

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Phoenix Academy
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3-year plan 2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	2022
Statement authorised by	Elyse Phillips Principal
Pupil premium lead	Elyse Phillips
Governor / Trustee lead	David Grice

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,590.00
Recovery premium funding allocation this academic year	£6960.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,550.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to enhance our core curriculum offer. As the majority of pupils attending Phoenix Academy are classed as 'disadvantaged', either due to socio-economic disadvantage or due to their special educational needs, the funding is utilised to facilitate enrichment opportunities.

Ultimately, our aim is to offer a creative, engaging curriculum that facilitates opportunities for social, emotional and mental health-based learning. This curriculum forms the foundations for future opportunities in preparation for adulthood.

Although our strategy is focussed on the needs of disadvantaged pupils, it will benefit all pupils in our academy where funding is spent on whole-school approaches, such as enhancements to the curriculum.

The intent of our strategy evolves in line with the core academy values as we recognise that pupils with social, emotional and mental health needs may present with differing needs at each stage (please refer to Phoenix's curriculum intent statements):

- Acceptance
- Belonging
- Regulation
- Respect
- Pride

The funding is utilised in a way that supports the progress through these core values in order for pupils to feel safe and available for learning.

Challenges

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

Challenge number	Detail of challenge
1	The majority of our pupils arrive and leave school via local authority-funded transport. This reduces the opportunities school can provide in regard to extra-curricula activities.
2	All of our pupils attend Phoenix because mainstream approaches to academic learning does not meet our pupil's needs. Often this has resulted in exclusions and educational trauma. Consequently, pupils

	may have 'spikey' profiles and so progress has to be measured in creative ways (see curriculum impact document).
3	We have identified that the SEMH needs of our pupils, whether they be disadvantaged or not, impacts upon the community opportunities that pupils can engage in.
4	Pupils with SEMH needs struggle to collaborate and make meaningful adult and peer relationships.
5	

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
Disadvantaged pupils to be able to develop regulation strategies to manage their SEMH needs through the use of therapeutic intervention.	Data analysis to identify the reduction in the amount of restrictive physical interventions and a reduction in amount of co-regulation needed to support pupils.
Pupils to make explicit progress in their SEMH-based curriculum.	Data analysis each term to identify progress within pupils' intervention programmes and fortnightly meetings with teachers to focus on key strands of intervention.
Disadvantaged pupils to contribute towards developing a positive school ethos.	Recordings of reflection data throughout each day to identify engagement within lessons.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A forest school lead to deliver forest school activities to all pupils for an afternoon every fortnight.	Research that evidences that forest school has a positive impact on mood: Physical activity 2 (ed.ac.uk)	1 & 4
CPD for staff to support the EHCP needs of pupils through Quality first teaching while the class is being covered by forest school lead	Implementation of new whole school strategies is supported when there are opportunities for coaching sessions. EEF Implementation Guidance Report 2019.pdf (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Remote learning programme (Purple Mash) to support engagement if pupils cannot access school	Using programme to utilise the good practice features of remote education Remote education good practice - GOV.UK (www.gov.uk)	1
Trial use of therapeutic intervention (animal-assisted therapy (Huggle Pets))	Programmes support SEMH needs of pupils: Animal Assisted Therapy HugglePets in the Community This type of therapy has been identified to support trauma	1, 2, 3 & 4

	Animal-Assisted Intervention for trauma: a systematic literature review (nih.gov)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead to facilitate and oversee the impact of PP strategy	Leader is needed to identify needs and carry out the EEF guidance for effective PP fund spending Using pupil premium EEF (educationendowmentfoundation.org.uk)	2
Attendance officer to support families accessing school and facilitate safe and wellbeing visits when required	Officer helps to carry out the DfE guidance on improving attendance Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1, 2 & 3
Funding of educational visits	Supporting cultural capital for SEMH pupils Understanding and supporting SEMH pupils (sec-ed.co.uk)	1 & 3

