



# **Pupil Premium strategy statement and action plan**

**2018/19**

**Pupil Premium Champion:** Oliver Knight, Executive Headteacher

**September 2018**

**To be updated:** 16/10/18

**To be reviewed:** January 2019, July 2019

## 1. Summary information

### Pupils eligible for Pupil Premium funding

The total funding for this academic year (2018-19) is as follows:

- September 2018 - March 2019 pupil premium £154,898
- April 2019- August 2019 pupil premium £TBC
- **Total pupil premium allocation for 2017/18 (for comparison)** £320,354

<b>NOR</b>	480	<b>No. of pupils eligible for PP</b>	284	<b>Date for internal reviews</b>	January 2019 July 2019
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### **The key objective:**

That disadvantaged students at Phoenix can stand shoulder to shoulder with a student from a private school and compete for the same university place or job interview and that they can do this through securing high academic outcomes and having developed key life skills; not through having their achievement contextualised.

### **Guiding principles:**

Ultimately we believe that to achieve this objective, the most effective way to use Pupil Premium Funding (PPF) is to ensure that **all** students receive 30 highly effective lessons each week from well trained, highly competent and well supported staff. We recognise that pupils eligible for Pupil Premium Funding are not one homogenous group and so we believe that high expectations for all means high expectations for every disadvantaged student.

Therefore at Phoenix we believe that this is the best way for us to guarantee that every student, regardless of background, has access to our twin pillars of a rigorous academic curriculum combined with educational enrichment. To this end we use PPF in a highly selective fashion to ensure every young person at Phoenix receives a diet of high quality teaching and wider life experiences that develop them beyond the classroom.

### **In summary:**

1. Disadvantaged pupils will receive highly effective teaching every lesson every day.
2. The best way to raise outcomes is to improve instruction, so we focus the majority of our effort on developing classroom practice.
3. All staff believe that all students can achieve and we do not label a student based on background or prior academic attainment. We do not stream students and where setting is in place, the timetable is blocked as far as possible to allow for movement up and down. To counter any potential negative impact from setting, form groups and thus the majority of lessons are mixed.
4. We deploy our most effective teachers with the students who need it most.
5. Classroom teachers are accountable for the outcomes achieved by our disadvantaged students.
6. The Executive Headteacher maintains overall responsibility for the provision and outcomes of disadvantaged students and this is reported termly to the LGB.

**The current landscape at Phoenix – To be updated 1/12/18 with national data.**

<b>1. Current attainment (2017/18 KS4 data)</b>				
	<b>PPF pupils at Phoenix (2018)</b>	<b>Non-PPF pupils at Phoenix (2018)</b>	<b>PPF pupils national (2018 using FFT Aspire prior to Jan 19)</b>	<b>Non-PPF pupils nationally (2018 using FFT Aspire prior to Jan 19)</b>
<b>% of students achieving Strong (5) Pass E+M</b>	31.1%	38.3%	Not yet released	Not yet released
<b>Average Attainment 8 score per pupil</b>	41.5	43.5	38.2	50.6
<b>% of students achieving a strong pass in Ebacc</b>	1.4%	10.0%	Not yet released	Not yet released
<b>Progress 8 score</b>	0.22	0.05	-0.40	+0.13

- 2. Barriers faced by eligible pupils at Phoenix Academy – based on 2017/18 KS4 outcomes and 2017/18 SEF + Pupil Premium annual review:**
- I. Variability in effectiveness of classroom practice means lack of equity with regard to receiving expert teaching.
  - II. Lower outcomes than their peers due to lack of background subject knowledge. We interpret new material based on what we already know about similar subjects and so a lack of background knowledge necessarily means learning new material is more problematic.
  - III. Difficulty in accessing all areas of the curriculum due to literacy and/or numeracy difficulties. Our disadvantaged students are in the main weak readers and writers.
  - IV. Lower attendance than their peers so more lesson time missed.
  - V. Lack of access to enriching experiences that both bolster their cultural capital and their motivation to expand their horizons.
  - VI. Non-academic barriers to learning driven by a difficult or unpredictable life outside school.
  - VII. Rhetoric inside the organisation from some still that not all students should or can be taught demanding academic content or be expected to grapple with scientific concepts.

## Our reponse to address this.

### **3. Overall evaluation Criteria:**

These criteria will be used to measure the efficacy of the interventions described below annually at the end of the 2018/19 academic year.

