



Making a Difference

Phoenix Park Academy

Pupil premium strategy statement:



1. Summary information					
School	Phoenix Park Academy and Sevenhills Academy, Academy Alternative Provision				
Academic Year	2016/17	Total PP budget	£99,996	Date of most recent PP Review	n/a
Number of pupils	140 (exc AP)	Number of pupils eligible for PP	94 (Feb1/2 term)	Date for next internal review of this strategy	July 2017

2. Current attainment		
	94 Pupils eligible for PP	46 Pupils not eligible for PP
% making at least 2 sub levels of progress in English (writing)	63% (35 below/35 in line/24 above)	65% (16 below/15 in line/15 above)
% making at least 2 sub levels of progress in maths	38% (58 below/20 in line/16 above)	41% (27 below/8 in line/11 above)
	<i>31 Pupils eligible for PP Park House</i>	<i>15 Pupils not eligible for PP Park House</i>
% making at least 2 sub levels of progress in English (writing)	35% (20 below/7 in line/4 above)	73% (4 below/4 in line/7 above)
% making at least 2 sub levels of progress in maths	29% (22 below/6 in line/3 above)	53% (7 below/2 in line/6 above)
	<i>26 Pupils eligible for PP Phoenix House</i>	<i>7 Pupils not eligible for PP Phoenix House</i>
% making at least 2 sub levels of progress in English (writing)	73% (7 below/11 in line/8 above)	86% (1 below/5 in line/1 above)
% making at least 2 sub levels of progress in maths	69% (8 below/13 in line/5 above)	86% (1 below/5 in line/1 above)
	<i>37 Pupils eligible for PP Sevenhills</i>	<i>24 Pupils not eligible for PP Sevenhills</i>
% making at least 2 sub levels of progress in English (writing)	46% (8 below/17 in line/12 above)	54% (11 below/6 in line/7 above)
% making at least 2 sub levels of progress in maths	24% (28 below/1 in line/8 above)	21% (19 below/1 in line/4 above)

Data compiled by DM and PB Mar 2nd 2017.

1. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	English writing skills are lower for pupils eligible for PP than for other pupils.
B.	PP pupils are making less progress in maths across all sites (especially at KS4) than in English.
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school</i>)	
D.	Attendance rates for pupils eligible for PP are 57% compared to that of non-PP 66%.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve English writing skills to close the gap to non-PP peers.	Pupils eligible for PP make rapid progress by the end of the academic year so that their academic performance is in line with non-PP peers.
B.	Improve the progress of PP pupils in maths across all sites (especially at KS4) to bring in line with their English attainment.	The academic performance of PP pupils across all sites in Maths closes the gap in line with their English attainment.
C.	Behavioural issues of PP pupils are addressed with targeted support and intervention.	Fewer behaviour incidents recorded for PP pupils on the school system (without changing recording practices or standards). Targeted support and intervention modifies pupil behaviour and prepares them for mainstream return. Academic performance improves.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves in line with non-PP pupils.