

Pupil Premium Provision.

The Pupil Premium 2014-2015 and 2015_2016 is allocated to local authorities and schools with pupils on roll in January 2014/ 2015 that are known to be eligible for free school meals (FSM) at any time in the last six years. Schools have the freedom to spend the Pupil Premium, which is additional to the underlying school budget, in a way they think will best support the raising of attainment for the most vulnerable pupils (other groups include LAC pupils and Forces pupils). In 2015_2016 Phoenix has £54,005 in Premium as only those children in Year R and KS1_ KS4 are eligible to date (The rate varies slightly between primary and secondary pupils). At phoenix we also have pupils who receive funding because they are Looked After Children (LAC). This money is spent to support their education after discussion through the LAC and PEP process and will involve the school, virtual head, individual social worker, birth and foster parents as appropriate.

When considering allocating funds and interventions to Pupil Premium the school takes into account research from the National Education Trust and the Educational Endowment Foundation to ensure spending has maximum impact for pupils and a balance of academic, pastoral and enrichment activities is chosen. Evidence based interventions are not widely researched in the field of Education for pupils with severe and complex needs so the school has developed a relationship with University College Northampton and Ann Fergusson to develop our work in this area.

It is important that to state that at Phoenix school all pupils are vulnerable learners in relation to their complex and severe learning difficulties and we strive for better outcomes for all learners throughout the school. Therefore the interventions outlined below are available to all pupils in the school but their funding will come from the underlying school budget if they are not eligible to pupil premium funding.. In this way the Pupil Premium has been used to proportionally part fund initiatives that include other vulnerable learners, therefore bringing economies of scale.

We have used the Pupil Premium payments to help narrow the gap in attainment and to create learners that can play a positive, active role in their community. Our learners have complex needs and narrowing the gap can involve a combination of specialised pedagogy and bespoke resources to support parents/ families/ carers so we can meet holistic needs and promote pupil wellbeing in a meaningful approach together with ensuring these pupils do as well as others across English, Maths and Science.

The school leadership look carefully at research as a basis for making pupil premium funding decisions and deciding issues around value for money. However the research within the Educational Endowment Foundation Framework cited in the pupil premium toolkit does not

relate to pupils with severe and complex needs. To help us further explore these issues a pupil premium spending audit will be commissioned in July 2015.

2014_ 2015 Allocation and Provision	2015_ 2016 Allocation and Provision
<p>£50,005 23 Primary(FSM) 21 Secondary (FSM) 5 Forces Children</p> <p><i>The funding received has been allocated in the ways identified below</i></p>	<p>£54,005 3 Year R 28 Primary 18 Secondary 4 Forces Children</p> <p><i>The funding received has been allocated in the ways identified below</i></p>
<p>4 days of family support to support Eastern European and Panjabi Speaking Families. This includes direct support of children in their home language enabling them to consolidate progress across the curriculum</p> <p>£14,000</p>	<p>Releasing the English and Maths Co coordinator's to deliver targeted interventions for all FSM pupils to promote higher attainment. To support this with additional dedicated TA support. The Ta identified is very experienced and receives specific training from both the Maths and English co coordinators who are both outstanding teachers</p> <p>£16,000</p>
<p>Releasing the English and Maths Co coordinator's to deliver targeted interventions for FSM pupils with higher attainment. To support this with additional dedicated TA support</p> <p>£14,000</p>	<p>4 days of family support to support Eastern European and Panjabi Speaking Families. This includes direct support of children in their home language enabling them to consolidate progress across the curriculum. A significant issue arising from the impact last year was the support all families will need in ensuring the child's voice is heard in the transition to the new EHC plan's</p> <p>£7,000 (please note the rest of costs met by underlying school budget)</p>
<p>Specialist OT support to enable teachers to have detailed sensory integration assessments to ensure they can meet the sensory needs of pupils to secure better progress in lessons</p> <p>£3,000</p>	<p>Specialist OT support to enable teachers to have detailed sensory integration assessments of identified pupil premium pupils to ensure they can meet the sensory needs of pupils to secure better progress in lessons. Visits to family homes ensures structured home/ school support can be achieved to benefit families too. This includes an element for staff training so these approaches can be embedded if a specialist OT was not available</p> <p>£5,000</p>
<p>Supporting a range of residential opportunities for pupils across the age</p>	<p>Supporting a range of residential opportunities for pupils across the age</p>

