

Outcomes and Impact of Pupil Premium spending 2014 – 2015

The impact of Pupil Premium spending is regularly monitored by the leadership team, subject co-ordinators (Maths and English) and class teachers.

The Phoenix community is consulted through Questionnaires for parents and families, link Governor and the pupils themselves via the school council.

Impact has been monitored through the following:

- Individual Pupil Provision / progression mapping with the Head and Deputy
- Monitoring of I.E.P progress with Assistant Heads
- Individual Pupil spending Audits by class teachers
- Analysis of Pupil spending Questionnaire by Deputy Headteacher
- Consultation with school council Reps

Intervention / Initiative 2014-2015

Release time for English and Maths Co-ordinators with dedicated TA support to work on a 1:1 basis to ensure target English and Maths skills are developed (both I.E.P and lesson objectives).

Impact

The English and Maths co-ordinators have developed detailed termly reports to demonstrate the impact of this work (see separate word documents).

These reports demonstrate that all pupil premium pupils have benefitted by this intervention and this enables their progress to be accelerated and is as good as other pupils in the school. The school community value this intervention with all families agreeing that this was a good use of funding.

The school has paid close attention to the toolkit recommended on gov.uk website in relation to Pupil Premium funding and accountability for schools.

The work of the designated T.A is carefully managed and monitored by the English and Maths co-ordinators to ensure Good value for money.

All parents whose son or daughter was eligible to Pupil Premium reported that the intervention had a positive impact on their child's progress through the termly target setting process and Questionnaire.

Introduction of 'Achievement for All' programme for identified pupils to ensure family priorities are identified and developed in partnership with class teachers

Impact

The teaching staff and some key Teaching Assistants responsible for supporting families have received AFA training. The Phoenix family consultation sheet that we use at termly target setting meetings has been redesigned to ensure family priorities take priority and are at the heart of what we do. This process has clearly demonstrated to us that families are concerned about the achievement of their child in English and Maths but also consider wider outcomes to be equally important. Families are very concerned that their child fulfil their potential and verbalise that the biggest influence on levels of achievement and attainment is their child's underlying disability. The focus of the First Year of the project has been to identify priorities of families, reinforce the benefits of Home visiting for teaching staff and to develop parental engagement towards Green.

Family support for Eastern European, Panjabi and English speaking families. This includes direct support for children of differing mother tongues enabling them to consolidate progress across the curriculum.

Impact

At Phoenix we endeavour to promote an equal opportunities for all approach and this is captured in our 'making a difference to everyone' ethos.

We recognise that English speaking families of pupil premium pupils will have specific and individualised needs together with the particular needs of other groups reflected within our school community.

When considering the impact pupil premium spending has had on the progress of individual children class teachers could clearly identify when wider family support had been supported.

For example families had been supported to understand the EHC process by English, Panjabi and Polish speaking family support workers.

Engagement with school is high with the families of most pupil premium pupils with specific support given to birth families of LAC children (when appropriate).

Financial support for Residential opportunities for pupil premium pupils. This promotes equal opportunities for all and positive attitudes towards learning and school for individual pupils (includes D of E programme)

Impact

In the Year 2014 – 2015 we have been able to support pupil premium pupils (includes LAC and Forces children) in all our Residential opportunities. Over the year this includes the following:

October: 1 week's Residential to Nancy Oldfield Trust (Specialist Centre for boating and wildlife breaks for disabled people for 1 week.

November: Residential to Grafham Water Centre Cambridgeshire for multi-sport Activities (3 days)

March: Two four day Residentials for Pupil's with complex needs to Nancy Oldfield Trust.

May: 1 week Residential to Kelling Heath Norfolk.

June: Silver and Bronze D of E programme to Norfolk KS3 and above (1week)

July: 1 week Residential to Kelling Heath Norfolk led by Head and Deputy for Pupils with significantly challenging behaviour.

It is difficult to collect quantitative data about the impact of these residentials on the progress of pupil premium pupils make but we are secure in the knowledge that all pupil premium pupils have equal opportunity to these experiences and funding is not a barrier to participation.

Families highly value these opportunities and they are well supported.

The high number of opportunities we offer has developed to reflect need for the majority of our pupil premium pupils this is the only residential / holiday they will have as the cost of holidays for specialist facilities for disabled people can be prohibitive

(www.holidayinfor.org.uk).

Further training for teachers with specialist language Therapist to raise attainment in English and communication skills

Impact

When families completed the 'Families Pupil premium spending Questionnaire' parents universally supported this initiative but a few commented: 'Speech and language therapists should visit more regularly but further training for staff would be very beneficial.'

Teachers have had the opportunity to undertake the following Ekklan Accredited course 'supporting communication of children with complex needs'.

Currently nine teachers have undertaken this supported by a colleague who manages speech and language therapists in a neighbouring county. This enables these teachers to be very well supported in the complex area of language development regardless of current attainment.

The provision of additional equipment i.e. seating to ensure pupils are comfortable and awake to access all lessons.

Impact

We are aware that some of the specialist seating provided by O.T's for pupils with complex needs can require immense physical effort for specific pupils to maintain a good seating position. This results in pupils tiring easily and losing concentration in the Literacy and Numeracy opportunity being delivered.

For many pupils at Phoenix, including pupil premium pupils, they need access to a range of specialist orthotic services to maintain interest and engagement with the curriculum. In the last year we have been able to purchase P pod seating to enable our pupil premium pupils with the most complex needs to:

1. Remain awake for the whole school day due to increased comfort.
2. Impact the health to enable better attendance at school.
3. Improve overall well-being for specific pupil premium pupils.

The impact of this intervention has enabled a case study pupil in KS2 with complex needs to make better than expected progress.

Sensory Integration assessments with specialist O.T support to ensure sensory needs do not become a barrier to learning in the classroom

Impact

Currently the Health service is not commissioned to provide this service to our pupils. High, unmet sensory needs of some of our pupils can prevent access and progress to both the English and Maths curriculum.

Although not all Pupil Premium pupils have high sensory needs a sensory integration assessment was a significant priority for 2 LAC pupils and Ever 6 pupils.

Monitoring of progress has given the school clear evidence that individual pupils are benefitting from this approach. For example pupil A is a LAC pupil with very high sensory needs. Initially pupil A was unable to be integrated into class and had most of their needs met outside the classroom with 1:1 T.A. Pupil A is now able to spend the majority of the time learning alongside their peers in classroom context. This particular pupil made accelerated progress in the last year and this was summarised and commented upon by the Independent Reviewing Officer at the last LAC review.