

Pupil premium strategy statement – Phoenix Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Theresa Chung <i>Headteacher</i>
Pupil premium lead	Peter Kelly Deputy Head
Governor / Trustee lead	Phil Daniels Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,230
Total budget for this academic year	£186,230

Part A: Pupil premium strategy plan

Statement of intent

At Phoenix 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 additional family support. The strategies we have outlined in this statement are 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.
- provide opportunities for pupils to take part in after-school clubs and residential visits.

Ensure high quality teaching is provided for all pupils and early intervention strategies are used for our disadvantaged pupils to help close academic gaps and enhance their learning experience.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	On entry to Reception class, between 45-50% of our disadvantaged pupils arrive below age-related expectations compared to 35-40% of other pupils. This gap narrows but remains significant to the end of KS2. Please note that this figure could be higher because some Parents have not applied for Pupil Premium on entry to school.
3	Pupil premium children accessing extra-curricular activities and opportunities. This may be due to financial or social barriers.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of our disadvantaged pupils. In some cases, this presents as challenging behaviour both in school and at home.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils.

Intended outcomes: Phoenix Primary School

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
More pupil premium pupils will reach ARE in reading and maths.	Improved reading and maths outcomes for pupil premium children in KS2 data by 2026/2027
Improved early intervention of speech and language gaps in Reception and Y1 especially targeting pupil premium pupils.	Improved speech and language development and phonics understanding for reception and Y1 pupils. Increased number of children passing the Y1 phonics screening check. Pass mark being 32/40.
Increased number of pupil premium children taking part in extra-	Registers and pupil attendance data will demonstrate an increased number of pupil premium children taking part in extra-curricular clubs/activities/events/enrichment opportunities.

curricular activities/opportunities.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Reduced referrals from class teachers for THRIVE profiles or sessions • Reduced referrals to external agencies to help support pupils with emotional wellbeing • Improved behaviour for learning within class and around school • Reduced incidents of challenging behaviour
To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.	<p>Improved attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between our pupil premium pupils and their peers being reduced.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £103,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (Smart Grade)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p>	1, 2,
<p>Embedding THRIVE activities across the school curriculum. We will purchase resources and fund ongoing teacher training and provide supply cover.</p>	<p>At Phoenix Primary School, we use the THRIVE approach to support pupil well-being by promoting emotional regulation, positive relationships, and a sense of belonging. THRIVE is a whole-school framework based on the latest</p>	3,4

	<p>research in neuroscience and child development, focusing on nurturing the social, emotional, and mental health of all pupils.</p> <p>The approach identifies five key developmental areas: emotional development, social development, cognitive development, language and communication, and physical development. It helps us to understand where children are in their emotional and social development and tailor support to meet their individual needs</p>	
<p>Read Write Inc is currently used across school with all pupils. Reading Mastery is also delivered to those more able pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Greater opportunities for extra-curricular activities to be provided for all pupils beyond the school day.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	3,4

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through our RWI scheme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. RWI/WellComm/Bucket Therapy/Assessment/Home visits	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management strategies.</p> <p>THRIVE training, with additional staff being THRIVE trained as practitioners with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>THRIVE profiles help to identify areas for development and suggest what targeted support is required for vulnerable pupils.</p>	3,4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Offer free or subsidized breakfast clubs and after-school care for disadvantaged pupils, ensuring they have access to healthy food and safe spaces.</p>	<p>Encourage growth mindsets and build resilience through targeted social-emotional learning programs. Organise trips, workshops, and enrichment activities that raise aspirations and introduce pupils to diverse career possibilities.</p>	3,4,5
<p>Provide professional development to all staff on trauma-informed approaches to support pupils who may have experienced adversity or instability.</p>	<p>Offer support through school counsellors, designated wellbeing officers, and mentoring programs.</p> <p>https://www.thriveapproach.com/about-thrive/about-us</p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: Phoenix Primary School

Raising Academic Attainment and Closing the Gap

Below is our statement of our approach and a review of our strategies for supporting disadvantaged pupils at Phoenix Primary School. We expect that our school community supports all pupils by providing:

Targeted Interventions: Identify pupils who are falling behind or at risk of underachieving through regular data analysis (e.g., from assessments, attendance records, and teacher observations). Implement small-group tutoring, 1:1 intervention, and catch-up sessions, particularly in literacy and numeracy.

Personalised Learning Plans: Develop individual learning plans (ILPs) for disadvantaged pupils, focusing on their specific strengths and areas for development. Teachers and support staff will tailor interventions to meet these needs.

Quality Teaching for All: Ensure high-quality, inclusive teaching that supports all learners, with particular emphasis on differentiation in lessons to engage disadvantaged pupils effectively. Provide regular professional development for staff on best practices for supporting disadvantaged learners.

Accelerating Progress: Utilise evidence-based strategies such as metacognitive techniques, retrieval practice, and scaffolding to ensure pupils make accelerated progress in key areas. Monitor impact through ongoing formative assessments.

Use of Digital Resources: Make effective use of digital learning tools (e.g., online platforms, learning apps) to provide additional learning opportunities, especially for pupils who may have limited access to resources at home.

Strong Home-School Partnership: Strengthen relationships with parents/carers through regular communication, workshops, and parent-teacher conferences. Provide accessible pathways for parents to engage with their child's education, including through bilingual support or digital communication tools for EAL families

Parental Support and Education: Offer sessions for parents on topics such as supporting children with homework, improving reading at home, and mental health awareness. Empower parents to take an active role in their child's learning through our THRIVE approach and work with our Home-School link officer and pastoral team.

Community Links: Build partnerships with local organizations, charities, and businesses to offer additional support, such as mentoring, career advice, and access to resources (e.g., school uniforms, books, or technology).

Equality of Opportunity: Ensure that all disadvantaged pupils have access to the same opportunities as their peers, including extracurricular activities, trips, and

enrichment programs. Remove barriers to participation, particularly in areas such as school uniforms, trips, or resources.

Inclusive Curriculum: Review the curriculum to ensure that it is inclusive, culturally relevant, and reflective of the diverse backgrounds of pupils. Promote positive images of disadvantaged communities through texts, role models, and extracurricular programs.

Support for EAL Pupils: Provide targeted support for pupils with English as an Additional Language (EAL), including language development programs and bilingual assistants where possible.

Pupil Voice: Ensure that disadvantaged pupils have a voice in the development of school policies and activities, through pupil councils or feedback sessions.

School leaders at Phoenix will, ensure that funding from the Pupil Premium and other sources is allocated efficiently to support key priorities, such as additional staffing for small group interventions, extracurricular activities, and welfare support. Use evidence-based approaches for spending, prioritizing resources that will have the most significant impact on disadvantaged pupils.

The strategic plan outlined here is designed to provide a comprehensive, holistic approach to supporting disadvantaged pupils at Phoenix Primary School. By focusing on raising academic achievement, supporting wellbeing, building strong partnerships with parents and the community, and promoting equality and inclusion, we can ensure that every pupil, regardless of their background, can succeed and thrive.

For further information please visit: <https://www.phoenixprimaryliverpool.co.uk/>

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.