

Outcomes and Impact of Pupil premium Spending 2016-2017

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

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

Impact has been monitored through the following:

- Individual Pupil provision/ progression mapping with the head teacher and the Deputy
- Monitoring of IEP progress with assistant head teachers
- Individual pupil spending audits by class teachers
- Analysis of pupil spending questionnaire by Deputy head teacher
- Consultation with school council reps.

Intervention/ initiative 2016-2017

Release time for English and Maths coordinators with dedicated TA support to work on a 1:1 basis to ensure target English and Maths skills are developed.

Impact

English and Maths coordinators have developed detailed reports to demonstrate the impact of the release time allocated. All pupil premium pupils have benefitted by this intervention and we can see that their progress is in line with that of other students within the school.

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

Impact

Pupil premium spending on family support for children of differing mother tongues has had a good impact; enabling families to be supported for appointments in and out of school, and to have a clear understanding of the Statement of Educational needs to EHC Plan transfer process.

Engagement with school remains high with the families of most pupil premium LAC pupils.

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

We have been able to support Pupil Premium pupils (including LAC and Forces children) in residential opportunities. Over the year this has included:

October:- 5 individual day trips to a variety of locations for pupils whose parents are less confident about overnight stays involved in residential visits.

1 week residential to Nancy Oldfield trust (centre for Boating and wildlife breaks)

November: 3 day residential trip to Grafham Water Centre, Cambs; for multi-sports activities.

March: Two 4 day residential trips for pupils with Complex needs to Nancy Oldfield Trust.

May: 1 week residential trip to Kelling Heath Norfolk.

June: Silver and Bronze Duke of Edinburgh programme to Norfolk

1 week long residential trips to Kelling Heath Norfolk

July: 1 week residential to Kelling Heath Norfolk, led by the head teacher for pupils with significantly challenging behaviour.

It is difficult to collect quantitative data about the impact of these residential on the progress of the Pupil premium students but we are secure in the knowledge that all pupil premium students 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 as for the majority of our pupil premium pupils this is the only residential/ holiday they have as the cost of holidays with specialist facilities for disabled people can be prohibitive.

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

Impact

The high, unmet sensory needs of some of our pupils can prevent access and progress to both the English and Maths curriculum.

Funding from Pupil premium has allowed sensory integration assessments to take place. Monitoring of progress has given the school clear evidence that individual pupils are benefiting from Sensory diets and guidelines written to meet their high sensory needs.

Behavioural intervention for pupils disengaged with learning in the classroom, supported by the SEAL programme and Forest Schools.

Impact

A small group of students, including Pupil premium students, have accessed outside learning on a weekly basis, making progress in controlling their own behaviour in community based settings. Specific groups of students have accessed Forest Schools sessions which have developed communication and problem solving skills.

Our PIVATs data demonstrates the following:

In English listening, 42% of all Pupil Premium pupils made good or outstanding progress.

In English speaking, 44% of all Pupil premium pupils made good or outstanding progress.

In English reading, 48% of all Pupil premium pupils made good or outstanding progress.

In English writing, 50% of all Pupil premium pupils made good or outstanding progress.

In Maths Using and Applying, 46% of all Pupil premium pupils made good or outstanding progress.

In Maths Number, 49% of all Pupil premium pupils made good or outstanding progress.

In Maths Shape, space and measure, 41% of all Pupil premium pupils made good or outstanding progress.