



Making a Difference

Phoenix Park Academy

Pupil premium strategy statement 2020-2021

School/s overview

Metric	Data
School name/s	Phoenix Park Academy Sevenhills Academy
Pupils in school	PPA 99 Sevenhills 67 Total Pupils 166 (June 2020)
Proportion of disadvantaged pupils	PPA 71 Sevenhills 42 Total Pupils 113 (June 2020)
Pupil premium allocation this academic year	PPA 18-19 £40340 (PP income 19-20) PPA 19-20 £44657 (PP income 20-21) Sevenhills 18-19 £22440 (PP income 19-20) Sevenhills 19-20 £21307 (PP income 20-21)
Academic year or years covered by statement	2019 to 2022
Publish date	28 June 2020
Review date	1 June 2021
Statement authorised by	P Hutchinson
Pupil premium lead	D Mills
Governor lead	K Lane

Disadvantaged pupil barriers to success

A: Attendance- Erratic attendance due to changing or challenging home/environmental circumstances.
B: Aspirations, self-belief and confidence –Pupils join both Grimsby AP with low self-esteem and little belief that they can be successful following a permanent exclusion/managed move from school.
C: SEMH needs- Outcomes and progress can be significantly impacted by individual Social Emotional Mental Health needs.
D: Unidentified learning needs leading to difficulties accessing the curriculum – Pupils frequently demonstrate having unmet and unidentified learning needs following an exclusion from school.



Strategy aims for disadvantaged pupils 2020-2021- academic & wider outcomes

Aim	Evidence of impact	Target date
A: Attendance of PP pupils improves.	Reduce the number of persistent absentees amongst pupils eligible for PP. Overall attendance improves. Attendance meets/exceeds PRU/AP National Average.	July 2021
B: Pupils feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate, return to mainstream education/secure specialist or post 16 placements.	Pupils have improved overall SPOT Tool SEMH scores from baselines. All students experience an extra-curricular activities/trips and rewards.	July 2021
C: Pupils learn to understand their emotions and develop the ability to regulate their emotions.	Year on year trends indicate a reduction in exclusions.	July 2021
D: Pupils needs are identified to allow teachers to meet the needs of learners and deliver appropriate interventions to ensure pupils progress.	All Pupils to have PLP Increased levels of positive engagement and learning behaviours evidenced via use of SPOT Tool. Pupils demonstrate academic progress. Pupil Reading Age and Maths Age baselined & assessed yearly.	July 2021

Teaching priorities for current academic year 2020-2021

Measure	Activity
Priority 1	Continued professional development to improve the quality of teaching & learning.
Priority 2	Pupils needs are identified to allow teachers to meet the needs of learners.
Barriers to learning these priorities address	Enhance the quality of Teaching & Learning. Accurately determine starting points to measure progress and identify gaps in learning.
Projected spending	£2780

Wider strategies for current academic year 2020-2021

Measure	Activity
Priority 1	Engage and support Pathway 1 learners.
Priority 2	Pupils feel positive about school, believe in themselves and make progress with their behaviour. Pupils learn to understand their emotions and develop the ability to regulate their emotions.
Barriers to learning these priorities address	Poor self-regulation, low confidence and improve engagement.
Projected spending	£60000

Monitoring and implementation 2020-2021

Area	Challenge	Mitigating action
Teaching	Ensure ample opportunity is given for high quality staff professional development.	Use of INSET days, CPD Thursdays and additional odd day cover provided by centre staff.
Targeted support	Dedicated time for Head of Centres and Executive team to quality assure and support teachers. Intervention HLTA deployment.	Planned QA episodes with timely follow up support and development sessions with teachers. Planned cross site QA. Intervention HLTA costed into staff structure.
Wider strategies	Transport to engage all Pathway 1 learners effectively.	Mobile classroom purchased with the support of Home Office and Phillips 66.

