

Pupil premium strategy statement – Phoenix Park and Sevenhills Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|-----------------------------------------------------------------------------------------------------------------|-----------------|
| Number of pupils in school | 160 |
| Proportion (%) of pupil premium eligible pupils | 85% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 - 2023 |
| Date this statement was published | 05.09.22 |
| Date on which it will be reviewed | 30.09.23 |
| Statement authorised by | Phil Hutchinson |
| Pupil premium lead | Phil Hutchinson |
| Governor / Trustee lead | John Cottingham |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year | £55,000 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £55,000 |

Part A: Pupil premium strategy plan

Statement of intent

At the heart of our approach is raising attendance and high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping students to engage and access their curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers through I do we do you do approaches, explicit instruction and vocabulary teaching and retrieval practice.

We will also provide students with support to develop appropriate learning behaviours, SEMH support and effective careers information advice and guidance so they can successfully transition to onward destinations.

Our strategy is driven by the needs and strengths of each young person, based on formal and informal observations and assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their next steps.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-------------------------------------------------------------------------|
| 1 | <i>Covid impact, anxiety and increased disengagement from education</i> |
| 2 | Attitudes towards reading from adults, staff and students |
| 3 | Range of complex needs and lack of effective multi-agency support |

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 |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve attendance | Targeted cohorts of young people demonstrate an improved attendance in comparison to their previous mainstream attendance or recent attendance pattern |
| Improve reading progress | Young people make progress in reading and narrow gap with chronological age |

| | |
|---------------------------------|-----------------------------------------------------------------------------|
| Ensure progress in SEMH aspects | Young people who receive waves of intervention for SEMH needs make progress |
|---------------------------------|-----------------------------------------------------------------------------|

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: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Recruit Leader of Behaviour and Culture</i> | Effective models of leadership have clear goals and objectives Bush, Tony (2011) <i>Theories of educational leadership and management</i> . Los Angeles ; London: Sage Publications. | 3 |

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

Budgeted cost: £22,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Fortis therapy sessions</i> | Improving SEMH support for young people to enable better access to curriculum https://discovery.ucl.ac.uk/id/eprint/10049363/1/Supporting%20pupils%20in%20school%20with%20SEMH%20a%20scoping%20review%20(final%20sub).pdf | 3 |
| <i>Running of pathway 1 mobile classrooms</i> | Removing barriers and encouraging creative approach to engaging families to raise attendance https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1690070227 | 1, 3 |

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

Budgeted cost: £3,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <i>Reading Plus scheme</i> | Improving literacy levels is the key to narrowing the gap and raising life chances https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 | 2 |

Total budgeted cost: £55,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 outcomes

Attendance comparison

SEMH progress comparison

Reading plus data comparison