



Pupil premium strategy statement 2020 - 21

[School overview](#)

[Strategy aims for disadvantaged pupils](#)

Metric	Data
School name	Phoenix Collegiate
Pupils in school	1930
Proportion of disadvantaged pupils	43.4%
Pupil premium allocation this academic year	£649,190
Academic year or years covered by statement	2020-23
Publish date	November 2020
Review date	November 2021
Statement authorised by	Mike Smith
Pupil premium lead	Sandeep Kumar
Governor lead	Dave Russell and Peter Payne

Aim	Target	Target date
Progress 8	Progress of disadvantaged students to be above national comparator.	Sept 22
Attainment 8	Achieve national average for attainment for disadvantaged pupils.	Sept 22
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22
Other	Attendance to better the national average	Sept 22
Ebacc entry	Increase in number of students in Ebacc entry	Sept 24



Pupil Premium Intended Spend Plan 2020 - 2021

The school has identified the following barriers facing many of our disadvantaged pupils and seeks to spend this funding accordingly, to address these limiting factors. The funding will be considered as a 3 tier approach supporting quality teaching first, targeted academic support and wider school support (as promoted in EEF pupil premium).

Internal Barriers to Making GOOD progress										
A	Quality of teaching and learning									
B	Literacy skills across the school									
C	Numeracy skills across the school									
D	Behaviour, engagement and aspirations									
E	Low attendance rates									
External Barriers to Making GOOD Progress										
F	Parental engagement									
Support	Cost	Identified Barrier						Cost explanation	Rationale + Evidence	Impact Measure
		A	B	C	D	E	F			
Teaching priorities										
Phoenix remains committed to a quality first teaching approach for all groups of students. This is supported with a comprehensive CPD package across the academic year and focus on T&L strategies. This includes challenge for all learners.										
RADY (Raising Attainment of Disadvantage d Youngsters)	Network meeting free of charge. Additional costs may incur for additional packages						Strategies supported by challenging education aimed at raising attainment for disadvantaged students.	- Data uplift for disadvantaged students in Y7+8 to match those of other students in year group. - Network meeting in sharing good practise in raising attainment.	Improvement in attainment evidenced by standardised assessments (GL assessment) to measure impact of the project at the end of each academic year. Student levels of mastery are proportional with non PP.	
Revision Programme	£10,528						GCSEpod Revision guides Revision resources (flashcards/blue folders)	Revision programme aimed at supporting GCSE learners with resources and revision strategies to become independent learners. Programme includes bespoke lever arch folders for all Y11 students containing personalised learning checklists for each subject that is	Year 11 progress 8 score to be positive. Minimum of 85% of students to tracked as grade 2 or above on their weekly monitoring scores.	

Support	Cost	Identified Barrier						Cost explanation	Rationale + Evidence	Impact Measure
		A	B	C	D	E	F			
									<p>monitored on a weekly basis by extended leadership and reported to parents/carers for increased parental engagement. The programme is supported with revision material purchased through pupil premium funding. In Year 10, the revision programme includes all students completing flashcards independently which is monitored during tutor time.</p> <p>The revision programme is supported with GCSEpod and Century Tech subscription for retrieval practise.</p> <p>All KS4 students are provided a revision guide from their curriculum areas.</p>	85% of KS4 students to register with GCSEpod with regular usage.
Literacy	£173,706						<p>Primary/Transition teacher HTLA x 2 in literacy centre HLTA transition</p> <p>Literacy Centre Resources (whole school) Renaissance Licence</p> <p>Reading material</p>	<p>Staffing to support our transition curriculum to support pupil premium students who have not achieved to the level expected to be considered "secondary ready". This consists of a primary trained teacher and a HTLA to provide additional support. This hybrid curriculum model reflects the practise of KS2 and KS3. Students will be exposed to a style of teaching aimed at accelerating progress in English.</p> <p>We will continue to invest in the literacy issues that a significant number of students have. These students have reading ages well below their chronological age when they join us in Y7. The work of our literacy centre, form tutor and the software "Renaissance" are all designed to address this issue. In doing so, we aim to improve reading, comprehension and oracy of our students to improve their access to curriculum</p>	<p>Targeted students will close the gap in their reading ages. Measured through reading age data. 100% of Y8, 9, 10 and 12 complete literacy testing to support teacher planning.</p> <p>100% of students to have up to date reading age data and shared with staff cohort.</p> <p>100% of classrooms display exam command words. 100% of exercise books display literacy codes.</p>	