Total budgeted cost: £ 36,550.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Cost	Evaluative summary
Development of cultural capital by developing wider curriculum opportunities	£1500	<p>Funding was allocated to pay for trips and experiences of pupils. This ensured that there was no financial barrier for families for their children to access this crucial area of the Phoenix curriculum.</p> <p>Due to lockdown, and restrictions on schools which prevented any trips outside of the Academy, not all of the funding had been used and so was reallocated into resource packs to be sent home to ensure that all pupils had the equipment to engage in creative, learning activities.</p>
Enhanced opportunities to deliver EHC provision	£24555	<p>Funding was used to appoint a HTLA to oversee and manage EHC interventions linked to EHCPs. This allowed for increased opportunities for PP pupils to engage with SEMH and academic intervention and ensured that interventions were targeted and delivered by a consistent member of staff.</p> <p>In April, the appointment of the new Assistant Principal allowed for further enhancement of this system.</p>
Improved Speech and Language Provision through CADMUS Advisory Service	£2,300	<p>Communication and Interaction intervention was identified as an increasing need within the Academy, identified within pupil's Education, Health and Care Plans. CADMUS (an advisory SEND service) was bought into as a service level agreement to support the training and creation of provision to enhance the academy's ability to meet this specific area of need. The service was able to provide high-quality support to develop a system of developmental targets to ensure that</p>

		interventions were pitched at a developmentally appropriate level.
Enhanced music curriculum offer	£2389.20 Contribution to the over all costs	Rocket Music was bought into as a service level agreement to support the music curriculum. As part of this, children had access to an increased range of musical instruments and also access to 1:1 sessions if this best suited their need. As a result of using this service, engagement in music lessons has increased and pupils who previously refused to engage took part in either group sessions or in 1:1 sessions.
Enhanced blending learning through the use of a Online learning platform	£700 £960 actual cost	To ensure the quality of teaching continued during a period of blended learning, research highlighted 'Purple Mash' to be the best online platform to support our learners. This subscription enabled us to personalise and bespoke blended learning to suit the needs of our children. We were able to feedback on an individual basis, differentiate lessons and evidence the learning journey. We were able to support with the transition back to school through the use of Purple Mash, allowing teaching to continue and assessment for learning opportunities to allow teachers to continue to offer an appropriate learning experience.
Enhanced behaviour analysis system	£4,450,80 actual cost	'Behaviour Watch' was used as a system to ensure effective analysis can take place around behaviour. This allowed class teachers and leaders to identify patterns in behaviour to enable bespoke and targeted intervention both on a whole school, class and individual basis. Behaviour Watch fed into the overarching strategic leadership of the Academy and data collected from it was an essential in presenting data for quality assurance and to external agencies. This ensured the correct external support could be accessed for each child.
Increased reading opportunities through the purchase of	£1150	As a school it was decided that the need of a uniformed and holistic approach to the creative curriculum would support our learners. We therefore bought into new, low level high

engaging texts/equipment		<p>engagement books to support reading. We relaunched the concept of reading for pleasure, bought into three subscriptions for 'First News', 'The Phoenix Comic' and the 'Aquila Magazine'. We have new reading logs and new guided reading books to suit the needs of each classroom.</p> <p>To further engage with reading for pleasure, each classroom was allocated a small budget of £50 for purchasing class books. Pupils loved this and choice books that they would like to have in their classrooms. Engagement in reading increased and the pupils really invested in reading the books</p>
Improved attendance	£3700	<p>Due to the Academy specialising in Social, Emotional and Mental Health, it was identified that there was an increased number of pupils presenting with anxiety and sensory difficulties. Consequently, there was a number of pupils who engage in school refusing behaviours. To support the impact of this on attendance, an Education, Welfare Officer was appointment to work closely with the family intervention team to address these difficulties. It was also important during lockdown, that communication between school and those pupils remaining at home continued to ensure their welfare.</p> <p>The Academy's overall attendance was 85.8% overall and 84.9% for PP pupils</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Due to all pupils receiving additional funding through Education, Health and Care Plans, this funding was also used to increase capacity within the Family Intervention Team. This team is used to provide family support to key families and are available if families need support. Families utilised this for financial, housing and behaviour advice.