



## Pupil premium impact statement 2019 - 20

School overview

Strategy aims for disadvantaged pupils

| Metric                                      | Data                         |
|---------------------------------------------|------------------------------|
| School name                                 | <b>Phoenix Collegiate</b>    |
| Pupils in school                            | 1858                         |
| Proportion of disadvantaged pupils          | 41%                          |
| Pupil premium allocation this academic year | £626,245                     |
| Academic year or years covered by statement | 2019-20                      |
| Publish date                                | November 2019                |
| Review date                                 | October 2020                 |
| 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 21     |
| Attainment 8                    | Achieve national average for attainment for disadvantaged pupils.   | Sept 21     |
| % Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools     | Sept 21     |
| Other                           | Attendance to better the national average                           | Sept 21     |
| Ebacc entry                     | Increase in number of students in Ebacc entry                       | Sept 23     |

Disadvantaged pupil performance overview for last academic year (due to CAGs and no performance tables – figures have not been published this academic year)

|                                       | Phoenix 2019-2020      | National Disadvantaged 2018-19 (PP students) | Phoenix 2018 – 19 Disadvantaged (PP students) |
|---------------------------------------|------------------------|----------------------------------------------|-----------------------------------------------|
| Progress 8                            | X                      | -0.45                                        | -0.38                                         |
| Attainment 8                          | X                      | 36.54                                        | 37.85                                         |
| % Grade 5+ in English and maths       | X                      | 24%                                          | 24%                                           |
| Attendance to better national average | TBC in ASP report      | 5.1% absence                                 | 8.2% absence                                  |
| Ebacc entry                           | Increase by 8 students |                                              |                                               |



### Pupil Premium Intended Spend Plan 2019 - 2020

Total funding for 2019-20 is £626,245.

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 guidance).

| 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                                                                                                                                                                        | Explanation/Impact/Lessons learnt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                                                                                                                                                                                                      |         | A                  | B | C | D | E | F |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Teaching priorities</b>                                                                                                                                                                                                                                           |         |                    |   |   |   |   |   |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 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 and student engagement. |         |                    |   |   |   |   |   |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>RADY<br/>(Raising<br/>Attainment<br/>of<br/>Disadvantage<br/>d Youngsters)</b>                                                                                                                                                                                    | £800    |                    |   |   |   |   |   | Coaching package from challenging education aimed at raising attainment for disadvantaged students. Package includes consulting, training and monitoring occurring in Y7 + 8 initially. | <p><b>Intervention</b><br/>Sandwell subsidised initiative focused on raising attainment for disadvantaged youngsters. Coaching includes senior leaders involved in;</p> <ul style="list-style-type: none"> <li>- School to school network meetings.</li> <li>- Data uplift for disadvantaged students in Y7+8 to match those of other students in year group.</li> <li>- External evaluation of teaching through the curriculum to support next steps.</li> <li>- Improved attainment across the curriculum in Y7 + Y8 (Long term project).</li> </ul> <p><b>Impact</b><br/>GL assessment due to be completed in Oct 2020 to track progress. Due to national lockdown – Phoenix new internal curriculum review process will be supported next academic year.</p> <p><b>Next Steps</b><br/>This approach is no longer subsidised by Sandwell. Phoenix will still attend network meeting as way of sharing best practise to raise attainment of disadvantaged students.</p> |
| <b>Revision Programme</b>                                                                                                                                                                                                                                            | £18,528 |                    |   |   |   |   |   | Century Tech GCSEpod<br>Revision guides<br>Revision resources (flashcards/blue folders)                                                                                                 | <p><b>Intervention</b><br/>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 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. The revision programme is supported with GCSEpod and Century Tech subscription for retrieval practise. All KS4 students are provided a revision guide from their curriculum areas.</p> <p><b>Impact</b></p>                                                                                                             |

