



**Pupil Premium strategy statement and
action plan**

2017/18

**Final review of impact for the academic year
2017/18**

September 2018

Introduction

Phoenix Academy is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. This document details the planned spend of the Pupil Premium Grant in 2017/18 and how we believe it will close the achievement gap.

Summary Information		
Pupils eligible for pupil premium by year group		
Summary table		
Year 7		64
Year 8		76
Year 9		59
Year 10		78
Year 11		113
Total		390

The total funding for this academic year (2017-18) is as follows:				
September 2017-March 2018 pupil premium		£184,021		
April 2018- August 2018 pupil premium		£174,671		
Total pupil premium allocation for 2017/18		£358,693		
NOR	600	No. of pupils eligible for PP	390	Date for internal reviews
The key objective: That Pupil Premium pupils at Phoenix make accelerated progress to ensure they achieve in-line with their non-PPG peers nationally.				

Pupil attainment (2016/17 KS4 data)			
	PPG pupils at Phoenix	PPG pupils national (2017)	Non-PPG pupils nationally (2017)
% of students achieving Strong Pass E+M	21%	49.8%	49%
% of students achieving a standard pass in E+M	35%	44.3%	71.2%
Average Attainment 8 score per pupil	33.68	37.0	49.8

% of students achieving a strong pass in Ebacc	3%	25.6%	25%
Progress 8 score	-0.82	-0.03	+0.11
	PPG pupils at Phoenix	PPG pupils national (2017)	Non-PPG pupils nationally (2017)

Barriers faced by eligible pupils at Phoenix Academy – based on 2016/17 KS4 outcomes:

1. Lower outcomes than their peers due to lack of role models, poor prior experience of education and lack of motivation.
3. Difficulty in accessing all areas of the curriculum due to literacy and/or numeracy difficulties.
5. Lower attendance than their peers so more lesson time missed.
7. Lack of access to enriching experiences that both bolster their cultural capital and their motivation to expand.
9. Non-academic barriers to learning driven by a problematic or unpredictable life outside school.

Evaluation Criteria

1. Pupil Premium pupils to have attendance in-line with school average and in-line with Academy target of 95.3%.
2. Pupil Premium pupils to progress at least in-line with their non-PPG peers in E, M + S across the year in every year group.
3. Pupil Premium pupils are not excluded from enriching and enhancing opportunities outside the core curriculum that support their University applications.
4. PPG pupils develop the character, resilience and grit necessary for life-long success.

How was the Pupil Premium allocation deployed for 2017/18:

High quality teaching for all pupils.	£200,000
Use of individual attendance support.	£50,000
Literacy and reading support.	£25,000
Targeted counselling and small group therapeutic intervention	£27,000
Implement a numeracy and Maths Mastery programme.	£15,000
Supplementary fund for individual cases	£20,000
Cultural capital.	£20,000

What was the impact of this?

Overall success criteria

Evaluation criteria

Pupil Premium pupils to have attendance in-line with school average and in-line with Academy target of 95.3%.

Not met. Although PPG have better attendance than non-PPG it is not in line with the school target. Please note that the LBHF average was also lower than national average at 93.8%.

<p>Pupil Premium pupils to progress at least in-line with their non-PPG peers in E, M + S across the year in every year group.</p>	<p>Met – PPG students have progress and attainment that is broadly in-line with, if not above, non-PPG students:</p> <ul style="list-style-type: none"> • Y11 – PPG Progress gap +0.33, Attainment Gap – 0.22 (PPG students significantly outperform non-PPG in GCSE English & Maths - +0.5 progress difference) • Y10 – Progress gap -0.05, Attainment Gap +3.86 • KS3 – PPG gap <10% cohort difference across subjects
<p>Pupil Premium pupils are not excluded from enriching and enhancing opportunities outside the core curriculum that support their University applications.</p>	<ul style="list-style-type: none"> • KS5 PPG Students offered tailored 1-on-1 support with EPQ and University applications. • University visit to Oxford for x25 KS5 students. • Careers evening offered to KS4/5 students. Over 5 colleges and 25 employers were represented. • KS3-5 students all immersed in six drop down days throughout the year. Each year group has DDDs which encourage them to consider alternative ideas, issues and careers.
<p>PPG pupils develop the character, resilience and grit necessary for life-long success.</p>	<ul style="list-style-type: none"> • The establishing of core norms and values which permeated all areas of the school enabled students to be listened to and respected. • The school council and school prefects played an active part in both supporting the norms and values of school and society (running democratic elections, overseeing duties), but also in identifying areas requiring improvement in the school and flagging these to the the senior leadership team for consideration. • The Adventure Learning programme, which included Year 7 and 8 overnight residentials as well as Duke of Edinburgh (Year 9 and 10) enabled many PPG students to push their comfort zones and sail uncharted waters. In Year 10, four students from low income families took part in a once in a lifetime 3 week trip to Iceland run by British Exploring.