Review: last year's aims and outcomes 2019-2020

Aim			
Engage and support Pathway 1 learners.			
Outcome			
<u>Progress according to Pathway</u>			
<ul style="list-style-type: none"> • Pathway 1 – 83% <ul style="list-style-type: none"> ○ Pathway 1 Offsite – 84% ○ Pathway 1 Onsite – 80% <p><i>(What is effective progress? Making progress in one key area: attendance, SEMH or academic).</i></p>			
Pathway	18/19 Attendance	19/20 Attendance	Impact
Pathway 1 (whole cohort)	34% (28 students)	55% (35 students)	+19% Improvement
Pathway 1 (offsite cohort)	23%	59%	+36% Improvement
Pathway 1 (onsite cohort)	45%	49%	+4% Improvement

Aim		
Addressing strategy aims A, B, C & D.		
Outcome		
Whole School KPI	18 - 19	Current (June 2020)
Improve overall attendance.	62%	67%
Reduce excluded days.	118	PPA 61.5 SEV 28.5 Total = 90
Improve students' SEMH progress.	76%	79.5%
Improve students % at / above target English and Maths.	72%	72%
Improve % of Y11 Students getting English or Maths any qualification.	73%	86%
Improve No of reintegration's to mainstream/specialist.	32	37
Reduce NEETs.	20%	40% (Covid influence)
Enhance our careers information, advice and guidance (via Gatsby benchmarks).	55%	PPA 84% SEV 66%
Pupil Premium KPI – Current (June 2020)	Pupil Premium	Non-Pupil Premium
% Attendance.	57%	68%
% Behaviour Points.	82%	78%
No. Excluded days.	66	24
SEMH improvement.	84%	83%
Reading Progress.	64%	71%
Literacy Progress.	74%	71%
Numeracy Progress.	67%	65%

Case Study: last year's aims and outcomes 2019-2020

Intervention Name		Pathway 1 Mobile Classroom
Summary of intervention	A mobile classroom, funded by Pupil Premium, that will visit the community daily and be used to deliver an educational curriculum to a group of disengaged, predominantly pupil premium students who have historic poor attendance, are at risk of CCE, CSE, involved in Anti-Social Behaviour and are working with YOS and other wider agencies e.g. social services/GRAFT.	
Aims/objectives of the intervention	To improve attendance & engagement and safeguard students through a range of activities that are not based at school; these involve outdoor learning, SEMH and PSHE sessions delivered inside the mobile classroom.	

Impact

Success
<p>Attendance has dramatically improved for this group of students since receiving the mobile classroom with some notable individual attendance improvements. Their whole group attendance is currently recorded as 55%, up 19% year on year. The initial impact of nearly doubling the whole group attendance in a short space of time is hugely impressive and encouraging for the future of the project.</p> <p>As well as seeing a huge improvement in student engagement and attendance, support from parents/carers has been very encouraging. Anecdotally, parents and carers tell us that morning routines are much improved leading to overall happier student households. Simply, instead of the morning challenge of school encouraging parents/carers to encourage their children to participate in school and any ensuing challenges this can provoke, the mobile classroom has removed these stressors by bringing the school to the child.</p> <p>To augment our safeguarding systems, we have trialled holding wider agency meetings in the vehicle. As example, we held a social services Child-In-Need meeting in the mobile classroom to enable a parent to access the meeting, one who has never previously attended a CIN meeting. This inventiveness was never previously possible or practicable and paves the way for an integrated services approach to supporting these young people and their families.</p>
Barriers
<p>The prevailing barriers we have faced are students' negative attitudes towards learning and building relationships with staff. This is something that is mirrored with similar services of support offered to families e.g. social services/early help. Young people are referred to us with historic negative experiences of education and also significant gaps in their learning; often the young people present with significant SEND need for example. These negative attitudes, needs and gaps do not necessarily reflect on our schools or the mobile classroom project, but indicates the scope and scale of hurdles we face with young people and their families to engage them. Wider families have negative experiences and perceptions of the services that are attempting to engage and support them and this influences the young person's attitudes.</p> <p>Happily, staff are beginning to break down these specific barriers and build trust between staff and learners. We recognise this can take time and patience however.</p>
Lessons learned
<p>The primary reason that the Pathway 1 mobile classroom project will succeed hinges upon the positive relationships students develop with staff. The staff take genuine care to support young people and follow through with any plans of support and intervention. This takes skill and patience, qualities that we look for in recruitment and build upon in our induction and continued professional development. Equally, student ownership and</p>

empowerment are vital, students are involved in planning activities and their thoughts are always considered. We also involve families in these plans and remain in regular contact, normally on a daily basis.