| Support  | Cost                                      | Identified Barrier |   |   |   |   |                                                                                                                                                                                                                                 | Cost explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Explanation/Impact/Lessons learnt |
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|          |                                           | A                  | B | C | D | E | F                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                   |
|          |                                           |                    |   |   |   |   |                                                                                                                                                                                                                                 | <p>Due to CAGs, performance tables have not been published.<br/>GCSEpod usage for last academic year showed 11,816 streams.<br/>KS4 revision programme showed 76% positive engagement with Y11 and 87% positive engagement with Y10.<br/>91% of Y11 students are registered with GCSEpod/Century Tech.</p> <p><b>Next Steps</b><br/>Continue with the successful programme and launch with the new Y10 cohort. Programme to become more tutor led to allow extended leadership to support with additional duties.<br/>Further promotion of Century Tech subscription.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |
| Literacy | £139,900 (subsidised by catch up funding) |                    |   |   |   |   | <p>Primary/Transition teacher<br/>HTLA x 2 in literacy centre<br/>HLTA transition (shortfall from catch up funding)</p> <p>Literacy Centre Resources (whole school)<br/>Renaissance Licence</p> <p>Book buzz (Year 7 books)</p> | <p><b>Intervention</b><br/>Until lockdown, literacy support for vulnerable pupils consisted:</p> <ul style="list-style-type: none"> <li>• Four Year7 classes received a modified timetable and curriculum focussing on additional literacy and numeracy from primary trained specialist teachers.</li> <li>• Additional reading support for the least able readers in the year 7 and 8 cohort from HLTAs in a dedicated 'Literacy Resource Centre'.</li> <li>• Reading time 3 times/week for all year 7 and 8 students, resourced by the literacy team.</li> <li>• Whole school CPD on high-leverage approaches to allow all students to access written materials and effective pedagogy to foster disciplinary literacy for all of our students.</li> <li>• A specialist led session for students working in the SEN department once/week.</li> <li>• A weekly current affairs literacy resource each week for students in years 9 and 10 to foster the skills of rapid assimilation of information from written source materials, forming an argument and defending it against challenge.</li> </ul> <p>During lockdown</p> <ul style="list-style-type: none"> <li>• Remote task setting using 'classcharts' for students in the enhanced transition groups.</li> <li>• Weekly resources for all y9 and 10 students was made available on the website.</li> <li>• Contact was made with vulnerable students, supporting them with printed resources collected from school or delivered to their home and through email.</li> </ul> <p>Since September</p> |                                   |

| Support         | Cost    | Identified Barrier |   |   |   |   |                                                                                                                                                                                                                                                                                       | Cost explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Explanation/Impact/Lessons learnt |
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|                 |         |                    |   |   |   |   |                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>4 classes on a modified timetable and curriculum received additional literacy and numeracy from primary trained specialist teachers.</li> <li>Increased frequency of contact for high-needs SEN students.</li> </ul> <p><b>Impact</b><br/> Lockdown prevented mid-term and full-term evaluations of student progress in most cases. Diagnostic testing took place in February in the 4 supported classes which identified “In each of the classes, approximately half the students are making very strong progress, roughly a quarter are progressing at a slower speed and roughly a quarter are not progressing using this measure – but are making additional progress in self-confidence and access to the curriculum” (using reading ages as measure).<br/> The last full results available are from 2019/20 (reproduced below)<br/> In Year 7: 114/132 made twice, or more than twice, the expected progress (so making 12+ progress in 6 months)<br/> 5 made the expected rate of progress (6 months r.a in 6 months c.a.)<br/> 2 made no progress or less than 6 months progress in 6 months of intervention.<br/> (Lexia decoding assessment)</p> <p>In Year 8:<br/> 21 made twice or more than twice the expected progress<br/> 1 made the expected rate of progress only<br/> 2 students left the school part way through the intervention 3 students did not make 6 months progress or less (the lowest being 3 months progress)</p> <p><b>Next Steps</b><br/> Improved engagement with remote learning (in line with new remote learning policy)<br/> Re-establish literacy expectations with students.<br/> Library access to be re-thought about to ensure in line with covid secure measures.<br/> Mitigating any staff/student absence due to covid related isolation periods.</p> |                                   |
| <b>Numeracy</b> | £78,749 |                    |   |   |   |   | <p>Primary/Transition teacher (including curriculum resources).</p> <p><b>Numeracy intervention</b><br/> <u>Year 8</u><br/> 31 students in total were timetabled for Numeracy. Of these, at least 15 students (48%) were Pupil Premium. Students had three lessons per fortnight.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                   |

