

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.

At Phoenix Park and Sevenhills Academy, we are committed to **“Making a difference”** to the lives and life chances of our children and young people during the time that they are with us. We strive to provide the best possible care and education that we can for our young people. **“Unconditional Positive Regard”** underpins the work we all do and we believe in creating exciting and memorable learning opportunities for all our pupils.

Pupil Premium is one of the Government's key educational policies, and was first introduced in 2011. It was based on findings that show that, as a group, children who have been eligible for Free School Meals at any point in time (regardless of how long they have been eligible) have consistently lower educational attainment than those who have never been eligible for Free School Meals. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

School overview

Detail	Data
Number of pupils in school	174 places
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	04.12.24
Date on which it will be reviewed	04.12.25
Statement authorised by	Jo Indian
Pupil premium lead	Ellie Phillips
Governor / Trustee lead	Pete Macleod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,011
Recovery premium funding allocation this academic year	£35,936
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>	£88,947

Part A: Pupil premium strategy plan

Statement of intent

Our overarching aim is to support and nurture the academic and pastoral progress and achievements of all disadvantaged students, enabling them to thrive and reach their full potential.

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 instructions 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 legacy, increased levels of anxiety and disengagement from formal elements of education</i>
2	Attitudes towards educational settings and the barriers towards engagement in reading from adults 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 rate and engagement with curriculum pathway	Targeted cohorts of young people demonstrate an improved attendance in comparison to their previous mainstream attendance (baseline) or recent attendance pattern https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances
Improve progress within reading	Young people to make progress in reading and narrow the gap with their chronological literacy age https://cdn.literacytrust.org.uk/media/documents/2008_11_15_free_research_-_Literacy_changes_lives_2008_offending_behaviour_JYS9ScS.pdf
Ensure progress in aspects of SEMH development	Young people who receive waves of intervention for SEMH needs to make progress relevant to their needs

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: £40,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruit Student Guidance Manager 2024-25 Recruitment of an EWO</i>	Due to the increased need for higher levels of support, and in response to cohorts presenting higher levels of neurodiversity and complex needs, the SGM role will support centres in nurturing and developing disadvantaged students through wrap around care. This will include being used to support the school with any attendance issues that arise with Pupil Premium pupils. This will ensure children have high levels of attendance, and every opportunity to achieve academically.	1, 3 (£39,626)
<i>Teaching and support staff CPD</i>	Ensuring that all teaching and support staff understand the importance of supporting our most	2 (£0)

	disadvantaged children, and their role in monitoring and providing that support.	3 CPD sessions planned within the academic year.
<i>Pupil Premium Lead CPD</i>	As this is the Pupil Premium Lead's first year in post it is important that they quickly assimilate knowledge on: What the evidence says about how disadvantaged learners make progress. How we can respond to the disadvantage gap considering the pandemic. How the Pupil Premium Strategy can drive your school's improvement and how this can be implemented.	3 (£200)
<i>Phonics CPD</i>	This will support students' ability to access and understand the English language through the decoding and recoding of text. Increasing students' ability to narrow the deprivation progress gap.	2 (£400)

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

Budgeted cost: £38,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fortis therapy sessions</i>	This will provide an emotional and therapeutic service to provide children with a channel to manage their emotions. Provision for children will remove barriers to learning and give children 1:1 support, which will enable them to access the curriculum and build social skills, reducing any disruption to learning. This will ultimately support students to refocus on their learning and develop self-regulation activities. 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 (£13,680)
<i>Curriculum Operations. Facilitation of foundation and pathway 1 curriculum</i>	This curriculum provides flexible provision, educating students in a number of creative ways including community and enrichment engagement. The foundation pathway curriculum will be performed off-site with learning opportunities provided via mobile classrooms. The curriculum and strategies to	1, 3 (£27,931)

