



Phoenix St Peter Academy - Pupil premium strategy statement 2019/20

1. Summary information					
School	Phoenix St peter Academy				
Academic Year	2019/2020	Total PP budget	£92,400	Date of most recent PP Review	September 2018 (AfA)
Total number of pupils	180	Number of pupils eligible for PP	73 (41%)	Date for next review of this strategy	Follow up review booked for November 2019

2. Current attainment (End of KS2 Summer 2018)			
	<i>Pupils eligible for PP (12 pupils)</i>	<i>Pupils not eligible for PP (6 pupils)</i>	<i>All pupils (18 pupils)</i>
% achieving in reading, writing and maths	30%	67%	50%
% making progress in reading	+2.31	+0.73	+1.5
% making progress in writing	+3.93	+4.63	+4.3
% making progress in maths	-0.66	+1.18	+0.3

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	PP pupil's levels of spelling (knowledge of vocabulary and the meaning of words as well as ability to spell them) and the ability to use new words orally and in written work is low and needs to be challenged.
B.	PP pupils who are low on entry making rapid progress in in order to achieve age related expectations by the end of their key stage.
C.	PP pupils' ability to reason mathematically and apply learning to real life problems.
External barriers	
D.	Home circumstances affecting aspirations, including low or no contact with school.
E.	High mobility (38% of current PP pupils on roll have had one or more school moves).
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Percentage of PP pupils achieving ARE on the year group spelling list will increase. Children will successfully use the words orally and then transfer this to written work. Writing outcomes will improve by at least 30% for PP pupils in every year group.
B.	The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Pupils who are low on entry and receive PP funding to accelerate progress by the end of the key stage to have diminished the difference (ASP and internal data) in reading, writing and maths combined.
C.	The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.	ASP will show a diminished difference between our PP and national non PP pupils in maths
D.	PP pupils will be better ready to learn and have improved self-esteem.	Parents of PP pupils will have contact with school staff at least termly and PP pupils will have improved support for learning and self-esteem through school intervention.
E.	PP pupils who join the school part way through a key stage to make healthy attachments to new their peers and learning gaps will be quickly identified so that planned interventions supports them to catch up quickly.	PP pupils who join our school part way through a key stage will catch up to national by the end of the key stage.

5. Planned expenditure

Academic year

2019 to 2020

The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	<p>CPD for all staff on the use of spelling scheme. Implementation of the scheme across the whole school.</p> <p>Further development of T4W strategies for oral rehearsal.</p> <p>Debate training for Pp pupils in KS2</p>	<p>In year monitoring and analysis of spelling scores using current systems shows an issue with spelling skills and the children's ability to learn, use and apply higher level vocabulary. Pupils, but especially LOE PP boys, are still not spelling common HFWS correctly in their writing and have poor understanding of higher order words.</p> <p>A focus on oral skills has an impact and T4W strategies already implemented have shown positive benefits in pupil confidence and improved structure of written work.</p> <p>We have invested in the Pixl spelling strategy.</p> <p>Further investment in texts to support delivery of T4W to provide a language rich environment and activities will continue this year.</p>	<p>Performance management target</p> <p>Monitoring by English Leader</p> <p>Separate English Action Plan outlining details</p>	HT (Writing Leader)	October 2019, February and May 2020
B The progress of PP pupils who join our school part way through a key stage will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations	<p>Staff training on high quality feedback, verbal and written comments.</p> <p>Develop the involvement of pupils in self-assessment and target setting</p> <p>Staff training on the Pixl approach to planning for gaps and accuracy of support for PP pupils</p>	<p>John Hattie research shows that feedback has high impact for low cost. It focuses both the teacher and the learner actions required to achieve a goal and can be about the learning activity itself, about the process of the activity or about the pupil's management of their learning. Pupils need to develop greater ownership of their own learning and have input into setting short-term personal and academic targets.</p> <p>PiXL's tailored programme provides a wealth of classroom strategies and resources and brings school leaders and specialists</p>	<p>In house training to deliver feedback and marking CPD.</p> <p>Monitoring of data.</p> <p>Book/ work scrutiny to ensure consistency in approach and adherence to school policy.</p> <p>Formal monitoring by SLT and governors.</p> <p>Pupil voice.</p>	HT, DHT and AHT	November 2019 and January 2020