| Support | Cost | Identified Barrier |   |   |   |   |   | Cost explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Explanation/Impact/Lessons learnt |
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|         |      | A                  | B | C | D | E | F |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                   |
|         |      |                    |   |   |   |   |   | <p>Numeracy resources (whole school)<br/>HLTA in numeracy centre</p> <p>1 Pupil Premium student also had additional one-to-one Numeracy Intervention twice per fortnight.<br/>Students' learning was differentiated to meet their individual needs. With help and support from M. Barnett, students developed their knowledge and understanding of Numeracy through completing activities set on MathsWatch, complete nuggets from the Online Numeracy Programme on Century Tech and complete tasks from the GCP Key Stage Three Mathematics Foundation Level Workbook.<br/>As of 23/03/2020, students were set Numeracy worksheets to complete through Class Charts, due to national lockdown as a result of the Covid-19 pandemic closing the school for the remaining academic year.</p> <p><u>Year 9</u><br/>80 students in total were timetabled for Numeracy. Of these, at least 37 students (46%) were Pupil Premium. Students had three lessons per fortnight.<br/>Students' learning was differentiated to meet their individual needs. With help and support from M. Barnett, students developed their knowledge and understanding of Numeracy through completing activities set on MathsWatch, complete nuggets from the Online Numeracy Programme on Century Tech and complete tasks from the GCP Key Stage Three Mathematics Foundation Level Workbook.<br/>As of 23/03/2020, students were set Numeracy worksheets to complete through Class Charts, due to national lockdown as a result of the Covid-19 pandemic closing the school for the remaining academic year.<br/>1 student, referred to by SEN, had one-to-one Numeracy Intervention twice per fortnight.</p> <p><u>Whole School</u><br/>Top Tips/CPD sessions attended by staff to support the development of Numeracy within tutor time/subject areas.<br/>Weekly Numeracy Slides e-mailed to staff – focus on Key Stage 3 students to complete during tutor time.<br/>Students could access the Numeracy Centre (A205) during lunchtimes and after school to complete work and M. Barnett would provide help and support with Numeracy/Maths tasks.</p> <p><b>Impact</b></p> |                                   |

