Pupil premium strategy statement – Phoenix Arch School

This statement details our school's use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	49.09%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026//2027 to 2029/2030
Date this statement was published	Nov 2026
Date on which it will be reviewed	Nov 2027
Statement authorised by	*Falu Mehta* (Headteacher)
Pupil premium lead	*Falu Mehta* *(*Headteacher)
Governor	*Andrew Cooper (Lead for disadvantaged pupils)*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,300
Total budget for this academic year	**£40,300**

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
- Develop pupils
- 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	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. Challenges include pupil's communication skills and social interactions.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils are less likely to attend out of school activities.

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 attainment for disadvantaged pupils in all subjects, notably literacy, language and communication, relative to their starting points as identified through baseline assessments.	To continue to monitor through achievement of improved performance, as demonstrated by our end of year KS2 assessments 2024/25.

	An increase in the percentage of pupils achieving their aspirational target by the end of key stage
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them, engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for transition to secondary school with increased options available to them.	By the end of 2024/25, disadvantaged pupils are progressing to their chosen provision

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: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of therapeutic assistant to support development of pupil's communication and interaction. Targeted intervention addressing EHCP outcomes linked to communication and interaction.	Internal data indicates that as pupils communication and interaction develops they are better able to access the curriculum and engage in the world around them.	1
CPD for teaching staff on developing pupils' communication skills	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can	1

	reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	
Purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and recruitment of Higher Level Teaching Assistant and therapy assistant	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This is endorsed by the Royal College of Speech and Language Therapists.	2, 3

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

Budgeted cost: **£17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)	1, 2, 3
20 minute mentoring form ELSA for disadvantaged pupils that require further support.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: "The Simple View of Reading" | National Center on Improving Literacy	2
Small group musical instrument tuition	Evidence indicates that Pp pupils are less likely to access support to learn an musical instrument. Evidence suggests that learning an instrument can support positive mental health and improve educational progress.	4
A broad and enriching calendar of immersive and cultural capital building opportunities	In 2025/26, pupils tried horse riding and worked with a visiting artist. These experiences gave pupils opportunities to learn in a new setting and express their ideas through art.	4, 6

including trips and outings		
Makaton, AAC, PBS Training to develop and improve communication and literacy, across the school in line with DfE guidance	Makaton, AAC to develop and improve communication and literacy, across the Makaton use, PBS informed practice, and Thrive approaches are widely understood to have a very positive impact upon pupils with autism.	1, 2, 5, 6,

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

Budgeted cost: **£11,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Programme working with parents and carers to develop effective home learning environments and increased self-expression.	The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities | NSPCC	3, 4

Delivery of CYGNET programme.		
Residential trip, expend pupils experiences beyond the city. Develop pupils independence away from home	Preparing pupils for the world beyond school will build confidence and raise expectations with families. Subsidised provision of all these items ensure equality of access for all.	3, 4,6
Travel training for all year 6 pupils	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4, 5, 6
Thrive - training for Thrive practitioners	Social and emotional learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning One to one tuition EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 5, 7

Total budgeted cost: £30,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25 Key Stage 2 attainment:

The figures below compare whole-cohort attainment at Phoenix Arch with Brent and England. A separate pupil premium breakdown was unavailable due to small pupil numbers.

Performance measure	Phoenix Arch	Brent	England
Expected standard in reading, writing and maths	10%	69%	62%
Higher standard in reading, writing and maths	0%	10%	8%
Expected standard in reading	50%	79%	75%
Expected standard in writing	10%	77%	72%
Expected standard in maths	40%	80%	74%
Average reading scaled score	104	106	106
Average maths scaled score	103	106	105

Enrichment in 2025/26

Pupils had opportunities to take part in horse riding and work with a visiting artist. Horse riding offered a chance to try an activity beyond school. The artist visit gave pupils an opportunity to explore materials and express ideas through art. Both activities widened access to cultural and community experiences (Challenge 4).

Externally provided programmes

Programme	Provider
Cygnet	Cygnet
Cygnet Plus (Y5&Y6)	Cygnet