		together at regular conferences to share ideas and support.			
B The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations	Review and implement a revised curriculum (Horizons) Develop structural learning approaches across the school Achievement for All Associate Visits to support leaders	Gary Wilson / Steve Biddulph research shows that where pupils have been engaged by a relevant curriculum with cross-curricular and “boy friendly” methods of teaching, levels of motivation have increased and pupils (particularly boys) made better than expected progress. Feedback from schools who have implemented a rich curriculum is positive - Silkmore moved from Special Measures to outstanding.	Planning scrutiny Book/ work scrutiny Monitoring of data	HT, DHT and AHT	November 2019, March 2019 and June 2020
C The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.	Staff training on developing the use of reasoning. Identification of pupils for targeted intervention including 1stclass@number. TA support in Maths lessons	Analysis of 2017/8 achievement in maths shows that whilst there has been an improvement in the ability of pupils to carry out formal calculations, they are less confident in reasoning.	Planning scrutiny Book/ work scrutiny Monitoring of data	Maths Leader	October, December 2019 and February, April and June 2020
D The confidence of our PP pupils will increase to allow them to fully take part in the curriculum.	Targeted mentoring support for al PP pupils Breakfast Club offer for PP pupils to ensure they are at school on time and ready to learn.	In in-depth analysis of the pp boys (including parent interviews) currently attending the school identified low self-esteem as key barrier to success at school.	Pupil voice – pupils questionnaire Formal monitoring by SLT and governors	HT and AHT	December 2019 and February, April and June 2020
Total budgeted cost					£30,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p> <p>B The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations</p> <p>C The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.</p>	<p>1:1 tuition</p> <p>Small groups</p> <p>Interventions</p> <p>Summer school and Easter school</p> <p>Induction programme for new starters including, supporting them to make strong attachments socially, accurate assessment of academic ability and understanding of any possible barriers to learning. Led by PP Teacher</p> <p>Achievement for All Associate Visits to support leaders</p>	<p>Teacher or LSA provision of intensive support to target specific needs is shown to have a positive impact on progress.</p> <p>Previous 1:1 support and use of targeted interventions within school have also shown good levels of progress, particularly when initial screening to identify pupils and their specific needs has been thorough and effective.</p> <p>Interventions may be delivered outside of normal lessons.</p>	<p>Progress and attainment tracking data</p> <p>Work scrutiny</p> <p>Monitoring of LA pupils</p> <p>Pixl, PIRA and PUMA test scores</p>	<p>Reading and writing leaders</p> <p>LSA interventions monitored by SLT and maths lead</p>	<p>December 2019, March and June 2020</p>
Total budgeted cost					£40,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p>	<p>Purchase of high quality texts for school library to immerse pupils in a language rich environment.</p> <p>Parent workshops on reading</p> <p>Waterstones visits for PP pupils</p>	<p>Reading exposes pupils to other styles, other voices, other forms, and other genres of writing. A love of reading improves language development and quality of writing.</p> <p>Expectation for 2018/ 19 is that children will read a minimum of 5 times a week and preferably daily.</p> <p>Research shows that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p>	<p>Pupil questionnaires</p> <p>Monitoring of Home-school diaries</p> <p>Reading awards</p>	<p>DHT</p>	<p>November 2019 and March 2020</p>

	<p>Provide PP pupils with books to be kept at home</p> <p>Daily reading 1;1 with PP pupils who do not read with an adult at home</p>	<p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</p> <p>International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p> <p>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p>			
D PP pupils will be better ready to learn and have improved self-esteem.	<p>Home school communication books</p> <p>Marvellous Me</p> <p>Parent workshops</p> <p>Parents as volunteers</p> <p>Walking bus / transport</p>	<p>Across 50 studies, parental involvement was positively associated with achievement. socialization had the strongest positive association with achievement. (Dr Hil 2017)</p>	<p>Monitoring of contact of PP parents with school staff and attendance to school events.</p> <p>Evaluation of impact of volunteering</p>	AHT	
Total budgeted cost					£20,000

Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Talk for Writing Books Conference Courses			
The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Read Write Inc Phonics			
The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Daily 1:1 reading			
The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Priority marking and feedback			
The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Small group teaching in year 4			

ii. Targeted support

Desired outcome	Chosen action/approach	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
The difference in attainment between PP pupils and national expectations in Maths and English will diminish.	In class 1;1 support from learning mentor/ teacher			
The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Intervention delivered by HT			
PP pupils will be better ready to learn and have improved self-esteem.	Achievement for All			
PP pupils will be better ready to learn and have improved self-esteem.	Thrive			
The difference in attainment between PP pupils and national expectations in Maths and English will diminish.	1:1 Tuition			
The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	1:1 daily focussed teaching EY			

iii. Other approaches

Desired outcome	Chosen action/approach	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
PP pupils will be better ready to learn and have improved self-esteem.	10 funded breakfast club spaces			

6. Additional detail