



Pupil premium strategy statement (Primary)

School overview

School name	Phoenix Academy
Pupils in school	42
Proportion of disadvantaged pupils	71%
Pupil premium allocation this academic year	(£41,005)
Academic year or years covered by statement	2019/20 2020/21
Publish date	30/09/2020
Review date	14-12-2020
Statement authorised by	Elyse Phillips
Pupil premium lead	Elyse Phillips
Governor lead	Neil Toplass

Disadvantaged pupils' performance - progress overview for last academic year

Measure	Score
Reading	47% at or above expected level of progress
Writing	44% at or above expected level of progress
Maths	57% at or above expected level of progress

Disadvantaged pupils' performance – attainment overview for last academic year

Measure	Score	Measure	Score
Meeting expected standard at KS2	21% 97	Met expected standard at KS1	0%
Achieving high standard at KS2	0	Achieved high standard at KS1	0%

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<p>(P1)</p> <p>Staff investment-retention</p> <p>KL7</p>	<p>Due to the challenging environment making sure that were able to recruit and keep high quality staff is imperative. This will build more productive in school relationships enabling a new school culture to be adopted at a faster past. This is in line with our five year vision to be centre of excellence for SEMH provision. It should also be noted that recent studies have highlighted that workload and pupil behaviour are the two main reasons why teachers leave the profession. In our setting the frequency with which teachers are presented with challenging behaviour requires a skill level, knowledge base and resilience to effectively address them.</p>	<p>P1-Develop CPD assessment tools</p> <p>Assess CPD needs against staff aspirations</p> <p>Find, Fund CPD</p> <p>Promote positive climate</p> <p>Embed high expectations culture</p> <p>Creation of intervention team</p> <p>Year 1 lead redeployed to assist in Rainbow centre with new</p>	Free	<p>-Integrate emotional coaching into behaviour strategies through training in house expert.</p> <p>In house behaviour strategy develop on evidence based principals.</p>	PD development fund-ATT	<p>Enabling our pupils to access our out of school activities. This is based on our rewards approach and reflects on wider behaviour management strategies.</p>	£1500

		<p>starters and to provide catch up</p> <p>intervention team to address EHC compliance and to minimise staff burnout</p>	£24,555				
<p>(P2)</p> <p>Staff Progression</p> <p>KL4</p> <p>KL7</p>	<p>To keep the level of challenge and interest in a post CPD needs to be allied to the long term needs of the school. This will enable ALL staff to have a clear idea how they can progress in their role even if this does not mean looking towards leadership roles. This will further help with retention. More, it will aid us in building a reputation for investing in staff which will help with future recruitment and build towards becoming a centre of excellence within a SEMH setting.</p>	<p>Develop Progression assessment tool</p> <p>Ally CPD to Progression planning</p>	-	NA		NA	£0
<p>(P3)</p> <p>Imbedding a culture that creates a self-</p>	<p>Given the specificity of the education requirements of our pupils, as identified and instructed in their EHC plan, a fluid curriculum</p>	<p>Create a high expectations culture that feeds into a wider positive</p>		Subject leaders to provide assistance with planning and	N/A		£0

<p>refining curriculum process</p> <p>KL2</p>	<p>that realistically addresses attainment in all aspects is key. At present this is not supported or inputted into enough by staff and in particular by the wider leadership structure. This will be addressed with positive outcomes</p>	<p>environment. Recognition of the role that the full curriculum has in longer term achievement and life chances.</p>		<p>pedagogy choice and implementation.</p> <p>Subject leaders given greater role in curriculum development.</p>			
<p>(P4)</p> <p>Enrichment deficit</p> <p>KL3</p>	<p>At present many children do not start school with same level of 'cultural capital' that is available to them or appears to be available to them in the longer term. Pupils should be introduced to wider areas of Art, Music and Theatre that elaborate on history and feed into wider discussion of modern values.it seems highly probable that this area of development will be most needed given that we understand that parenting (unless pernicious) actually has very little impact on children's personality and outcomes but that the outside of the home socialisation and their subjective experience of their life (along with their genes) are highly determining. The fact that we as a school play a</p>	<p>Pupils will access a wide range of subjects and topics through the new topic based curriculum as well as attending school trips that are integral to the rewards approach taken.</p>		<p>School trips</p> <p>Author days</p> <p>School Fete</p> <p>Volunteers with diverse life experiences and opportunities to engage safely with the pupils.</p>		<p>We will look to utilise the 'many birds' principle when accessing out of school activities that feed into improving 'cultural capital' and access to it.</p> <p>Cadmus to supply Ed Psych to assist with speech and language</p>	<p>Costed in (P1)</p> <p>£1800</p>

