

Pupil premium strategy statement 2020-2021

School/s overview

Metric	Data
School name/s	Phoenix Park Academy Sevenhills Academy
Pupils in school	PPA 94 Sevenhills 60 Total Pupils 154 (June 2021)
Proportion of disadvantaged pupils	PPA $78/94=83\%$ Sevenhills $46/60=77\%$ Total Pupils $124/154=80\%$ (June 2021)
Pupil premium allocation this academic year	PPA 18-19 £40340 (PP income 19-20) PPA 19-20 £44657 (PP income 20-21) PPA 20-21 £42430 (PP income 21-22) Sevenhills 18-19 £22440 (PP income 19-20) Sevenhills 19-20 £21307 (PP income 20-21) Sevenhills 20-21 £23875 (PP income 21-22)
Academic year or years covered by statement	2019 to 2022
Publish date	21 June 2021
Review date	1 June 2022
Statement authorised by	P Hutchinson
Pupil premium lead	D Mills
Governor lead	D Whitaker

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.

Reviewing strategy aims for disadvantaged pupils 2020-2021

Aim	Evidence of impact	Target date
A: Attendance of PP pupils improves.	<p>Reduce the number of persistent absentees amongst pupils eligible for PP.</p> <p>Overall attendance improves.</p> <p>Attendance meets/exceeds PRU/AP National Average.</p>	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.	<p>Pupils have improved overall SPOT Tool SEMH scores from baselines.</p> <p>All students experience an extra-curricular activities/trips and rewards.</p> <p>Reduce NEETs.</p>	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.	<p>All Pupils to have PLP</p> <p>Increased levels of positive engagement and learning behaviours evidenced via use of SPOT Tool.</p> <p>Pupils demonstrate academic progress.</p> <p>Pupil Reading Age and Maths Age baselined & assessed yearly.</p>	July 2021

Teaching priorities for the 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	<p>Enhance the quality of Teaching & Learning.</p> <p>Accurately determine starting points to measure progress and identify gaps in learning.</p>
Projected spending	£6305

Wider strategies for the 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.

Impact: Reviewing last year's aims and outcomes for 2020-2021

Aim
Engage and support Pathway 1 learners.
Outcome
<p>Pathway 1 Progress –</p> <ul style="list-style-type: none"> • PPA English progress – 70% • PPA Maths progress – 50% • Sevenhills English progress – 75% • Sevenhills Maths progress – 75% <p><i>(What is effective progress? Making progress in one key area: attendance, SEMH or academic).</i></p>

Pathway 1	18/19 Attendance	19/20 Attendance	20/21 Attendance
Setting Pathway 1	PPA 34% (28 students) SEV N/A	PPA 55% (35 students) SEV N/A	PPA 54% (25 students) SEV 45% (7 students)
Aim: Addressing strategy aims A, B, C & D.			
Outcome:			
Whole School KPI	18 - 19	19-20	20-21
Improve overall attendance.	62%	67%	62%
Reduce excluded days (PP & NPP).	118	PPA 61.5 SEV 28.5 Total = 90	PPA 22.5 SEV 9 Total = 31.5
Improve students' SEMH progress.	76%	79.5%	68%
Improve No of reintegrations to mainstream/specialist.	32	37	30
Reduce NEETs.	20%	40% (Covid influence)	14%
Enhance our careers information, advice and guidance (via Gatsby benchmarks).	PPA 55% SEV N/A	PPA 84% SEV 66%	PPA 93% SEV 84%
Pupil Premium KPI – Current (June 2021)	Pupil Premium	Non-Pupil Premium	
% Attendance.	PPA 61% SEV 57%	PPA 62% SEV 78%	
No. Excluded days (PP & NPP).	PPA 20 SEV 8	PPA 2.5 SEV 1	
SEMH improvement.	67%	76%	
Reading Progress.	63%	88%	
Literacy Progress.	74%	84%	
Numeracy Progress.	73%	84%	

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. Chromebooks to ensure access to online lessons;
- 1:1 small group 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 and held an onsite offer until June 25th 2021;
- Directed staff to support Year 11 leavers into Post 16 over the summer holiday 2020 and repeating the offer over summer 2021;
- Developed a bespoke 'Recovery Curriculum' for students' September 2020 return and deployed intermittently after isolation closures and other lockdown instances.

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.

Looking to the future:

We have consistent strategy aims for disadvantaged pupils 2021-2022

Aim	Evidence of impact	Target date
A: Attendance of PP pupils improves.	<p>Reduce the number of persistent absentees amongst pupils eligible for PP.</p> <p>Overall attendance improves.</p> <p>Attendance meets/exceeds PRU/AP National Average.</p>	July 2022
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.	<p>Pupils have improved overall SPOT Tool SEMH scores from baselines.</p> <p>All students experience an extra-curricular activities/trips and rewards.</p> <p>Reduce NEETs.</p>	July 2022
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 2022
D: Pupils needs are identified to allow teachers to meet the needs of learners and deliver appropriate interventions to ensure pupils progress.	<p>All Pupils to have PLP</p> <p>Increased levels of positive engagement and learning behaviours evidenced via use of SPOT Tool.</p> <p>Pupils demonstrate academic progress.</p> <p>Pupil Reading Age and Maths Age baselined & assessed yearly.</p>	July 2022

Additionally:

Our aims using National Tutoring Programme & Covid Recovery for 2021-2022

Objective	Resource	SLT Lead	Purpose
3 reading leads for 2 years through NTP	£40,000	PB	Deliver reading tuition to students in each setting via bespoke daily reading sessions.
1 school led tutor	£20,000	PH	To deliver personalised tutoring and intervention to students in order to catch up and keep up.
Read Write Inc. and Freshstart program	£10,000	JI	To support students with low phonological knowledge to develop individual reading skills.
Reading resources – apps, magazines, subscriptions, books	£10,000	JI TH NW SC	Resources to develop students reading and access to wider reading materials.
Increase Educational Psychology support	£10,000	DM	To identify individual student's needs and suggest support in order to access the curriculum.
Increase Therapeutic support	£4,000	AL, SL	External agency interventions and advice in order to support students SEMH needs.
Attendance reward interventions	£6,000	NS	To promote good attendance and punctuality in each setting with meaningful rewards.