1. Disadvantaged students to have attendance in-line with Academy target of 95%.
2. Disadvantaged students to progress at least in-line with their non-PPG peers in E, M across the year in every year group. This is measured in-school in Years 7-10 and nationally at Y11.
3. Disadvantaged students are fully included in the co-curricular programme and supported financially where necessary to achieve this.
4. 2019 KS4 English and Maths data shows a less than 10% gap between disadvantaged students at Phoenix achieving a Grade 5 in English and Maths and non-disadvantaged pupils nationally.
5. Disadvantaged students with high prior attainment achieve an Attainment 8 score in line with their **FFTD5 target**.

### **4. Key strategies to remove barriers identified above:**

1. Executive Headteacher is responsible for outcomes of disadvantaged students and is the in-school champion for their development. Through weekly staff briefings, staff bulletin and Headteacher's updates the outcomes for these students are championed and reinforced.
2. Ensure every teacher at Phoenix is trained in and implements our teacher repertoire to ensure highly effective teaching for all.
3. Ensure the weekly compulsory staff training and leverage mentoring improves the effectiveness of teacher instruction.
4. Ensure every student at Phoenix has access to educational enrichment to develop key life skills through Adventure Learning, debating, public speaking and sport. This is tracked through the Phoenix Passport and is monitored directly by the Head of School.
5. Ensure every student at Phoenix has an attainment target for each subject that stretches them to be placed in the top 20% nationally (FFTD20).
6. To provide bespoke small group and individual intervention where required to remove academic and non-academic barriers to learning.
7. To ensure every student experiences guided reading every morning and to increase the cultural literacy of students through the Phoenix Canon.
8. To improve the robustness of attendance tracking and intervention to lift attendance of disadvantaged students to 95%.

## Detailed action planning to remove barriers to underperformance

### 1. Ensuring every classroom is a highly-effective one. Cost: £200,000

Barriers that need to be removed	Intervention description	Implementation activities	Implementation outcomes	Pupil outcomes
<p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li>• Not implementing the Phoenix teacher repertoire.</li> <li>• Not planning lessons with memory in mind.</li> <li>• Lower academic expectations for some students.</li> </ul> <p><u>Learner behaviours:</u></p> <ul style="list-style-type: none"> <li>• Lower expectations for their performance in some subjects.</li> </ul>	<p><u>The key ingredients:</u></p> <ol style="list-style-type: none"> <li>I. Implement the 8 habits across every classroom</li> <li>II. Link all staff training and coaching to the 8 habits.</li> <li>III. Deploying staff strategically to ensure the most effective teachers are deployed where they are needed most.</li> <li>IV. Creating a smaller class size in the core subjects, especially at Year 7 and Key Stage 4 to enable targeted teacher deployment and student groupings.</li> </ol>	<p><u>Training:</u></p> <ol style="list-style-type: none"> <li>I. Train all staff on the 8 Habits in Sept 18 Inset days (3 days)</li> <li>II. Train 12 x leverage mentors and deploy.</li> <li>III. Design annual CPD plan to allow for continued weekly focus on the 8 Habits.</li> <li>IV. 2 staff trained on IfT Masters in expert teaching to lead on staff training on memory.</li> </ol> <p><u>Monitoring:</u></p> <ol style="list-style-type: none"> <li>I. Formal lesson observations.</li> <li>II. Executive Headteacher to approve staff deployment.</li> <li>III. Learning walks</li> <li>IV. Termly Head's report to LGB</li> <li>V. Termly PM review for staff</li> <li>VI. Termly ETAL</li> <li>VII. Annual exams analysis.</li> </ol> <p><u>Coaching:</u></p> <ol style="list-style-type: none"> <li>I. In-school support through leverage mentors, coached planning, breakfast bite-size, weekly CPD.</li> </ol>	<p><u>Teachers:</u></p> <ol style="list-style-type: none"> <li>1. Understand and deploy the 8 habits</li> <li>2. Adapt teaching based on student responses</li> <li>3. Use their developing understanding of memory to plan sequences of lessons.</li> </ol> <p><u>School-level:</u></p> <ol style="list-style-type: none"> <li>1. Consistent approach to planning in every subject</li> <li>2. Attainment outcomes of PPF students is in-line with their FFTD20 targets in E+M.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved motivation to produce higher quality work as evidenced through books and writing.</li> <li>2. Increased attainment outcomes at KS4 for English and Maths.</li> </ol>

**2. Ensuring every student has access to high-quality educational enrichment that develops key life-skills. Cost: £50,000**

