

Pupil Premium Strategy



Approved by Governors Date: STILL TO BE RATIFIED
Review date: September 2026

1. School Vision and Values

Phoenix Primary School is committed to ensuring that every pupil, regardless of their starting point, background or circumstance, achieves highly and thrives both academically and personally. We hold the highest expectations for all children and believe that disadvantage must never be a barrier to success. Our school values of Kindness, Ambition, Resilience and Responsibility underpin every aspect of our Pupil Premium strategy. These values guide our approach to removing barriers, improving opportunity and nurturing the confidence and aspiration needed for long-term success.

2. Statement of Intent

At Phoenix Primary, our aim is to ensure that pupils eligible for Pupil Premium funding achieve outcomes that are at least in line with their peers, and wherever possible, exceed national expectations. We recognise that disadvantaged pupils may face challenges such as limited access to language-rich environments, social or emotional barriers, gaps in early learning, or reduced access to cultural and enrichment opportunities. We therefore adopt a strategy rooted in early identification, high-quality first teaching, targeted academic support and strong pastoral provision. Our intent is to provide every pupil with the support they need to reach their full potential, demonstrating ambition, showing resilience when challenged, taking responsibility for their learning, and acting with kindness towards others.

3. Challenges Faced by Disadvantaged Pupils in Our School

Barriers may include limited early language exposure, lower starting points in phonics, reading or early maths, social or emotional difficulties, attendance concerns, reduced access to wider enrichment experiences, SEND needs, or challenges linked to poverty. These barriers do not define our pupils, but they inform the targeted support we put in place.

4. Key Principles of Our Strategy

We follow three core principles:

High-Quality Teaching: High-quality, adaptive teaching benefits all pupils and is the most effective way to raise attainment. Staff receive regular CPD on early reading, phonics, vocabulary development, SEND, trauma-informed regulation and adaptive teaching.

Targeted Academic Support: Small-group interventions, structured tutoring, phonics catch-up, guided reading groups, targeted maths support and precision teaching are used to close gaps swiftly.

Wider Pastoral and Enrichment Support: We provide pastoral support, behaviour and regulation strategies, attendance support, cultural capital experiences and strong relational practice to ensure pupils feel safe, motivated and ready to learn.

5. Strategic Use of Funding

Pupil Premium funding is used to:

Improve early language and vocabulary through high-quality interactions, SALT programmes and structured talk.

Deliver effective phonics teaching and targeted catch-up using evidence-based programmes.

Provide small-group and 1:1 tutoring in reading, writing and mathematics.

Support emotional wellbeing through Thrive, regulation strategies, and targeted pastoral support.

Improve attendance through early intervention, family support and close monitoring.

Enhance enrichment opportunities including trips, books, clubs, music, sport and wider experiences.

Fund resources, training and staffing that directly improve outcomes.

6. How the Strategy Supports Our School Values

Kindness: We create safe, trusting relationships where disadvantaged pupils feel valued, supported and understood.

Ambition: We set aspirational targets and hold a strong belief that all children can achieve excellence.

Resilience: We teach pupils how to persevere, how to regulate their emotions and how to stay motivated through difficulty.

Responsibility: Pupils are encouraged to take responsibility for their learning, attendance, behaviour and personal growth.

7. Monitoring and Review

The strategy is reviewed termly through pupil progress meetings, assessments, attendance analysis and pastoral reviews. Interventions are evaluated for impact and refined as needed. Governors review the strategy annually and hold leaders to account for the effective use of funds and improved outcomes for disadvantaged pupils.

8. Measuring Impact

Impact is measured through:

Improved attainment and progress in reading, writing and mathematics

Stronger early reading and phonics outcomes

Improved attendance and punctuality

Increased participation in enrichment activities

Positive wellbeing indicators and reduced behaviour incidents

Evidence from pupil voice

Progress of disadvantaged pupils compared to peers

The long-term impact is seen in improved life chances, confidence, aspiration and readiness for the next stage of education.

9. Commitment to High Expectations

Phoenix Primary does not accept that disadvantage limits potential. Every child is entitled to a high-quality education, rich experiences and the belief that they can succeed. Our Pupil Premium strategy is designed to ensure that every child, regardless of background or starting point, embodies our school values and leaves Phoenix Primary equipped with the ambition, resilience, responsibility and kindness to flourish in the future.

Reviewed: October 2025

Next Review: October 2026

Approved by Governors: Still to be ratified

Applicable for Academic Year: 25 -26