<p>groups. These have a very positive impact on the spiritual, moral, social and cultural development of pupils who attended and continue to promote good attitudes to learning and school</p> <p style="text-align: center;">£2,000</p>	<p>groups. These have a very positive impact on the spiritual, moral, social and cultural development of pupils who attended and continue to promote good attitudes to learning and school. Residential visits are invaluable in improving independence, resilience, self esteem and preparation for transition both within and outside school. We have been able to reduce this allocation as the holiday fund has grown to support all families(based on charitable donations)</p> <p style="text-align: center;">£1,000</p>
<p>The provision of additional equipment to ensure that pupils can access the curriculum effectively across the day</p> <p style="text-align: center;">£3,000</p>	<p>The provision of additional equipment to ensure that pupils can access the curriculum effectively across the day. This has been increased to include the needs of reception children who may enter school with no specialist equipment at all from their previous setting. Readiness to learn is an essential requirement to access Maths, English and Science learning in school.</p> <p style="text-align: center;">£4,000</p>
<p>Extended services and educational trips to ensure availability to all.</p> <p style="text-align: center;">£2,000</p>	<p>Extended services and educational trips to ensure availability to all. These interventions are invaluable in promoting confidence and engagement for pupils. Friendships are developed in a structured and supportive way and these were clearly identified as outcomes by the majority of our Forces families (see below)</p> <p style="text-align: center;">£1,000</p>
	<p>Support to ensure Forces children can access all extended play days and ASC with fees subsidised. 3 out of 4 families identified this as a priority when consulted and felt that this made a significant difference to their son's ability to communicate effectively and socialise with the wider school community. As fathers are often away these opportunities are highly valued. A separate initiative was negotiated for the fourth forces pupil</p> <p style="text-align: center;">£2,805</p>
<p>Release time, resources and CPD linked to the 'Achievement for All' programme for all teachers including training for structured conversations with families and leadership</p>	<p>Release time, resources and CPD linked to the 'Achievement for All' programme to enable teachers to continue to ensure family priorities including wider outcomes are at</p>

<p>about the progress FSM pupils are making £4,000</p>	<p>the heart of planning for pupil premium pupils. Consultation with families has firmly established their view that it is their child's disability which will have the greatest influence on pupil outcomes. However Families are very concerned that teachers offer a personalised and motivating curriculum to each child to best meet their needs. The ongoing engagement with the AFA programme for all teachers gives us a structured approach to enabling our pupils to have improved attitudes to learning and improved family engagement. Support and personalisation is an essential component of achieving the best outcomes for FSM pupils with complex difficulties. £2,000</p>
<p>Training for teachers in Elklan Complex Needs Accreditation and Augmentative Communication Systems to raise attainment in English across the Key Stages £2,000</p>	<p>Training for teachers in Elklan AAC to raise attainment in English from Reception upwards. High quality trained staff underpinned by teaching that is consistently good or better is essential for improving pupil's interactions, speech and language and for developing an enhanced curriculum £3,000</p>
<p>Funding of a Foundation Degree in Early years to maximise the progress and attainment of children at the start of their school career £1,000</p>	<p>Introduction of an additional music therapy group to include higher attaining pupil premium pupils who wouldn't normally be referred for music therapy as they are operating at a higher P level. The rationale is to provide a range of motivating teaching and learning opportunities to consolidate and practice basic skills i.e listening and sequencing £3,000</p>
<p>Behavioural Intervention for pupils disengaged in learning in the classroom supported by the SEAL programme. Introduction of the IRIS Connect Technology from September 2014 to monitor progress and learning outside the classroom £4,000</p>	<p>Behavioural intervention for pupil's disengaged from learning for long periods in a classroom setting (often related to their high sensory needs) A specific focus on developing our Forest schools programme alongside maintenance of the current SEAL Programme £4,000</p>
<p>Impact Every pupil's progress is tracked and the staff team know every child's needs in the following ways:</p>	<p>Pupil Premium Review The issues around closing the attainment gap for severe and profound needs are multi dimensional and complex. In the next</p>

Our PIVATS Data demonstrates that for FSM pupils progress was good or outstanding in English, Maths and Science. Impact is also measured by review of IEP targets, objectives set in Annual review, parent surveys and questionnaires, review of individual pupil provision maps, Attendance data and attitudes to learning and judgements about the quality of teaching
Please see Impact 2014_2015 for further analysis of spending and impact

financial year we will commission a review to further evaluate the impact of the pupil premium interventions for Phoenix pupils, all of whom are disadvantaged by their underlying learning disability. This will include the cascading of IRIS connect technology so all teachers can monitor progress in a reflective, pupil focused way.
£5,200