Barriers that need to be removed	Intervention description	Implementation activities	Implementation outcomes	Pupil outcomes
<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Lack of access to experiences that help them to develop key life skills such as <i>confidence, articulacy, social skills and team work.</i></li> <li>• Lack of exposure to activities that develop their inner belief and confidence and that allow them to take risks and fail in a supportive environment.</li> <li>• Poor wellbeing through negative self-talk.</li> </ul>	<p><u>The key ingredients:</u></p> <ol style="list-style-type: none"> <li>I. Sequenced Adventure Learning programme</li> <li>II. Debate Mate and Debate Box</li> <li>III. Duke of Edinburgh programme</li> <li>IV. Morning reading library so every pupil will read 15 x classic texts by the end of Year 11</li> <li>V. PPG Russell Group club</li> <li>VI. University trips</li> <li>VII. Jack Petchey Speak Out Challenge</li> <li>VIII. Compulsory after-school sport</li> </ol>	<p><u>Student experience:</u></p> <ol style="list-style-type: none"> <li>I. Launch the Phoenix cultural passport to ensure every student accesses the same range of enrichment experiences.</li> <li>II. Launch the 18/19 Adventure Learning programme.</li> <li>III. Launch Debate Mate and Debate Box.</li> <li>IV. Sequence the Phoenix Canon so every student reads at least 15 classic texts during their time at Phoenix.</li> <li>V. Launch compulsory after-school sport.</li> </ol> <p><u>Monitoring:</u></p> <ol style="list-style-type: none"> <li>I. Termly tracking of uptake via the Phoenix passport.</li> <li>II. Termly Head’s report to LGB</li> <li>III. Annual PPF review</li> <li>IV. Student survey</li> <li>V. Student council feedback.</li> </ol>	<p><u>Whole-school:</u></p> <ol style="list-style-type: none"> <li>1. Sequenced adventure learning programme that every student accesses and is tracked against to ensure no groups over/ under represented.</li> <li>2. Phoenix Passport exists to ensure every student accesses and engages with wider life skills development.</li> <li>3. School becomes an exciting and enriching place to be for students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved KS4 outcomes for PPF students against targets.</li> <li>2. Improved attendance for PPF students so in-line with school target of 95%.</li> </ol>

**3. Ensuring disadvantaged students with high prior attainment are in the top 10% nationally for attainment at KS4 in English & Maths. Cost: £3000**

Barriers that need to be removed	Intervention description	Implementation activities	Implementation outcomes	Pupil outcomes
<p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li>• Having low expectations of the depth of work students can achieve</li> <li>• Having a curriculum that does not extend the top range of students.</li> <li>• Not knowing what great looks like</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Lower expectations for their performance</li> <li>• Difficulty in identifying individual students.</li> </ul> <p><u>Attainment:</u></p> <ul style="list-style-type: none"> <li>• Not represented in the top 10% of results nationally for E+M.</li> <li>• National P8 of -0.32 in 2017.</li> </ul>	<p><u>The key ingredients:</u></p> <ol style="list-style-type: none"> <li>Track these students as a discreet group through ETAL and SEF</li> <li>Set aspirational attainment targets using FFTD5.</li> <li>Ensure every student receives highly effective teaching 30 lessons a week.</li> <li>Ensure this group of students receives high-quality educational enrichment and are tracked as a discreet group.</li> <li>Work with external providers such as Latymer Upper School to deliver subject specialist master classes during Period 7.</li> <li>Use of Assertive Mentoring.</li> </ol>	<p><u>Training:</u></p> <ol style="list-style-type: none"> <li>See annual CPD plan for increasing teacher affectiveness</li> <li>Train 12 x leverage mentors and deploy.</li> <li>2 staff trained on IfT Masters in expert teaching and leading on training of others.</li> <li>Exam board examiner training.</li> </ol> <p><u>Partnerships:</u></p> <ol style="list-style-type: none"> <li>Latymer Upper School</li> <li>Duke of Edinburgh</li> <li>Debate Mate</li> <li>Curriculum Centre</li> <li>Adventure Learning/ Wide Horizons.</li> </ol> <p><u>Monitoring:</u></p> <ol style="list-style-type: none"> <li>Termly Head’s report to LGB</li> <li>Termly SEF – track this group discreetly in terms of attainment and access to life skills development</li> <li>Termly PM review</li> <li>Termly ETAL</li> <li>Termly SEF</li> <li>Annual exams analysis.</li> </ol>	<p><u>Teachers:</u></p> <ol style="list-style-type: none"> <li>Understand and deploy the 8 habits</li> <li>Adapt teaching based on student responses</li> <li>Use their developing understanding of memory to plan sequences of lessons.</li> <li>Use exemplars and models to help scaffold and stretch student thought and writing.</li> </ol> <p><u>School-level:</u></p> <ol style="list-style-type: none"> <li>Attainment outcomes of HPA PPF students is in-line with their FFTD5 targets in E+M.</li> <li>Sequenced life-skills and enrichment programme is in place from Y7-Y11</li> </ol>	<ol style="list-style-type: none"> <li>Improved motivation to produce higher quality work as evidenced through books and writing.</li> <li>Increased attainment outcomes at KS4 for English and Maths in line with FFTD5 target.</li> <li>Increased applications for high-performing 6<sup>th</sup> forms.</li> <li>1 x full scholarship to Latymer Upper 6<sup>th</sup> Form.</li> </ol>

