

Pupil Premium Provision.

The Pupil Premium for 2017_2018 was allocated to local authorities and schools with pupils on roll 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 Looked After pupils and Forces pupils).

At the start of 2017_2018 The Phoenix has estimated £55,290 in Pupil Premium as only those children in Year R and KS1-KS4 are eligible to date (the rate varies between secondary and primary 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 the discussion through the LAC 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 to develop our work in this area. In July 2016 we received an independent pupil premium review which concluded 'Practice in relation to Pupil Premium Pupils was exemplary and the school should consider going forward for the National Pupil Premium awards'.

It is important 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

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 Education 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 was commissioned in July 2016

Below is a summary of actual Pupil Premium provision in the financial year 2017_2018 compared to allocation at start of the year

2017_2018 Provision	2017_2018 Allocation
<p style="text-align: center;">£59,990</p> <p style="text-align: center;"><i>This funding was ACTUALLY received in financial year and allocated in the ways identified below</i></p>	<p style="text-align: center;">2 Year R 34 Primary 10 Secondary 6 Forces Children</p> <p style="text-align: center;"><i>This figure was allocated based on confirmed numbers</i></p>
<p>Supply Teachers- Payroll charge in order to release Teachers</p>	<p>Releasing English, Maths and ASD co-ordinators 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 the outstanding teachers</p> <p style="text-align: center;">£14,000</p>
<p>Education Support Staff- Bi-lingual assistants Payroll charge In order to provide family support in home language</p>	<p>26 hours per week 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>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 style="text-align: center;">£8,000 (please note the rest of costs met by underlying school budget)</p>
<p>Special Facilities- Occupational Therapy support</p> <p style="text-align: center;">OT input</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.</p> <p>This includes an element for staff training so these approaches can be embedded if a specialist OT was not available</p> <p style="text-align: center;">£5,000</p>
<p>School Trips- Residential Utilising Nancy Oldfield Trust (Nettishead in Norfolk), Timewell Properties (Kelling Heath) and Cambs County Council (Grafham Water)</p>	<p>Supporting a range of residential opportunities for pupils across the age 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</p>

	<p>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: right;">£1,500</p>
<p>Eye Gaze Support & Training PECs Materials</p>	<p>The provision of additional materials and resources 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: right;">£5,500</p>
<p>Costs of Other Staff- Playschemes and After School Clubs (ASC) Subsidised for pupil premium children Hired Transport After School Clubs Trips & Visits</p>	<p>Extended services and educational trips to ensure availability to all. These interventions are invaluable in promoting confidence and engagement for pupils. 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 child's ability to communicate effectively and socialise with the wider school community.</p> <p style="text-align: right;">£10,000</p>
<p>Release time, resources and CPD</p>	<p>Release time, resources and CPD to enable teachers to continue to ensure family priorities including wider outcomes are at 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. Teachers offer a personalised and motivating curriculum to each child to best meet their needs. Support and personalisation is an essential component of achieving the best outcomes for FSM pupils with complex difficulties.</p> <p style="text-align: right;">£2,000</p>

<p>General Curriculum Achievement Early Programme</p>	<p>Year 1 of 2 year 'Achievement Early' programme. The engagement with the Achievement for All Programme for all teachers gives us a structured approach to enabling our pupils to have improved attitudes. 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</p> <p style="text-align: right;">£4,000</p>
<p>Music Tuition/Therapy Provided by Cambs County council weekly sessions</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</p> <p style="text-align: right;">£3,000</p>
<p>Outdoor Education – Forest Schools SEAL programme</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 including SEAL cycling activities</p> <p style="text-align: right;">£6,990</p>
<p>Financial year 2017_2018 TOTAL</p>	<p>Pupil Premium Review</p> <p>The issues around closing the attainment gap for severe and profound needs are multi dimensional and complex. In the next financial year we will commission a review to further evaluate the impact of the pupil premium interventions for Phoenix pupils</p>