

## Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year where pertinent) 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 ( <b>3 year plans are recommended</b> )	3-year plan 2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£33,240.00
LAC funding allocation this academic year	£4,820.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,060.00

# 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.

We have had sometime to understand the impact of last year's pupil premium strategy and have decided that moving forward it should better reflect the refinement on our school wide strategies, focusing on the key areas of PACE:

- Playfulness
- Acceptance
- Compassion
- Empathy

Though we have sharpened our focus on the areas that we feel will best assist our pupils to develop this has not been at the expense of our ambition for our pupils. The strategies that we wish to model for our pupils are intended to have long term impacts on their ability to form and maintain healthy relationship which is at the heart of a successful classroom and beyond. The "spiky" nature of the learning profiles of many of our pupils can present as both a negative AND a positive. Knowing that learning can accelerate when the skills for classroom resilience have been taken on board is a source of encouragement.

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.

## 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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to support the EHCP needs of pupils through Quality first teaching . A request for altered hours.	Implementation of new whole school strategies is supported when there are opportunities for coaching sessions. <a href="https://www.educationendowmentfoundation.org.uk/implementation-guidance-report-2019">EEF Implementation Guidance Report 2019.pdf (educationendowmentfoundation.org.uk)</a> Cadmus inclusive	2

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

Budgeted cost: £ 7,000

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 <a href="https://www.gov.uk/government/publications/remote-education-good-practice">Remote education good practice - GOV.UK (www.gov.uk)</a>	1
Amended therapeutic intervention (animal-assisted therapy (Huggle Pets))	Programmes support SEMH needs of pupils: <a href="#">Animal Assisted Therapy   HugglePets in the Community</a> This type of therapy has been identified to support trauma <a href="#">Animal-Assisted Intervention for trauma: a systematic literature review (nih.gov)</a>	1, 2, 3 & 4

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead to facilitate and oversee the impact of PP strategy	<p>Leader is needed to identify needs and carry out the EEF guidance for effective PP fund spending</p> <p><a href="http://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	2
Attendance officer to support families accessing school and facilitate safe and wellbeing visits when required	<p>Officer helps to carry out the DfE guidance on improving attendance</p> <p><a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities – GOV.UK (www.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2 & 3
Funding of educational visits	<p>Supporting cultural capital for SEMH pupils</p> <p><a href="http://sec-ed.co.uk">Understanding and supporting SEMH pupils (sec-ed.co.uk)</a></p>	1 & 3
Visits for immersive experiences to support science week, world book day, library events etc	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</a></p>	1
Rewards for pupils to support the behaviour strategy	<p>To continue to provide rewards for positive behaviours in the academy, Such as trophies, certificates and postcards home to encourage and support.</p> <p><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p>	3
Curriculum	<p>The purchase of a variety of materials to enable pupils to experience for example different foods, art materials, instruments</p>	1

enrichment activities	and access to sessional activities to support assemblies and PSHE lessons.	
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**Total budgeted cost: £ 38,060.00**

## 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 2021 to 2022 academic year.

Activity	Impact of this approach	Actual Spend
Attendance officer to support families accessing school and facilitate safe and wellbeing visits when required	Attendance officer has worked closely with SLT and the family intervention officers. This has meant that parents/carers have been supported to improve attendance and targeted work has been able to take place to support the improvement and barriers to attending the academy. Welfare visits and regular meeting have been arranged and this has supported safeguarding in the academy. Working closely has ensured that all PA pupils below 90% attendance are monitored weekly and immediate interventions have been able to occur,  Attendance 2021 – 2022 -	£5000.00
PP Lead to facilitate and oversee the impact of PP strategy	Strategical support for staff to implement the strategy and time to attend Trust wide PD to support for successful implementation of the funding allocation. The delivery of training for all staff on the use of rewards and restorative practice has improved understanding of a rewards based approach.	£4549.23
Forest school lead – HLTA – staffing 75%	This last years has been very challenging as we have beginning to feel the impact of the COVID period. Many of our new pupils who were migrating through the mainstream process during this period and often did not have an EHCP and so fell outside of the mandation to attend school at all times. This has meant the need to address many more relationship building skills. Our forest school approach has been a very helpful assistant in this endeavour. We are fully aware of the impact that exposure to natural light has on the regulation of the	£19384.35

	<p>sleeping patterns of our pupils and sleep is the key to being ready to learn (and when our memories are most strongly formed). Though we do not encourage children to sleep at school we sort of do! We have been able to incorporate the forest schools process into a classroom teacher lead process as it is such a useful space to build and strengthen relationships.</p> <p>The time that the former forest programme lead enabled for other staff's CPD was invaluable in developing the skill and knowledge base for us to move forward with more deliberate energy. There has been a very successful set of guest speakers and training that have strengthened existing knowledge and challenged how we can best achieve our intended outcomes. The whole school's greater understanding of neurodivergence and how trauma impacts on the autonomic nervous system and how this creates behaviour, is such a positive leap forward that I am looking forward to seeing them becoming real throughout the school.</p>	
Therapeutic intervention (animal-assisted therapy (Huggle Pets))	<p>It is without question that the Huggle pets team were the biggest success and, in truth, some of the biggest failures. The impact on the mood of the whole school when they were in attendance was notable. When there was an explicit focus on group therapy sessions there was a notable reduction in attention and engagement from the pupils. The feedback for the Huggle pets team also confirmed that they too felt that these sessions had not evolved as they had hoped. However, the children found being able to interact with the pets on a one to one basis so rewarding and this broke down some very thick walls with some of our pupils. The pets had enabled some of our pupils to show us their enthusiasm, empathy and joy. Those are great days.</p>	£1285.00
Student rewards	<p>The use of class Dojo – (online reward system) as linked to our behaviour policy and SEMH curriculum which has been regularly monitored</p>	£959.93



	<p>and has demonstrated that it can have a real impact especially when coupled with our approach to restorative justice with regard poor behaviour</p> <p>Pupils have liked having rewards linked to specific behaviour and has allowed for clear expectations to be established with in the academy</p> <p>Internal data shows an improvement in overall behaviours and a reduction in the use of physical intervention</p>	
Educational visits subsidy	<p>The excursions and trips that our pupils were able to attend helped with our long term reward strategy and provided challenges for the pupils to overcome in terms of regulation and relationship maintenance. This was very successful and gave the pupils a real boost and a set of positive points of reflection as they year progressed.</p> <p>Pupils have been able to broaden their experiences with in the wider curriculum. It has enabled all pupils to access trips for no cost to enrich their curriculum offer. This has been well received with pupils and has increased pupil engagement in lesson and is demonstrated through their class books. Parents/carers voice shows they are pleased with the added offer from school</p>	£1900.07
Software for online learning  Purple mash	<p>All pupils have access to purple mash and it is used at home and in the academy</p> <p>This has enabled pupils to be set targeted work and support any learning that has need to be completed at home.</p>	£624.16
Books for reading for pleasure	<p>Pupils have continued to enjoy gathering books for the library of their choosing.</p> <p>The addition of the quad area for reading has meant that reading now has a greater focus in</p>	£64.25

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*We have been able to incorporate the Forest school process into the classroom schedule and we are very hopeful that this will further improve pupil teacher relationships. There is also an intention to use this as a process that informs the rebuilding of relationships after there has been a conflict between pupil and teacher.*