**4. Ensuring that PPF students attend regularly so they achieve in line with their non-PPF peers. Cost: £30,000**

Barriers that need to be removed	Intervention description	Implementation activities	Implementation outcomes	Pupil outcomes
<p><u>School:</u></p> <ul style="list-style-type: none"> <li>Lack of robust systems to track and intervene early with low attendance from PPF students.</li> <li>Lack of knowledge of key strategies to raise attendance.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Lack of motivation to attend school regularly.</li> <li>External pressures to not attend school regularly.</li> </ul>	<p><u>The key ingredients:</u></p> <ol style="list-style-type: none"> <li>Ensure attendance officer has the required skill-set to analyse and intervene with attendance data on a weekly basis.</li> <li>Parents of at-risk students are targeted and supported individually.</li> <li>LBHF Early Help Team deployed with at-risk families.</li> <li>Students rewarded more frequently for good attendance.</li> <li>Parents develop a more positive relationship with school through receiving adult learning onsite.</li> <li>Stronger partnership secured with Pimlico Academy Attendance Officer to share good practice.</li> </ol>	<p><u>Training:</u></p> <ol style="list-style-type: none"> <li>Re-training and upskilling of attendance officer to liaise directly with families of PPG pupils with poor attendance.</li> <li>Training of attendance officer to work with Early Help.</li> <li>Deployment of specialist parenting classes for at-risk PPG pupils.</li> <li>Link attendance and punctuality to new Academy rewards system.</li> <li>Launch adult learning programme for parents</li> </ol> <p><u>Monitoring:</u></p> <ul style="list-style-type: none"> <li>Weekly focus on both attendance and punctuality at SLT.</li> <li>HoYs to report termly on attendance and to have a PM target on this.</li> <li>Headteachers termly LGB report on attendance</li> <li>Headteacher’s termly data report to LGB on progress &amp; attainment</li> <li>Termly MLT meeting – PPF analysis</li> <li>Termly SEF</li> <li>Annual attendance analysis.</li> </ul>	<p><u>Attendance:</u></p> <ol style="list-style-type: none"> <li>PPF student attendance to be in-line with non-PPF attendance in school</li> <li>PPF attendance to be at least 95.3%</li> <li>PPF punctuality in line with school target.</li> </ol> <p><u>Sanctions:</u></p> <ol style="list-style-type: none"> <li>PPF student detentions for lateness show a decreasing trend over the school year.</li> </ol> <p><u>Multi-agency work:</u></p> <ol style="list-style-type: none"> <li>Key families are known by the school in order that a multi-agency approach can be adopted.</li> </ol>	<ol style="list-style-type: none"> <li>Improved KS4 outcomes for PPF students against targets.</li> <li>Improved attendance for PPF students so in-line with school target of 95%.</li> </ol>

**5. Reading and writing – to ensure every student develops their ability to write academically and comprehend more complex texts.  
Cost: £10,000**