| Support           | Cost    | Identified Barrier |   |   |   |   |   | Cost explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Explanation/Impact/Lessons learnt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                   |         |                    |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Baseline assessment through GL assessments completed at the start of the academic year, and assessments have been disrupted by school closure. Further assessment and analysis to be completed in Term 1 of 2020 to measure progress and identify any other students at risk of underachievement.</p> <p>Students benefited from the differentiated approach to learning, as students were able to focus on their areas for improvement. The help and support provided by M. Barnett increased students' confidence and self-esteem in their knowledge and understanding of Numeracy, as students were taught 'simple to understand' techniques for learning and understanding areas of Numeracy.</p> <p><b>Next steps</b></p> <p>Robust baseline assessment of Y7 and Y8 cohort to identify any knowledge gaps.</p> <p>All Key Stage 3, 4 and Sixth Form tutors are e-mailed weekly, with an attached Numeracy Slides PowerPoint, with activities that they can do with their students during tutor time.</p> <p>Further Top Tips/CPD sessions to be offered/provided to staff throughout this academic year.</p> <p>To create additional Numeracy resources for teaching staff to use based on the Numeracy Assessment paper.</p> <p>To provide/offer cross-curricular support for staff in relation to Numeracy in their subject areas.</p> <p>The SEN Student Passports outlines students' Numeracy strengths and weaknesses based on the Numeracy Assessment Data.</p> |
| <b>Curriculum</b> | £44,200 |                    |   |   |   |   |   | <p>Funding aimed at supporting curriculum areas in teaching and learning – including Food, MFL, Home languages and Core subjects.</p> <p><b>Food intervention</b></p> <p>Disadvantaged students are better equipped to engage with this subject due to school supporting with resources as and when needed.</p> <p><b>Maths intervention</b></p> <ul style="list-style-type: none"> <li>- Additional resources to support knowledge retrieval including use of QLA software called Pinpoint learning.</li> <li>- MathsWatch VLE supports independent work for students and linked towards Maths feedback.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Support | Cost | Identified Barrier |   |   |   |   |   | Cost explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Explanation/Impact/Lessons learnt |
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|         |      | A                  | B | C | D | E | F |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                   |
|         |      |                    |   |   |   |   |   | <ul style="list-style-type: none"> <li>- Exampro subscription to support assessment and allows students to be more familiar in subject specific vocabulary.</li> <li>- New Casio ClassWiz fx-83GTX calculators provided for all class rooms to ensure that disadvantaged students were not inadequately equipped in lessons and could access all topics.</li> <li>- Bespoke Scheme of Work written for Year 11 in a transition year with years 7 to 10 moving to the White Rose Secondary (WRS) programme of study.</li> <li>- Staff offering lunchtime session drop-ins for those students that wished to have their lunch in the class and do some Maths.</li> </ul> <p><b>Impact</b><br/>Internal assessment systems showed that the gap between PP and NPP students narrowed to -0.11VA. This is part of on-going curriculum development by the Maths department.</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Bespoke catch-up year 11 scheme, the 'Year 11 Express', written to fill gaps from lockdown as the usual year 11 scheme would not be fit for purpose (all part of catch-up plan for department).</li> <li>• Catch-up plans for all years included in overall department catch-up plan.</li> <li>• Low Stakes Quizzes written for all units of work, for all of years 7 to 11.</li> <li>• Use of PinPoint Learning to provide bespoke learning resources post PPE1.</li> <li>• Use of Dr Frost Maths to provide another layer of on-line support for interventions that can be done remotely (or on paper where necessary).</li> <li>• Subject development planning sessions to be used to improve challenge and also quality of resources.</li> <li>• Greater use of 'concrete and pictorial' approaches to support learning and an emphasis on Maths specific vocabulary (tier 2 and 3 words in particular).</li> <li>• New resource programme developed by GJT for Year 11 intervention forms.</li> <li>• Revision cards to be purchased to support students once tiers for entry decided post PPE1.</li> </ul> <p><b>English intervention</b></p> |                                   |

| Support                                                       | Cost    | Identified Barrier |   |   |   |   |   | Cost explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Explanation/Impact/Lessons learnt                                                                                                                                                                                                                             |
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|                                                               |         | A                  | B | C | D | E | F |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |
|                                                               |         |                    |   |   |   |   |   | <ul style="list-style-type: none"> <li>• Purchase of reading material for KS3 to be used weekly in lessons in order to drive literacy standards- KS3 students</li> <li>• Purchase of vocabulary materials to drive up literacy standards- KS3 students</li> <li>• Purchase of revision books for Year 11</li> <li>• Additional teaching materials to support the quality first teaching strategy</li> <li>• CPD library created for the department to support the quality first teach strategy</li> <li>• Theatre trips etc cancelled due to Covid-19</li> </ul> <p><b>Impact</b><br/>Internal assessments showed that there were improved outcomes for pupil premium students and QA processes within school validate the internal assessments. The impact of the resources cannot be fully measured yet due to lockdown, however they are part of a wider strategy of supporting students' literacy skills and creating a reading culture.</p> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Rewards focus to drive motivation</li> <li>• Continue the focus on driving quality teaching and learning</li> <li>• Continued focus on literacy and promoting a reading rich curriculum- the impact of this should be seen this academic year</li> <li>• Developing effective remote/home learning to help bridge any gaps- especially with literacy</li> <li>• As trips are unlikely this year, consider how we can provide cultural capital for students in school including development of the curriculum</li> </ul> |                                                                                                                                                                                                                                                               |
| <b>Academic priorities</b>                                    |         |                    |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |
| Targeted strategies to support students in academic progress. |         |                    |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                               |
| <b>Holiday revision session</b>                               | £20,000 |                    |   |   |   |   |   | Staffing costs<br>Resources/breakfast for exam students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Intervention</b><br/>Over 25 classes delivered to targeted students during the school holidays – there were more planned before the disruption of school closure. Breakfast provided for students during examinations periods.</p> <p><b>Impact</b></p> |

