



## Pupil premium strategy 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 and in top 20% compared to similar schools. | Sept 21     |
| Attainment 8                    | Achieve national average for attainment for disadvantaged pupils and in top 20% compared to similar schools.   | 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

|                                 | Phoenix Disadvantaged (PP students) | National Disadvantaged (PP students) | Phoenix 2017 – 18 Disadvantaged (PP students) |
|---------------------------------|-------------------------------------|--------------------------------------|---|
| Progress 8                      | -0.38                               | -0.45                                | -0.6  |
| Attainment 8                    | 37.85                               | 36.54                                | 31.19   |
| % Grade 5+ in English and maths | 24%                                 | 24%                                  | 12%   |

## 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 pupil premium).

| 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  | Rationale + Evidence  | Impact Measure  |
|  |                                       | A                  | B | C | D | E | F |   |   |   |
| Teaching priorities  |                                       |                    |   |   |   |   |   |   |   |   |
| 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 (Raising Attainment of</b>   | £800                                  |                    |   |   |   |   |   | Coaching package from challenging education aimed at raising attainment for | Sandwell subsidised initiative focused on raising attainment for disadvantaged youngsters. Coaching includes senior leaders involved in; - School to school network meetings. | Improved attainment across the curriculum in Y7 + Y8 (Long term project). |

| Support                          | Cost                    | Identified Barrier |   |   |   |   |   | Cost explanation  | Rationale + Evidence  | Impact Measure  |
|----------------------------------|-------------------------|--------------------|---|---|---|---|---|---|---|---|
|                                  |                         | A                  | B | C | D | E | F |   |   |   |
| <b>Disadvantaged Youngsters)</b> |                         |                    |   |   |   |   |   | disadvantaged students. Package includes consulting, training and monitoring occurring in Y7 + 8 initially. | <ul style="list-style-type: none"> <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> </ul>   | <p>Improvement in attainment evidenced by standardised assessments (GL assessment) to measure impact of the project at the end of each academic year.</p> <p>Y7 and Y8 pupil premium attainment gap to be closed to others within school.</p> |
| <b>Revision Programme</b>        | £18,528                 |                    |   |   |   |   |   | <p>Century Tech<br/>GCSEpod<br/>Revision guides<br/>Revision resources (flashcards/blue folders)</p>        | <p>Revision programme aimed at supporting GCSE learners with resources and revision strategies to become independent learners.</p> <p>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.</p> <p>The revision programme is supported with GCSEpod and Century Tech subscription for retrieval practise.</p> <p>All KS4 students are provided a revision guide from their curriculum areas.</p> | <p>Year 11 progress 8 score to be positive.</p> <p>Minimum of 85% of students to tracked as grade 2 or above on their weekly monitoring scores.</p> <p>85% of KS4 students to register with GCSEpod/Century Tech with regular usage.</p>      |
| <b>Literacy</b>                  | £139,900 (subsidised by |                    |   |   |   |   |   | <p>Primary/Transition teacher<br/>HTLA x 2 in literacy centre</p>   | <p>Staffing to support our transition curriculum to support pupil premium students who have not achieved to the level expected to be considered "secondary ready". This consists of a primary</p>   | <p>Average progress 8 score in all subjects where extended writing forms part of the final assessment is positive for pupil premium learners.</p>   |

| Support | Cost              | Identified Barrier |   |   |   |   |   | Cost explanation  | Rationale + Evidence   | Impact Measure   |
|---------|-------------------|--------------------|---|---|---|---|---|---|--|--|
|         |                   | A                  | B | C | D | E | F |   |  |  |
|         | catch up funding) |                    |   |   |   |   |   | <p>HLTA transition (shortfall from catch up funding)</p> <p>Literacy Centre Resources (whole school)</p> <p>Renaissance Licence</p> <p>Book buzz (Year 7 books)</p> | <p>trained teacher and a HTLA to provide additional support. This hybrid curriculum model reflects the practise of KS2 and KS3. Students will be exposed to a style of teaching aimed at accelerating progress in English.</p> <p>We will continue to invest in the literacy issues that a significant number of students have. These students have reading ages well below their chronological age when they join us in Y7. The work of our literacy centre, form tutor and the software “Renaissance” are all designed to address this issue. In doing so, we aim to improve reading, comprehension and oracy of our students to improve their access to curriculum materials. Reading test data will be collated to support with lesson planning.</p> <p>Command words and literacy marking codes to be shown and used across the whole school (classrooms and exercise books). This will support pupil premium students in subject specific vocabulary.</p> <p>Year 7 students all have a reading book aimed at encouraging to read widely and often. These books can also be included in our directed reading time allocated within the curriculum.</p> <p>Software to support reading strategies and identify areas for development.</p> | <p>Targeted students will close the gap in their reading ages. Measured through reading age data. 100% of Y8, 9, 10 and 12 complete literacy testing to support teacher planning.</p> <p>90% pupil and staff feedback will be positive.</p> <p>100% of students to have up to date reading age data and shared with staff cohort.</p> <p>100% of classrooms display exam command words. 100% of exercise books display literacy codes.</p> <p>All Y7 students to receive a book with positive student voice.</p> <p>100% of students using Lexia show accelerated improvement in reading age data.</p> |