What was the impact of this?

- a) Overall success criteria
- b) Success criteria for individual strategies

Strategy	Success criteria	Met/ not met
High quality teaching for all pupils.	<ul style="list-style-type: none"> • Pupil Premium pupils achieve at least in-line with their non-PPG peers in E, M + S across the year in every year group. • Quality of teaching through half-termly triangulation consistently meets the Phoenix standards as set out in the appraisal and capability policy • Fortnightly learning walks provide evidence of consistent implementation of the model. 	<ul style="list-style-type: none"> • Met – as above • Met: The quality of teaching improved across the academic year. See SEF and heads report for data demonstrating this. • Met: Learning walks were utilised to ensure that the teacher repertoire was implemented. See calendar for how this was carried out. Records of feedback from learning walks were not kept during the academic year 2017-19
Use of individual attendance support	<ul style="list-style-type: none"> • PPG attendance to be in-line with non-PPG attendance in school • PPG attendance to be at least 95.3% • PPG punctuality in line with school target. 	<ul style="list-style-type: none"> • Met-PPG (93.1%) is higher than non-PPG (93%) • Not met-93.1% • Met- PPG (881 lates across the year) have fewer lates than non-PPG students (968)
Literacy and reading support	<ul style="list-style-type: none"> • 90% of PPG pupils have a reading age in line with their chronological age by July 2018 in KS3. • 85% of PPG pupils make expected progress in E, M + S by July 2018 in all year groups. • The P8 score of PPG students at Phoenix is at least 0.00 in July 2018 (October 2018 publication). 	<ul style="list-style-type: none"> • Not met • Not Met - Y11 79% English/65% Maths/72% Science • Met - P8 score expected to be 0.33 for PPG students
Targeted counselling and small group therapeutic intervention	<ul style="list-style-type: none"> • 85% of PPG pupils who receive this support secure progress in line with their non-PPG peers in E, M + S. • Attendance of PPG pupils is in line with the rest of the cohort and above 95.3% • 2 hour detentions and FTE's for PPG pupils is in line with or lower than the rest of the cohort. 	<ul style="list-style-type: none"> • As above • Not met. PPG did have higher attendance at 93.1% than non-PPG. • Met-The number of 2 hour detentions sanctioned was very similar across the year- PPG had only 40 more 2 hour detentions than non-PPG.

Implement a numeracy and Maths Mastery programme	<ul style="list-style-type: none"> 90% of PPG pupils achieve their end of year target in July 2018 in Maths. P8 score for disadvantaged pupils in Maths is at least 0.00 in July 2018 (October 2018 publication). 	<ul style="list-style-type: none"> As above Met – PPG P1 0.23
Cultural capital	<ul style="list-style-type: none"> No gaps in participation between PPG and non-PPG pupils in Duke of Edinburgh as a % of the whole Attendance of PPG pupils is in line with the rest of the cohort and at least 95.3%. 85% of PPG pupils secure expected progress (in line with their non-PPG peers) in E, M + S. 	<ul style="list-style-type: none"> Met - 69% of those who completed Bronze DofE in Year 9/10 were PP, which is above the school/cohort average. Not met – see above As above

Overall the deployment of the funding had a positive impact on student outcomes but there is a need in the 2018/19 academic year to continue to refine how the funding is deployed to ensure it lifts the performance of and therefore in turn increases the future choices our disadvantaged students have.

Key Objective: High-quality teaching for all

Action: Development of a blocked timetable in Core allowing for smaller class sizes and focus on high-quality staff training and development to ensure all staff have dedicated time to plan, resource and evaluate lessons using the Phoenix Academy direct instruction model to ensure teaching is effective.

Rationale: The effect size for the direct instruction teaching model is 0.59. This is in the zone of desired effects and has the effect of adding 1 GCSE grade to a pupil's attainment outcomes. We know that high-quality teaching is the number 1 intervention we can deploy.

Due to the high % of pupils in receipt of PPG at Phoenix this is our number 1 focus and as such consumes a significant amount of funding. If we get the teaching and curriculum right, the gap will close. High-quality teaching is more effective than any other intervention.

Description of intervention:

1. Designing a timetable with the space for staff to plan highly-effective lessons and evaluate them using the Phoenix teacher repertoire
2. Designing and monitoring all staff against the Phoenix standards for classroom practice and formally observing every teacher once a ½ term.
3. Deploying staff strategically to ensure teaching is tailored to particular needs at both ends of the attainment spectrum.
4. 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.

