bounce Therapist		3,4,5
Parent workshops and support to provide a personalised approach to supporting families.		4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£7931.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop library further – resources	Spent on resources	
Personalised approach to reading to offer a range of learning styles for pupils with Hyperlexia.	Evidence shows that not all ASD pupils learn through phonics. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one	2
To provide opportunities for reading within the home.	Spent on books	4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£7112.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Trips and outing to support curriculum.	Booking of trips	1,4
Learning a musical instrument.	Additional lessons for music instrument	6

Total budgeted cost: £47,323.75

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than previous years and some had only met their 'must' targets. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by quality remote education. A detailed report for remote learning showed increased uptake of sessions, including parental involvement. On return to school 'back teaching' of subject knowledge ensured pupils were able to access learning at an appropriate level.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide and targeted interventions where required. We are building on that approach with the activities detailed in this plan.