| Support   | Cost    | Identified Barrier |   |   |   |   |  | Cost explanation   | Rationale + Evidence   | Impact Measure |
|---|---------|--------------------|---|---|---|---|--|--|--|----------------|
|   |         | A                  | B | C | D | E | F  |  |  |                |
|   |         |                    |   |   |   |   |  |  |  |                |
| <b>Numeracy</b>   | £78,749 |                    |   |   |   |   | Primary/Transition teacher (including curriculum resources).<br>Numeracy resources (whole school)<br>HLTA in numeracy centre   | Numeracy continues to be a barrier to our pupils and a significant proportion of pupils arrive to KS3 below national averages. The numeracy programme again consists of a primary trained teacher in supporting those who have not reached a “secondary” level. This includes whole school CPD on numeracy and tutor time focus across the whole school.<br>Resources include printing and assessment costs. | Numeracy assessments in Y7 shows students making accelerated progress compared to peers in GL assessments.<br><br>Maths PC progress to be positive in KS3.       |                |
| <b>Curriculum</b>   | £44,200 |                    |   |   |   |   | Funding aimed at supporting curriculum areas in teaching and learning – including Food, MFL, Home languages and Core subjects. | Supporting students in subject specific barriers in curriculum areas to support with academic progress and engagement in lessons. Costings support staffing/resources for these areas.   | Positive progress 8 score in core subjects and languages.  |                |
| <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  | Targeted pupil premium students are supported with intervention sessions in the school holidays.   | 85% of students targeted for holiday revision classes attend.<br><br>Y11 progress 8 score is positive.<br><br>Masterclass attendance averages 75% of the cohort. |                |

| Support  | Cost     | Identified Barrier |   |   |   |   |   | Cost explanation   | Rationale + Evidence   | Impact Measure  |
|--|----------|--------------------|---|---|---|---|---|--|--|---|
|  |          | A                  | B | C | D | E | F |  |  |   |
|  |          |                    |   |   |   |   |   |  |  | Positive student voice in Year 11 exit survey   |
| HPA  | £5000    |                    |   |   |   |   |   | Staffing<br>Holiday revision classes<br>Revision<br>Resources/exam breakfast | HPA continues to be an area of focus for Phoenix.<br>Funding supports mentoring, additional resources and University trips to support academic progress.   | HPA progress is positive.<br>All Y11 + Y10 learners have visited and experienced provision from a University.   |
| Academic mentoring –<br>Coachbright/<br>Action tutoring                                      | £4,560   |                    |   |   |   |   |   | Staffing<br>3x Attendance team staff   | Targeted academic mentoring with focus on core subjects with Year 10 cohort in aim to raise attainment for pupil premium students. Action tutoring is to run for 2 terms with academic mentors tutor students for 2 terms.<br><br>Coachbright involves Year 10 pupil premium students to enrol on a programme which includes University trips and on site mentoring in core areas for 7 after school sessions. | Positive progress 8 score for students targeted in selected subject (end of Year 10 mocks)<br><br>Positive student voice with minimum 90% participation rates.<br><br>All coachbright graduates completed 2 University trips. |
| <b>Wider strategies</b>  |          |                    |   |   |   |   |   |  |  |   |
| Wider whole school strategies that support students in personal development and achievement. |          |                    |   |   |   |   |   |  |  |   |
| Alternative provision  | £183,769 |                    |   |   |   |   |   | RAISE staffing<br>SEMH<br>IE   | Disadvantaged students are at risk of such social, emotional and behaviour barriers and Phoenix aim to deliver this provision in house. The department caters for a wide range of needs and deliver bespoke curriculum pathways. EEF research shows +4 months for social and emotional interventions and behaviour interventions of +3 month of impact on learning   | Improved attendance/attainment with use of internal data.   |