Without the investment of Pupil Premium funding in high quality staffing and resources such as the mobile classroom, whilst embedding our organisational culture and values, the project would potentially suffer in that it would have high quality resources (the mobile classroom), but not the right personnel to deliver the vision. Both are key.

Funding

PP Funding allocated:	£60000	PP Funding spent:	£60000	PP Funding remaining:	£0
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Case Studies

Name of individual	Summary
Student 1	<p>STUDENT 1 joined our provision and was aggressive and threatening to staff, openly spoke about Anti-Social Behaviour and CCE and demonstrated little respect for anyone, especially females. STUDENT 1 also demonstrated poor attitudes towards support services.</p> <p>STUDENT 1 attendance has risen dramatically, from 23% to 60%. STUDENT 1 is accessing a lot more lessons and we have had discussions of a return to mainstream education as STUDENT 1 is beginning to think about life after school and a career. STUDENT 1 has also recently started to reintegrate back in to school life accessing school 2 days a week. STUDENT 1 particularly enjoys and engages with gym sessions at Grimsby Fight Ministry.</p> <p>STUDENT 1 is less confrontational, supports staff and student peers in activities and is engaging after a substantial period of poor attendance.</p> <p>STUDENT 1 holds mature conversations with staff and often responds to questions about the weekend by asking staff how their weekend was.</p> <p>We have also seen a dramatic improvement in STUDENT 1 SEMH SPOT data capture.</p>
Student 2	<p>STUDENT 2 attendance has increased sharply, from 22% to 72%. STUDENT 2 is also attending some sessions in school and realises the need for English and Maths qualifications in order to be successful in gaining a Level 2 Joinery qualification in college.</p> <p>STUDENT 2 has stopped smoking cannabis and likes helping mum out around the house a lot more, alleviating some of her stress.</p> <p>In school, we have seen STUDENT 2 supporting peers and will often reflect on any previous negative behaviour and attitudes.</p> <p>STUDENT 2 is polite with all staff and a pleasure to have in school or taking lessons in the mobile classroom.</p> <p>STUDENT 2 was happy to provide student voice in the shaping and QA of the Pathway 1 offer.</p>

Student 3	<p>STUDENT 3 attendance has sharply improved from 5% last year to 66% currently and is engaging in our new offer while trying hard to gain qualifications in order to go to college Post 16.</p> <p>STUDENT 3 completes work in the mobile classroom and is asking for work to do at home – a first and something his mother is proud of.</p> <p>Our SEMH data tracking has noted a dramatic increase in STUDENT 3 termly SPOT cores; progress never previously enjoyed.</p> <p>Simply, STUDENT 3 presents as a happier more purposeful young person.</p>
Student 4	<p>STUDENT 4 first accessed the mobile classroom for 15 mins outside the house (in their mums pink slippers!). STUDENT 4 gave positive feedback and thought the 'bus was smart.'</p> <p>STUDENT 4 agreed to continue to spend time on the Mobile classroom doing Maths and English with the aim to getting back into the routine of school life.</p> <p>STUDENT 4 passed on positive feedback to other peers which influenced them to also engage with the Pathway 1 offer.</p> <p>STUDENT 4 attendance remains hit and miss due to obstacles such as court dates however close contact with YOS has ensured maximum engagement and the offer of the use of the mobile classroom been given to facilitate meetings outside the household.</p>

COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic, the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Provision of ICT equipment e.g. iPad/laptop to ensure access to online lessons;
- 1:1 online tuition with class teacher;
- Work packs delivered and collected from students, for those with absence of internet;
- Daily welfare check-ins, including Easter holiday;
- After risk assessment, ensured the most vulnerable and disadvantaged students had an 'onsite physical' offer;
- Extended the leaving date of all Year 11 students until the end of July 2020;
- Directed staff to support Year 11 leavers into Post 16 over the summer holiday;
- Developed a bespoke 'Recovery Curriculum' for students' September 2020 return.

Future versions of the strategy will reflect the changes that are currently being made.

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.