Success Criteria:

1. Pupil Premium pupils achieve at least in-line with their non-PPG peers in E, M + S across the year in every year group.
 2. Quality of teaching through half-termly triangulation consistently meets the Phoenix standards as set out in the appraisal and capability policy
- Fortnightly learning walks provide evidence of consistent implementation of the model

Dates Sept 2017 – July 2018	Person responsible MBa	Monitoring and Evaluation: <ul style="list-style-type: none"> • Headteacher’s termly data report to GB on progress & attainment • Fortnightly learning walks • Termly progress booklets • Termly MLT meeting – PPG analysis • Half-termly triangulation exercise • Annual exams analysis 	No. of pupils involved: 390 Cost: £200,000 per annum.
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Key Objective: Use of attendance support to improve outcomes for PPG students so they achieve in line with their non-PPG peers.

Action: Provide attendance and parental support to ensure PPG attendance is in-line with their non-PPG peers in school.

Rationale : We know pupils have to be in school in order to benefit from our suite of support systems. Phoenix now wants to drill down into PPG attendance and the support these pupils experience at home. The poor outcomes achieved by PPG pupils in the 2016/17 academic year support this decision.

Description of intervention:

- I. Re-training and upskilling of attendance officer to liaise directly with families of PPG pupils with poor attendance.
- II. Deployment of specialist parenting classes for at-risk PPG pupils.
- III. Weekly focus on both attendance and punctuality.

Link attendance and punctuality to Academy rewards system.

Success Criteria:

1. PPG attendance to be in-line with non-PPG attendance in school
2. PPG attendance to be at least 95.3%
3. PPG punctuality in line with school target.

Dates	Personal Responsible	Monitoring and Evaluation	Cost
September 2017 – July 2018	TP	<ul style="list-style-type: none"> • Headteachers termly GB report on attendance • Headteacher’s termly data report to GB on progress & attainment • Termly MLT meeting – PPG analysis 	£50,000 per annum.

		<ul style="list-style-type: none"> • Termly PPG review • Annual attendance analysis 	
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Key Objective: Literacy support: to establish a reading recovery scheme and reading mentoring scheme to improve the reading ability of PPG students whose reading age is below chronological in KS3 and KS4.

Action: Deployment of discreet literacy interventions during reading and enrichment time to accelerate progress.

The Teacher Development Lead and the SENDco have oversight of designing and delivering small group literacy interventions with PPG pupils who have a reading age below their chronological age. The main delivery mechanisms will be toe by toe, RWI Fresh Start and Lexia reading software. All pupils will sit a reading test at the start of the academic year and this data will be used to identify the initial intervention cohort and to track progress secured. A reading test at the end of the academic year will be used to analyse impact.

Description of intervention:

25 minutes every day for the entire academic year.

- RWI Fresh start in small groups (for those requiring phonics)
- Lexia in IT suites. (Below age expected outcomes in KS3)
- Peer tutoring/ reading mentoring scheme for all Y7 PPG pupils, to be mentored by 19 Y9 PPG pupils.
- Dedicated morning reading time to develop good reading for pleasure habits

It is envisaged that this will be a graduated intervention, with pupils starting at different points depending on their current reading score and moving through the programme until they achieve a secure at an age-expected level

Success Criteria:

1. 85% of PPG pupils who receive this support secure progress in line with their non-PPG peers in E, M + S.
2. Attendance of PPG pupils is in line with the rest of the cohort and above 95.3%
3. 2 hour detentions and FTE's for PPG pupils is in line with or lower than the rest of the cohort.

Dates	Person responsible	Monitoring and Evaluation	No. of pupils involved: 390 Cost
Sept 2017 – July 2018	TP	<ul style="list-style-type: none"> • Headteachers ½ termly GB report on attendance • Headteacher's termly data report to GB on progress & attainment • Half-termly progress booklets • Termly MLT meeting – PPG analysis 	£27,000