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									<p>materials. Reading test data will be collated to support with lesson planning.</p> <p>Command words and literacy marking codes to be shown and used across the whole school (classrooms and exercise books). This will support pupil premium students in subject specific vocabulary.</p> <p>Reading material purchased for student use.</p> <p>Software to support reading strategies and identify areas for development.</p>	<p>Positive student voice and usage of reading books</p> <p>100% of students using Lexia show accelerated improvement in reading age data.</p>
Numeracy	£106,718						<p>Primary/Transition teacher (including curriculum resources).</p> <p>Numeracy resources (whole school)</p> <p>HLTA in numeracy centre</p>	<p>Numeracy continues to be a barrier to our pupils and a significant proportion of pupils arrive to KS3 below national averages. The numeracy programme again consists of a primary trained teacher in supporting those who have not reached a “secondary” level. This includes whole school CPD on numeracy and tutor time focus across the whole school.</p> <p>Resources include printing and assessment costs.</p>	<p>Numeracy assessments in Y7 shows students making accelerated progress compared to peers in GL assessments.</p> <p>Student levels of mastery in Maths are proportional with non PP.</p>	
Curriculum	£50,343						<p>Funding aimed at supporting curriculum areas in teaching and learning</p>	<p>Supporting students in subject specific barriers in curriculum areas to support with academic progress and engagement in lessons. Costings support staffing/resources for these areas.</p>	<p>Improved progress 8 score in core subjects and languages.</p>	

Support	Cost	Identified Barrier						Cost explanation	Rationale + Evidence	Impact Measure
		A	B	C	D	E	F			
								– including Food, MFL, Home languages, Geography and Core subjects.		
CPD	£10,000							Funding to support the Phoenix CPD programme	Quality teaching first is the main intervention for all students, and by striving to become better teachers, will in turn provide better outcomes for our students (including pupil premium).	Triangulated evidence received from quality assurance systems and student progress data indicate a positive impact.
Academic priorities										
Targeted strategies to support students in academic progress.										
Holiday revision session	£17,000							Staffing costs Resources/breakfast for exam students	Targeted pupil premium students are supported with intervention sessions in the school holidays.	85% of students targeted for holiday revision classes attend. Y11 progress 8 score is positive. Period 6 attendance averages 85% of the cohort. Positive student voice in Year 11 exit survey
HPA	£2500							Staffing Holiday revision classes Revision Resources/exam breakfast	HPA continues to be an area of focus for Phoenix. Funding supports mentoring, additional resources to support academic progress.	HPA progress is positive.
SEND/LPA learners	£10,000							£10,000	Funding aimed to support whole school priority in raising the achievement of PP/SEND learners. This funding is to support exam access and CPD of teachers to support our lowest 20% of learners.	Improved SEND progress 8 score. Quality assurance framework shows impact of CPD on teaching and learning.

Support	Cost	Identified Barrier						Cost explanation	Rationale + Evidence	Impact Measure
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Wider strategies										
Wider whole school strategies that support students in personal development and achievement.										
Alternative provision	£184,976							RAISE staffing SEMH IE	Disadvantaged students are at risk of such social, emotional and behaviour barriers and Phoenix aim to deliver this provision in house. The department caters for a wide range of needs and deliver bespoke curriculum pathways. EEF research shows +4 months for social and emotional interventions and behaviour interventions of +3 month of impact on learning	Improved attendance/attainment with use of internal data.
Attendance	£109,119							Staffing costs	The correlation between attendance and attainment is well documented within educational research. Phoenix continues the successful strategies from previous years. This is achieved through the employment of a skilled and dedicated attendance team. In 2012, the DfE published a report on “improving attendance at school” – on page 4 it states “there is a clear link between poor attendance at school and lower academic achievement”.	Attendance will be analysed on a regular basis and monitored compared to national and local comparators due to Covid-19.
Raising Aspirations/Student leadership	£3,250							DofE External speakers Student rewards/incentives	Supporting students with SMSC skills and raising aspirations through extracurricular opportunities. Phoenix aim to celebrate success of students.	Positive student voice (exit questionnaire) Minimum of 50 students involved in DofE