	<p>large part of the outside of the home socialisation is a challenge and an opportunity we need to better grasp.</p> <p>To continue to access Music through brought in Music sessions – This is to increase their wider experiences and access to different cultures and instruments through music – opportunities to take formally recognised assessments in Music</p>	£2600					
<p>(P5)</p> <p>Socio-economic and spatio-temporal impacts</p> <p>KL2</p>	<p>Unfortunately, many of our new starters are not working at an age appropriate level for Maths and English. An improvement in attainment in reading is required to accelerate learning in both of these areas. Given that a large proportion of our pupil cohort are FSM and come from areas recognised as less affluent, as well as a high proportion of our pupils being LAC, we have to be aware of the additional requirements that they will need to address this imbalance as well as supporting rewards policies. Blended learning and the consequences for</p>	<p>Blended learning will be used in as many ways within school as we can, such as assemblies, school updates and plays. Supporting those pupils who have not accessed it and improving skills should they be required in the future. Blended learning asset provision is required for some pupils as</p>	£700	<p>Behaviour watch to enable staff to track and monitor pupils to identify early requirements for interventions</p>	£3700	<p>Educational welfare Officer to work with Family intervention worker to support with improving absence and increase overall attendance</p>	£5000

	those in disadvantaged socio economic groups and areas of deprivation.	well as some demystifying with parents to make sure that this process is available to all and useful to the school as it can be widely and consistently applied.					
(P6) Improvement in Phonics KL3	Ofsted rightly recognised the need for greater focus on phonics and reading. This has begun to be addressed and will need to see improvements in performance as we move into the summer term. Pupils' confidence in reading will be higher and so will their out of school engagement with reading.	Staff have been trained and so will all new starters on Phonics delivery		Reading books purchased Book bags provided	£1000 £150		
		£25255,00		£7450,00		£8300,00	

Strategy aims for disadvantaged pupils

Measure	Activity	Predicted cost
Priority 1 Staff investment-retention	<p><i>Intervention Team to be created with specific post funded to support with behaviour management</i></p> <p><i>Ensure all subject leaders have received appropriate CPD.</i></p> <p><i>Staff should also be made aware that their opinion matters and regular feedback is sought in staff surveys as well as from staff suggestion boxes. Staff will be updated about changes to the behaviour policy with regard the rewards and sanctions updates that have been made to support them.</i></p> <p><i>An in-house behaviour strategies guide will be given to all staff as the starting point of reframing how we perceive and deal with poor behaviour. This document is intended to be feed into by staff with their own evidence based ideas- this is beginning our journey to developing our teachers as interested practioners.</i></p> <p><i>We will continue to fund Behaviourwatch as it is an essential tool of analysis</i></p>	<p><i>£24,555</i></p> <p><i>£3,700</i></p>
Priority 2 Staff Progression	<p><i>Leaders to work with staff to identify areas of interest and where the school can assist in helping them to reach their goals.</i></p> <p><i>It will also be key to identify those who perform well but are not motivated by further leadership roles and those that are.</i></p> <p><i>Train In House expert for emotional coaching to disseminate, support and reinforce for all staff.</i></p>	<p><i>£0</i></p>

Priority 3 Imbedding a culture that creates a self-refining curriculum process	<i>Subject leaders to assist staff with their planning and developing their topic based activities in harmony with other year groups. Curriculum development meetings to be led by principal</i>	
Priority 4 Enrichment deficit	<i>Use of school trips to support our rewards policy as well as feeding into the pupils wider cultural knowledge</i>	£1500
Priority 5 Socio-economic and spatio-temporal impacts	<i>Blended Learning opportunities will be actively sought within school for all pupils. This will build into our Covid safety measures and will upskill those pupils who have not had access to remote learning. The high levels of contact with parents will continue as we return in full in September, using IT to support this will further upskill parents were needed and identify any support required.</i>	£700
Priority 6 Improvement in Phonics	-	
Barriers to learning addressed by priorities above	<i>Ensuring staff use evidence-based whole-class teaching interventions</i>	0
Projected cumulative spending		£29,455.00

Teaching priorities for current academic year:

Measure	Activity	Predicted cost
Priority 1 Staff investment-retention	<i>An intervention team will be developed with the intention of better supporting behaviour and providing consistency of provision of EHC plan requirements. This will reduce stress and decrease the level of interventions required in class.</i>	- £24,555 £0