Barriers that need to be removed	Intervention description	Implementation activities	Implementation outcomes	Pupil outcomes
<p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li>Lack of knowledge as to how to develop student writing within their subject.</li> <li>Lack of curriculum planning to enable writing development.</li> <li>Poor technical knowledge of grammar and so weak/ incorrect modelling.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Poor mental models of what good writing looks like.</li> <li>Lack of confidence to write at length.</li> </ul> <p><u>Attainment:</u></p> <ul style="list-style-type: none"> <li>Poor outcomes or outcomes lower than targets.</li> </ul>	<p><u>The key ingredients:</u></p> <ol style="list-style-type: none"> <li>Dedicated morning reading time to develop good reading for pleasure habits and improve vocabulary</li> <li>Weekly spelling tests of Tier2/3 words</li> <li>Lexia for all year 7 and Y8 students.</li> <li>Increase English lessons to 6 periods a week.</li> <li>Writing as a focus for all staff training for the year</li> <li>Grammar lessons for teachers</li> <li>RWI Fresh start in small groups (for those requiring phonics).</li> <li>The Phoenix canon codified to ensure all students have access to classic texts.</li> </ol>	<p><u>Training:</u></p> <ol style="list-style-type: none"> <li>All staff trained as reading teachers.</li> <li>Staff trained on RWI and Lexia</li> <li>All staff trained on writing development intensively in September Inset and then fortnightly for rest of year.</li> <li>3 x 60min grammar lessons for all staff.</li> </ol> <p><u>Educational materials:</u></p> <ol style="list-style-type: none"> <li>Weekly spelling tests</li> <li>Lexia and RWI licences</li> <li>6 periods a week of English</li> <li>Grammar CPD for all staff</li> </ol> <p><u>Monitoring:</u></p> <ul style="list-style-type: none"> <li>Headteacher’s termly data report to GB on progress &amp; attainment</li> <li>Half-termly progress booklets</li> <li>Termly MLT meeting – PPG analysis</li> <li>Termly ETAL docs</li> <li>Termly SEF</li> <li>Annual exams analysis</li> </ul>	<p><u>Teachers:</u></p> <ol style="list-style-type: none"> <li>Have the technical knowledge to develop student writing within their subject.</li> <li>Have built in writing to their curriculum maps.</li> <li>Have the knowledge of grammr required to teach students.</li> </ol> <p><u>Whole-school:</u></p> <ol style="list-style-type: none"> <li>Depth and sophistication of writing in books and assignment folders shows development across the academic year.</li> </ol>	<ol style="list-style-type: none"> <li>90% of PPF pupils have a reading age in line with their chronological age by July 2019 in KS3.</li> <li>85% of PPF pupils make expected progress in E, M + S by July 2019 in all year groups.</li> <li>The P8 score of PPF students at Phoenix is at least 0.00 in July 2019 (October 2019 publication).</li> </ol>

**6. Ensuring the removal of non-academic barriers to learning through the use of targeted counselling service and small group interventions. Cost: £20,000**

Barriers that need to be removed	Intervention description	Implementation activities	Implementation outcomes	Pupil outcomes
<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Lack of self-belief that they can achieve academically.</li> <li>• Non-academic issues causing anxiety and/or increasing difficulty to achieve in school.</li> <li>• Historic over-representation of PPF students in exclusions.</li> </ul>	<p><u>The key ingredients:</u></p> <ol style="list-style-type: none"> <li>I. Full time counselling service available on-site.</li> <li>II. Full time Commando Joe mentor on-site to work individually and in small groups.</li> <li>III. West London Zone (WLZ) to work with most at-risk students to remove barriers to achievement.</li> <li>IV. Phoenix Aspire to provide intensive short-term support to students who struggle in mainstream classrooms.</li> <li>V. Deployment of non-teaching Pastoral Support Managers (PSM) to work with key students on overcoming specific barriers to learning.</li> </ol>	<p><u>Identification and deployment:</u></p> <ol style="list-style-type: none"> <li>I. PSMs to identify students for specific interventions.</li> <li>II. WLZ to identify specific students for their programmes.</li> <li>III. Commando Joe to liaise with PSMs over targeted students.</li> <li>IV. School counsellor to liaise with PSMs over students requiring support.</li> <li>V. DHT Behaviour to identify students requiring support from Phoenix Aspire.</li> </ol> <p><u>Monitoring:</u></p> <ul style="list-style-type: none"> <li>• Head’s report to LGB</li> <li>• WLZ termly report to Head</li> <li>• HoY termly ETAB.</li> <li>• Termly MLT meeting – PPG analysis</li> <li>• Termly SEF</li> <li>• Annual exams analysis.</li> </ul>	<p><u>Whole-school:</u></p> <ol style="list-style-type: none"> <li>1. Refined systems for identifying and sign-posting students to relevant support.</li> <li>2. Refined termly reporting mechanisms on impact of this support.</li> <li>3. Fewer students underachieving.</li> <li>4. Behaviour metrics showing a downward trend across the year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved KS4 outcomes for PPF students against targets.</li> <li>2. Improved attendance for PPF students so in-line with school target of 95%.</li> <li>3. 2 hour detentions and FTE’s for PPF pupils is in line with or lower than the rest of the cohort.</li> </ol>