| Support                                           | Cost   | Identified Barrier |   |   |   |   |   | Cost explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Explanation/Impact/Lessons learnt                                                                                                                                                                                                                                                                             |
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|                                                   |        |                    |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Over 85% of students attended the revision classes. This includes Friday after school masterclasses in which the average attendance was 72%.</p> <p><b>Next steps</b><br/>Develop a remote live teaching intervention for October half term.<br/>Embed a P6 timetable for 2020-21 to support catch up.</p> |
| HPA                                               | £5000  |                    |   |   |   |   |   | <p>Staffing<br/>Holiday revision classes<br/>Revision<br/>Resources/exam breakfast</p> <p><b>Intervention</b><br/>Additional support was given to HPA/PP students including the following:</p> <ul style="list-style-type: none"> <li>- University based trips to offer experience and inspire.</li> <li>- After school masterclasses on Friday afternoon targeting this group of students.</li> <li>- Additional past paper resources to support with exam skills</li> <li>- Mentoring with targeted students</li> <li>- Whole school monitoring and CPD on challenge for all learners.</li> </ul> <p><b>Impact</b><br/>Due to CAGs – no headline figures have been published.<br/>Positive informal student voice in regards to University trip.<br/>HPA masterclass attendance averaged above 80% on weekly basis.</p> <p><b>Next Steps</b><br/>Investigate the possibility of university trip and masterclasses.<br/>Develop remote learning strategy to support HPA/PP students.<br/>Continue with T&amp;L minimum strategy of challenge for all learners</p> |                                                                                                                                                                                                                                                                                                               |
| Academic mentoring – Coachbright/ Action tutoring | £4,560 |                    |   |   |   |   |   | <p>Staffing<br/>3x Attendance team staff</p> <p><b>Coachbright intervention</b><br/>20 pupil premium students participated in the coachbright programme which included a launch trip to Birmingham University on 5<sup>th</sup> February 2020 followed by 7 face to face coaching sessions in a core subject, followed by a graduation which was postponed due to lockdown.</p> <p><b>Impact</b><br/>The programme supported certain Gatsby benchmarks including: Addressing the needs of each pupil, linking curriculum learning to careers, encounters with employers and employees and encounters with further and higher education<br/>In addition, students showed a positive increase in meta-cognition, self-efficacy and motivation (8.6%, 8.1% and 6.2% increase respectively).</p>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                               |