	<p><i>Year 1 lead to be integrated into the Rainbow Centre due to low pupil numbers in this age group. The additional staffing will be used to support pupils to catch up on curriculum activities with pupils.</i></p> <p><i>Promote high expectations for pupils and staff through clear expectations of performance and the support that will be given to achieve this. Weekly staff meetings will be held to promote best practice, address concerns of staff and leaders.</i></p>	
Priority 2 Staff Progression	<p><i>Professional development assessment tools have been developed using best practice to guide, and they will be used to identify the aspirations of staff against the needs identified in the EIP plan 2020-21.</i></p> <p><i>Train In House expert for emotional coaching to disseminate, support and reinforce for all staff.</i></p>	£0
Priority 3 Imbedding a culture that creates a self-refining curriculum process	<p><i>Subject leaders to assist staff with their planning and developing their topic based activities in harmony with other year groups. Timetabling to allow for this.</i></p> <p><i>Curriculum development meetings to be led by principal initially building up to subject leaders taking the lead moving into the summer term.</i></p>	
Priority 4 Enrichment deficit	<p><i>School trips to be maintained and staff training time to be given for minibus refresher training.</i></p> <p><i>Blended learning opportunities will be actively sought within school for all pupils,. This will build into our Covid safety measures and will upskill those pupils who have not had access to remote learning. We will also seek to maintain our high levels of contact with parents as we return to in full in September, and using IT to do this will further upskill parents and identify are of support.</i></p>	£700

Priority 5 Socio-economic and spatio-temporal impacts	<i>New topic based curriculum to be supported by additional staffing for school trips, with the aim of increasing parental involvement. Our increased capacity with in the Family intervention team will mean that they will be able to attend to give them a greater opportunity to understand the pupil to support their wider work.</i>	£0
Priority 6 Improvement in Phonics	<i>All staff trained in Phonics delivery and included as part of the induction of new staff.</i>	£0
Barriers to learning addressed by priorities above	<i>Ensuring staff use evidence-based whole-class teaching interventions that actively reduce both the frequency of intervention, the frequency of interventions within the classroom, the length of intervention required and a reduction in time for positive reintegration post incident to take place.</i>	£0
Projected cumulative spending		£25255,00

Aim	Target	Target date
Progress in Behaviour Management	<i>For average class holds to reduce to average whole school holds level</i>	<i>Jan 2021</i>
Progress in implementing Behaviour Strategies	<i>Weekly time off task due to interventions to reduce by 30%</i>	<i>Dec 2020</i>
Progress in Increasing Attendance	<i>Attendance to increase to 98 % of LA Average</i>	<i>Jul 2021</i>
Progress in Parent engagement	<i>50% parents engaged with Parent Liaison Group</i>	<i>Mar 2021</i>

Progress in pupil resilience	<i>Reduction in interventions caused by perceived academic failure by the pupil</i>	<i>Dec 2020</i>
------------------------------	---	-----------------

Aim	Target	Target date
Progress in Reading	<i>Increase the % of children achieving two levels of improvement or progress to age related national average –KS2 Reading</i>	<i>Sept 21</i>
Progress in Writing	<i>Increase the % of children achieving two levels of improvement or progress to age related national average –KS2 Writing</i>	<i>Sept 21</i>
Progress in Mathematics	<i>Achieve average KS2 Mathematics progress score for our Family of Schools: (X.X)</i>	<i>Sept 21</i>
Phonics	<i>Increase the % of children achieving two levels of improvement or progress to age related national average in PSC</i>	<i>Sept 21</i>
Other	<i>Improve attendance of disadvantaged pupils to LA average (98.5%)</i>	<i>Sept 21</i>

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
Priority 1 Staff investment-retention	<i>Staff have been trained in the delivery of phonics, new staff have been taken on with track record in phonics delivery. All new staff are trained in the delivery of phonics.</i>	<i>£0</i>
Priority 2 Staff Progression	<i>Ensuring staff use evidence-based whole-class teaching interventions that encourage reading in any form and seek to further engage parents in reading with their children.</i>	<i>£0</i>

Priority 3 Imbedding a culture that creates a self-refining curriculum process	<i>The delivery of phonics is central to our new Curriculum and will be supported by subject leaders.</i>	£0
Priority 4 Enrichment deficit	<i>Our topic based curriculum will allow pupils to have a wide range of information presented sequentially, refreshers used to crystallise prior learning and will allow for a narrative flow of information. This diversity will give greater opportunities to expand the range of reading materials and subject matter to enliven a pupil's interest in reading.</i>	£0
Priority 5 Socio-economic and spatio-temporal impacts	<i>We will build on our home lending scheme to further encourage at home reading. Parent engagement will look to be encouraged when the new Parent Liaison group starts to meet later in the year as well as with celebratory assemblies. Where parents identify they have an issue reading they will be directed to support with this. If the family have social services involvement we will work with them to help to address this obvious barrier to parental support with reading.</i>	£0
Priority 6 Improvement in Phonics	<i>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively</i>	0
Barriers to learning address by priorities above	<i>Socio economic disadvantage not allowing for learning to be adopted into pupils learning schemata as there is an underlying prior learning deficit.</i>	
Projected cumulative spending		£0