		<ul style="list-style-type: none"> • Termly ETAL docs • Annual exams analysis 	
<p>Key Objective: Literacy support: to establish a reading recovery scheme and reading mentoring scheme to improve the reading ability of PPG students whose reading age is below chronological in KS3 and KS4.</p>			
<p>Action: Deployment of discreet literacy interventions during reading and enrichment time to accelerate progress.</p>			
<p>The Teacher Development Lead and the SENDco have oversight of designing and delivering small group literacy interventions with PPG pupils who have a reading age below their chronological age. The main delivery mechanisms will be toe by toe, RWI Fresh Start and Lexia reading software. All pupils will sit a reading test at the start of the academic year and this data will be used to identify the initial intervention cohort and to track progress secured. A reading test at the end of the academic year will be used to analyse impact.</p>			
<p>Rationale: There is now a fairly secure body of evidence to support highly-targeted intensive literacy interventions such as daily phonics and Lexia reading to secure rapid and sustained progress in reading ability. The 2016/17 PPG outcomes demonstrate that due to significant underachievement, PPG pupils need to have a specific focus on literacy and writing development.</p>			
<p>Description of intervention:</p>			
<p>25 minutes every day for the entire academic year.</p> <ul style="list-style-type: none"> • RWI Fresh start in small groups (for those requiring phonics) • Lexia in IT suites. (Below age expected outcomes in KS3) • Peer tutoring/ reading mentoring scheme for all Y7 PPG pupils, to be mentored by 19 Y9 PPG pupils. • Dedicated morning reading time to develop good reading for pleasure habits <p>It is envisaged that this will be a graduated intervention, with pupils starting at different points depending on their current reading score and moving through the programme until they achieve a secure at an age-expected level</p>			
<p>Success Criteria</p>			
<p>1. 90% of PPG pupils have a reading age in line with their chronological age by July 2018 in KS3. 2. 85% of PPG pupils make expected progress in E, M + S by July 2018 in all year groups. The P8 score of PPG students at Phoenix is at least 0.00 in July 2018 (October 2018 publication).</p>			
Dates	Person responsible	Monitoring and Evaluation:	No. of pupils involved: Discretionary
Sept 2017 – July 2018	OKn	Annual PPG review	Cost: £20,000

Key Objective: Numeracy - to establish a numeracy programme to improve the outcomes of students whose Maths attainment is below national average in KS3.

Action: Deployment of discreet numeracy interventions during reading and enrichment time to accelerate progress.

The Head of Maths has oversight of designing and delivering small group numeracy interventions with PPG pupils who have a KS2 Maths level of below age-related outcomes, The main delivery mechanisms will be Hegarty Maths, Numeracy Ninjas and the Ark Schools Maths Mastery curriculum.

Rationale

There is now a fairly secure body of evidence to support highly-targeted intensive numeracy interventions to secure rapid and sustained progress.

Description of intervention

Deployment of targeted support using:

- Hegarty Maths
- Numeracy Ninjas
- Ark Maths Mastery curriculum
- Small group after-school classes

Success Criteria

- 90% of PPG pupils achieve their end of year target in July 2018 in Maths.
- P8 score for disadvantaged pupils in Maths is at least 0.00 in July 2018 (October 2018 publication).
- No gap in progress between PPG pupils at GFS and the national average for non-PPG pupils.

Dates	Person responsible	Monitoring and Evaluation	No. of pupils involved: Discretionary
Sept 2017 – July 2018	NB	<ul style="list-style-type: none">• Headteachers ½ termly GB report on attendance• Headteacher's termly data report to GB on progress & attainment• Half-termly progress booklets• Termly MLT meeting – PPG analysis• Termly ETAL docs• Annual exams analysis	Cost: £20,000

Key Objective: Cultural capital - To ensure that PPG pupils can participate fully in curricular trips and visits in order that they develop the wider cultural capital necessary for University success

Key Action: To ensure funds exist to allow PPG pupils full participation in the wider developmental opportunities the school offers.

MBA has oversight (with OKn) to ensure that PPG pupils can access all curricular experiences that take place outside the classroom. This will ensure that they possess a bank of experiences and breadth of knowledge to support their University applications. This will include support with accessing the Duke of Edinburgh Award.

Rationale: There is now a fairly secure body of evidence to support the idea that cultural capital is a key lever in allowing disadvantaged pupils to access elite higher education institutions and in ensuring that they view school as an exciting and rewarding place to be.

Description of typical interventions

1. Debate Mate
2. Duke of Edinburgh support
3. Morning reading library so every pupil will read 15 x classic texts by the end of Year 11

4. PPG Russell Group club
5. University trips

Success Criteria

1. No gaps in participation between PPG and non-PPG pupils in Duke of Edinburgh as a % of the whole
2. Attendance of PPG pupils is in line with the rest of the cohort and at least 95.3%.
3. 85% of PPG pupils secure expected progress (in line with their non-PPG peers) in E, M + S.

Dates	Person responsible	Monitoring and Evaluation	No. of pupils involved: 390
Sept 2017– July 2018	MBa + Okn	<ul style="list-style-type: none"> • Headteachers ½ termly GB report on attendance • Headteacher’s termly data report to GB on progress & attainment • Termly ETAL docs • Annual exams analysis • Annual PPG review 	Cost: £20,000