	<p>support learning will help disadvantaged students nurture their pastoral progress which in turn will support their longer term academic and wider development.</p> <p>Removing barriers and encouraging creative approach to engaging families to raise attendance</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1690070227</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Plus scheme</i>	<p>Evidence shows that improving reading by focusing on the understanding of text can provide over 5 months' progress. We will ensure that there are Reading Comprehension opportunities during curriculum time, through reading +. The Day will be utilised at Key Stage 3 and 4 to support wider engagement with reading and discussion based literacy.</p> <p>As reading is a fundamental skill which is essential in all other subjects. This will indirectly benefit the most disadvantaged in the school by providing them with a quality reading resource.</p> <p>Improving literacy levels is the key to narrowing the gap and raising life chances</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2 (£2,692)
<i>The Day</i>		2 (£618)
<i>Music enrichment (Key Stage 2)</i>	<p>Disadvantaged children are often not in a position to access and engage with musical instruments due to a lack of funds. Students will have the opportunity to access this provision at Key Stage 2. This will develop the skills of the pupils and widen their opportunities.</p>	1 (£3,800)

Total budgeted cost: £88,947 (plus additional budgets, inclusive of the staffing budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-24 Review				
At Phoenix Park and Sevenhills Academy we use a plethora of evidence to measure impact. This comprises of; Attendance, SEMH progress (via SPOT tool) and academic progress (including reading) as our 3 key performance indicators.				
1. Improve attendance rate and engagement with curriculum pathway				
<p>Every student's attendance is tracked weekly and appropriate support is targeted to families where attendance and/or pattern of attendance is a concern. Typically, figures show that attendance rates have slightly decreased and levels of persistent absenteeism have increased. Therefore, this area will remain a priority for our students.</p> <p>The deployment of the classroom minibus has shown signs of success in targeting students who find attending school regularly difficult and are presenting barriers to attending formal education. The implementation of various pick up points around Grimsby has had a positive impact on reducing the number of late marks and U codes that negatively impact attendance. This strategy will be maintained into the next academic year strategy.</p> <p>The recruitment of EWO has had a positive effect on an already robust attendance process across sites. This added capacity has proven invaluable for home school communication, short term collection of persistent non attenders and rigorous attendance meetings with actions and accountability for all involved.</p> <p>Along with the recruitment of the EWO, each site has recruited an Inclusion Support Worker (ISW) who bolster the attendance process on site by chasing up absentees, supporting collections of students on a short term basis and providing interventions around the reasons behind a student's low attendance.</p>				
	PP Persistent absence		PP attendance	
Year	2022-23	2023-24	2022-23	2023-24
PPA	89%	90%	54%	47%
SEV	88%	94%	57%	57%
Combined	89%	92%	56%	52%
2. Improve progress within reading				

Reading+ enables effective baselining of reading ability and ensures students access texts appropriate to their age and capability. The profile of reading has been heightened through daily practice and staff's knowledge and understanding across sites has improved through effective CPD. QA data shows that staff set high expectations with regards to number of reads a week and expected attainment. Engagement in reading across all three sites has improved hugely.

Read Write Inc Phonics has been implemented into the Key Stage 2 curriculum and used as an intervention method for students with significantly below age related expectations for reading. Staff's understanding of and ability to facilitate this programme has been improved through the dissemination of CPD.

The teaching and embedding of reading is an ongoing focus that will be maintained and monitored within the next academic year.

Reading+	2023-24
Combined	43% (68% Pathway 1 & 2)

3. Ensure progress in aspects of SEMH development

SEMH progress in the time students are with us remains a fundamental principle that is at the heart of all our nurture curriculums. The introduction and implementation of interventions such as WRAP, Anxiety and Anger Gremlin and Thrive within the 2023/24 academic year has added to an already comprehensive list of SEMH support that we offer our students.

Generally, around 65% of the pupil premium cohort made either effective or proportionate progress for their curriculum pathway, but progress within SEMH has generally declined during the 2023/24 academic year.

Our academies will continue to make use of current research and innovation, refining academy practices to best support the students, to further improve on this area of development. SEMH progress remains a whole academy priority.

Year	SEMH		Academic	
	2022-23	2023-24	2022-23	2023-24
PPA	40%	33%	58%	61%
SEV	28%	17%	47%	72%
Combined	34%	25%	53%	67%