Targeted academic support for current academic year

Measure	Activity	Predicted cost
---------	----------	----------------

Priority 1 Staff investment-retention	<p><i>Intervention team created to address gaps in EHC plan provision and seek to provide specificity required.</i></p> <p><i>Integrate emotional coaching into our behaviour strategies once in house expert has completed training.</i></p>	£0
Priority 2 Staff Progression	<p><i>Subject leaders to be given greater role in leading curriculum development and evidence based pedagogy that informs whole school practice</i></p>	£0
Priority 3 Imbedding a culture that creates a self-refining curriculum process	<p><i>Buy reading books for all years linked to new thematic based curriculum</i></p> <p><i>Curriculum books</i></p> <p><i>Boxes Artifacts</i></p> <p><i>Art materials</i></p> <p><i>Book bags</i></p>	<p>£1000</p> <p>£150</p>
Priority 4 Enrichment deficit	<p><i>Cadmus program will be engaged. This supports our SEMH provision with greater focus on speech and language and will be targeted at those pupils with identified educational deficits in this area.</i></p> <p><i>The purchase of behaviour watch will be to support the close tracking and monitoring of pupils behaviour in order to quickly make interventions and bespoke support to meet the needs of the individual pupils.</i></p> <p><i>Opportunities in Music to build on pupils cultural capital</i></p>	<p>£3700</p> <p>£2600</p>
Priority 5 Socio-economic and spatio-temporal impacts	<p><i>Blended learning opportunities will be actively sought within school for all pupils,. This will build into our Covid safety measures and will upskill those pupils who have not had access to remote learning. We will also seek to maintain our high levels of contact with parents as we return to in full in September, and using IT to do this will further upskill parents and identify are of support.</i></p>	
Priority 6 Improvement in Phonics	<p><i>Encouraging wider reading and providing catch– typically an area of weakness</i></p>	0

Barriers to learning address by priorities above	<i>Access to narratives that can be shared and knowledge bases widened. Dispelling the lack of engagement with reading that is specific to them and instead allowing a wider communal discussion that enriches.</i>	
Projected cumulative spending		£7450,00

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1 Staff investment-retention	<i>Maintaining our rewards policy through class trips</i>	£1500
Priority 2 Staff Progression	<i>Identify staff most suited to leading external visits to maximise resources and wider enrichment opportunities. Support from CADMUS for specific interventions and to work alongside staff to meet individual pupil needs Cadmus program will be engaged. This supports our SEMH provision with greater focus on speech and language and will be targeted at those pupils with identified educational deficits in this area. This will be supported by our work with the a new trailblazer programme around mental health were we will have a worker in attendance one day a week to provide interventions such as Behavioural Activation, Cognitive Restructuring, Problem Solving and also support staff.</i>	£1800

Priority 3 Imbedding a culture that creates a self-refining curriculum process	<i>Purple Mash IT Books</i>	£0
Priority 4 Enrichment deficit	<i>Creating and embedding a Breakfast club. This will have two obvious benefits, improvement of concentration and general nutrition. Create sensory garden. Due to the increasing number so of pupils who are recognised as being on the Autistic spectrum this provision is invaluable in addressing there in school stress as well as a useful means of instructing about the natural world. This benefits all pupils. Enrichment supported through Music provision</i>	£0
Priority 5 Socio-economic and spatio-temporal impacts	<i>Blended learning Support Package Attendance officer to monitor and work with parents to increase attendance and target intervention for parents of low attendees</i>	£5,000
Priority 6 Improvement in Phonics	<i>World book day Catch up sessions Home Reading –Purple mash scheme Creating a culture that loves books</i>	
Projected cumulative spending		£8300

Monitoring and Implementation

Area	Challenge	Mitigating action
------	-----------	-------------------

Teaching	<i>Ensuring enough time is given over to allow for staff professional development</i>	<i>Use of INSET days and additional cover being provided by senior leaders. Timetable amendments considered.</i>
Targeted support	<i>Ensuring that subject leaders can disseminate pedagogy.</i>	<i>Regular Subject leader meetings to discuss any concerns or strategies to implement.</i>
Wider strategies	<i>Making sure that provision is utilised prudently to avoid provider burn out</i>	<i>Regular feedback from provider as well as use of debrief if needed.</i>

Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
<p>A. Parents are equipped to support pupils reading.</p>	<p>£7640</p>	<p><i>There was limited involvement from the parents and this was worsened by the Lockdown measures. There was a very limited take up of the Bug Club over this period despite staff 'selling' this to parents during their contacts. It was also used in class with more interest from pupils but a lack of IT equipment had an impact on this.</i></p>	<p><i>Though the uptake was hampered by the Lockdown it was not reaching enough children, and more specifically their parents, to make it cost efficient to continue in the future. This is because it did not show the improvement in reading outcomes for pupils neither did it encourage the wider love of reading that would have had beneficial impacts moving into the future. After noting the early lack of uptake with this process a parallel process was started of giving children books to take home (and incentives for them to return them!). This has been very successful and has shown a bigger impact on the enjoyment of reading than the Bug Club has.</i> DATA- NUMBERS OF PARENT WORKSHOPS/NUMBERS LOGGED ON/</p>
<p>B. Pupils feel safe and happy at school. Pupils have strategies to</p>	<p>£25600</p>	<p><i>The Music sessions have been a real success. There has been a decrease in the number of holds in</i></p>	<p><i>We are very pleased with the impact that the Music sessions have been having on the behaviour of the</i></p>

<p>use when they feel upset/anxious in order to regulate their emotions.</p>		<p><i>these sessions compared to in class. The pupils have been engaged and working as a team to create a musical piece to be played for their parents at assembly. The sessions have feed into a wider cultural capital for the children through knowledge of world music, the instruments of the world and how music can affect people.</i></p> <p><i>We have continued to utilise the Behaviourwatch system to monitor and analyse pupil behaviour and it is becoming an increasingly useful and used tool. It is because of this that we are aware that whilst behaviour in terms of interventions has seen a decrease since last year this has not been enough to increase time on task to improve outcomes. There are still high levels of less serious incidents that are slowing our progress on improving attainment.</i></p> <p><i>The funding for the Rainbow Centre has been used very well and we are very pleased with the outcomes achieved. There has been reduction in incidents and improvement in academic performance. The role that this has and will play in the</i></p>	<p><i>pupils as well as getting them to work as a team, which is a real challenge for some of our pupils. This has been so successful that we are now incorporating music into our new topic based curriculum.</i></p> <p><i>Behaviourwatch has offered us the opportunity to look in a very detailed way at the impacts that our actions can have. It is increasingly being used to provide real time data for each class on the behaviour outcomes of the pupils. Moving forward we intend to become much more evidence based in our behaviour strategies, this will require us to be able to monitor in close detail the impact that any strategy is having and give us the chance to produce evidence for our methods. This will help to make our teachers engaged practioners.</i></p> <p><i>The Rainbow centre has been such a success that it has inspired the creating of a new Intervention team through the remodelling of our budget. The positive effect of short term relocations with a third party (we refer to this as the impartial jury</i></p>
--	--	--	--

		<i>embedding of our school routines through the induction process that it provides for pupils. It also provides a reset process for the pupils who find it hardest to be productive in their class (at present). This has also provided a real respite for some staff who at risk of suffering pupil engagement fatigue and this has helped with staff morale.</i>	<i>effect, were the pupil can remain highly antagonistic towards staff in their class as they feel they are biased in their decision making but a third party is often seen as impartial and in itself a cause of de-escalation) with the inbuilt concept of high expectations with support, and a greater understanding of the motivations of the pupil have shown highly encouraging results. Although this is difficult to measure in data there is a clear reduction in incident</i>
C. All pupil premium children have access to education off site, residential visits and extra-curricular activities	£5,000	<i>The trips are used as part of our rewards process as well as looking to impact their cultural capital.</i>	<i>Due to the Lockdown these activities have not taken place. However the funding for them has been used to support the Commando Joe package of PE training, that did not feature in the previous strategy but we were legally contracted to continue with.</i>
D.Attendance and persistent absence – improve further and are at least in line with national average and non-pupil premium pupils	£5,000	<i>We funded the EWO with the hope that it would improve our attendance rates.</i>	<i>Our attendance rates are at a similar level to last year and there is little objective evidence that this post is providing value for money for our Academy. Unfortunately, due to the EWO post being funded by multiple academies a decision and a commitment was made that</i>

			<i>we should continue to fund this for next year. Unless there is a significant impact noted from this it is unlikely to be supported through our strategy next year.</i>
Other			
Cumulative Cost	<i>£42,240</i>		