| Support                                                                                      | Cost     | Identified Barrier |   |   |   |   |   | Cost explanation                      | Explanation/Impact/Lessons learnt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                                                                              |          |                    |   |   |   |   |   |                                       | <p><b>Next steps</b><br/>Consider and participate in the national tutoring programme to support with catch up.</p> <p><b>Action tutoring intervention</b><br/>22 pupil premium students participated in a total of 72 tutoring sessions focusing on English and Maths. This was completed after school as extension of school time.</p> <p><b>Impact</b><br/>Positive student and staff voice. Due to lockdown, assessments completed were very rushed and not completed comprehensively due to student self-isolating.</p> <p><b>Next steps</b><br/>Consider and participate in the national tutoring programme to support with catch up.</p>                                                                                                                                                                                                                                                                                               |
| <b>Wider strategies</b>                                                                      |          |                    |   |   |   |   |   |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Wider whole school strategies that support students in personal development and achievement. |          |                    |   |   |   |   |   |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Alternative provision</b>                                                                 | £183,769 |                    |   |   |   |   |   | <p>RAISE staffing<br/>SEMH<br/>IE</p> | <p><b>Intervention</b><br/>There are currently 15 students attending the RAISE unit that coordinates several interventions for students at risk of disengaging with education. These interventions include:</p> <ul style="list-style-type: none"> <li>- Weekly sessions with SEMH</li> <li>- Mentoring sessions</li> <li>- Classes on life skills and anger management</li> <li>- WEX placements via work n learn.</li> <li>- Parental engagements to discuss progress and identify barriers to learning – this may conclude with referrals with relevant agencies.</li> </ul> <p><b>Impact</b><br/>Student attendance has improved since attending RAISE<br/>Improved parental engagement with more regular contact<br/>Unable to comment on outcomes due to CAGs process.</p> <p><b>Next Steps</b><br/>Monitor and encourage attendance post lockdown<br/>Further work with Connexions to make further links with training providers.</p> |
| <b>Attendance</b>                                                                            | £107,300 |                    |   |   |   |   |   | Staffing costs                        | <p><b>Intervention</b><br/>Attendance team focused on encouraging student attendance to maximise student attainment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Support                                | Cost    | Identified Barrier |   |   |   |   |   | Cost explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Explanation/Impact/Lessons learnt                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------|---------|--------------------|---|---|---|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |         | A                  | B | C | D | E | F |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                        |         |                    |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Impact</b><br/>School attendance has been measured from Sept 2019 – February 2020 to mitigate any issues caused by self-isolation during this period.<br/>Whole school attendance during this period was 96%, with persistent absence at 7.9%</p> <p><b>Next steps</b><br/>Re-establish attendance expectations post lockdown.<br/>Track self-isolating students including return dates as part of track and trace systems in school</p> |
| Raising Aspirations/Student leadership | £8,200  |                    |   |   |   |   |   | <p>DofE<br/>External speakers<br/>Student rewards/incentives</p> <p><b>DofE intervention</b><br/>Supporting young people at Phoenix with community based skills which included:<br/> <ul style="list-style-type: none"> <li>- Weekly sessions on various skills.</li> <li>- Basic first aid training for all participants</li> </ul> <b>Impact</b><br/>DofE at Phoenix has expanded from 2018/19 (in which there was 26 participants) to 2019/20 to 47 participants.</p> <p><b>Next steps</b><br/>This academic year, there has been a blended approach to DofE to ensure the continuation of awards. This has included remote elements with regular catch ups and monitoring of evidence. There has been a cancelled expedition, with hopes that this will resume in the future.</p> <p><b>Student rewards intervention</b><br/>Achievement assemblies based on the KS4 revision programme. These involved rewards for students aimed at celebrating success. There were 4 reward assemblies completed before lockdown.</p> <p><b>Impact</b><br/>Please see above in regards to engagement with revision programme</p> <p><b>Next steps</b><br/>Continue celebrating success with this strategy as part of a wider rewards programme.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Strategy cost</b>                   | 611,006 |                    |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Support                              | Cost            | Identified Barrier |   |   |   |   |   | Cost explanation | Explanation/Impact/Lessons learnt |
|--------------------------------------|-----------------|--------------------|---|---|---|---|---|------------------|-----------------------------------|
|                                      |                 | A                  | B | C | D | E | F |                  |                                   |
| General<br>(curriculum<br>resources) | £15,239         |                    |   |   |   |   |   |                  |                                   |
| <b>TOTAL</b>                         | <b>£626,245</b> |                    |   |   |   |   |   |                  |                                   |