



Phoenix St. Peter Academy

Executive Headteacher: Tim Culpin, Director of Education, North Cluster, REAch2.

Associate Headteacher: Matthew Jordan, B.A. Hons. NPQH.

Enstone Road, Lowestoft, Suffolk, NR33 0NE. Telephone: 01502 574586.

Email: office@phoenixstpeteracademy.org Website: www.phoenixstpeter.org

* Pupil Premium Impact Statement - 2020/2021

Number of eligible children FSM children, of which...	73	£109,504.63
Number of eligible Service children	Zero	£Nil
TOTAL PPG Funding received for 2020/2021		£109,504.63

Pupil premium is funding which schools receive to improve education outcomes for disadvantaged pupils (those eligible for free school meals). Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school, and often do not perform as well as other children. School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. It is up to school leaders to decide how to spend the pupil premium. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching - Investing in high-quality teaching, for example:

training and professional development for teachers,

- ☀ recruitment and retention support for teachers early in their careers;

2. Targeted academic support - Additional support for some pupils focussed on their specific needs, for example:

- ☀ one-to-one tuition;
- ☀ small group tuition;
- ☀ speech and language therapy;

3. Wider approaches - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- ☀ school breakfast clubs;
- ☀ counselling to support emotional health and wellbeing;
- ☀ help with the cost of educational trips or visits;



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Our Pupil Premium Impact Statement 2020/2021:

<p><u>All the things our Deputy Head, SENCo/DSL and Class Teachers facilitate for PPG:</u></p>	<ol style="list-style-type: none"> <u>Leadership release</u> time of the Deputy Head, and SENCo/DSL to lead, enhance and support the school's provision for PPG children by: <u>Dedicated weekly release</u> for Class Teachers; <u>Identifying PPG children</u> who have SEND, HTN, SEMH, Vulnerable, CIC/LAC and or Medical needs; <u>Assess PPG children</u> and those who have SEND, HTN, SEMH, Vulnerable, CIC/LAC and or Medical needs to identify appropriate intervention and support; <u>Monitoring interventions and academic progress</u> of all PPG children across the school; <u>Identifying Staff CPD</u> for Teachers and LSAs; <u>Mentoring</u> early careers and newly qualified teachers; <u>Monitoring health and wellbeing</u> of PPG children, to ensure their SEMH, pastoral and wellbeing needs are met. <u>Extra-Curricular activities</u>, after-school clubs and breakfast clubs are offered to PPG children. <u>Thrive, Nurture and Talk About</u> is offered to PPG children. 	<ol style="list-style-type: none"> <u>PPG attainment and progress</u> is tracked and targeted across the school, ensuring all PPG children are making good academic progress; <u>PPG intervention is bespoke</u> to meet the SEND, Medical and or SEMH needs of all PPG children; <u>PPG intervention and provision</u> is tracked and targeted across the school, ensuring all PPG children have access to intervention and provision to support their learning and academic progress; <u>Monitoring personal development</u> of PPG children to ensure their personal development, resilience and SEMH development progresses; <u>Monitoring interventions</u> of PPG children to review and revise bespoke strategies; <u>Teachers and LSAs</u> are kept up to date with continued professional development and learning strategies; <u>To ensure early careers</u> and newly qualified teachers are mentored and supported by the leadership team. <u>To ensure the pastoral and wellbeing</u> of PPG children is supported. <u>To ensure wider learning opportunities</u> are accessible to PPG children to develop cultural capital, social skills, resilience, positive friendships, and well-being. <u>To ensure that vulnerable PPG children have breakfast</u> every day. 	<p>58%</p>	<p>£63,512.68</p>
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	<ol style="list-style-type: none"> 11. External agencies communications and meetings. 12. Maintain PPG Register to ensure accuracy of PPG eligibility and need. 13. Funding and financial support paperwork. 14. Vulnerable children are identified. 	<ol style="list-style-type: none"> 11. Communication, meetings and liaison with outside agencies and parents regarding PPG children, to ensure their needs are met. 12. PPG accuracy of eligibility and school knowledge. 13. Funding Income to ensure school meets and receives expected Income. 14. Vulnerable children eligible for PPG are identified and supported. 		
<p><u>All the things our TAs facilitate to support Teaching & Learning of PPG children:</u></p>	<ol style="list-style-type: none"> 1. Planning, delivering and assessing intervention programmes for PPG children, as identified by the SENCo (SB) and Class Teachers. 2. Specific SEN provision for individual PPG children who have high need/high achievers, as identified by the SENCo (SB). 3. Speech & Language intervention programmes for PPG children as identified by the SENCo (SB) and Class Teachers. 4. Dyslexia intervention programmes for PPG children as identified by the SENCo (SB) and Class Teachers. 	<ol style="list-style-type: none"> 1. Individual Intervention for PPG EYFS Phonics & PPG EYFS EAL Phonics; 2. Individual PPG Intervention for RWI, R,W,M, and EAL, Speech & Language and Dyslexia; 3. Small Group PPG Intervention for RWI, R,W,M and EAL, Speech & Language and Dyslexia; 	5x TAs, x2 hours p.d. 38 weeks per year	£22,800.00



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<p><u>All the things our TAs facilitate to support daily Thrive, Nurture & Talk About sessions for PPG children:</u></p>	<ol style="list-style-type: none"> 1. <u>Assessing PPG children</u> and those with SEND, HTN, SEMH, Vulnerable, CIC/LAC and Medical conditions and SEMH through the Thrive, Nurture and Talk About. 2. <u>Planning, delivering and reviewing</u> Thrive, Nurture and Talk About interventions for PPG children. 	<ol style="list-style-type: none"> 1. To support the social and emotional and mental health (SEMH) development of PPG children, including resilience, self-esteem and confidence, to further support classroom learning and personal development, through initiatives. 	<p>2 TAs x 4 hours per day across all year groups.</p>	<p>£10,640.00</p>
<p><u>All the things our Sports Instructor & Learning Mentor facilitates to support PPG children:</u></p>	<ol style="list-style-type: none"> 1. <u>Positive start</u> mentoring for all PPG children at the start of each day. 2. <u>Learning mentor support</u> for PPG children to provide encouragement, enthusiasm and energy to support their teaching and learning. 	<ol style="list-style-type: none"> 1. To support the social and emotional and mental health (SEMH) development of PPG children, including resilience, self-esteem and confidence, to further support classroom learning and personal development. 	<p>1 hour per day across all year groups</p>	<p>£3,040.00</p>
<p><u>Breakfast Club:</u></p>	<ol style="list-style-type: none"> 1. <u>Subsidise breakfast club</u> cost for 5 children 5 days a week, as identified by SENCo (SB). 	<ol style="list-style-type: none"> 1. Breakfast club has been extremely successful with vulnerable PPG children receive a nutritious breakfast, have a positive start to the day and supports good attendance every school day. 2. Children also have the opportunity to sit/play with children from other year groups who they would not normally speak to, increasing their SEMH, social engagement, play, friendship circle, positive relationships, confidence and self-esteem. 	<p>950 sessions @ £2.00 per child per session</p>	<p>£1,900.00</p>



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<p><u>Lunchtime Clubs:</u></p>	<p>1. Sports Mentor and TAs run lunchtime clubs, supporting group of PPG / Vulnerable children to develop social skills, plus individualised support for three vulnerable pupils.</p>	<p>1. Identified children have had time to play and socialise in an encouraging environment to nurture skills; integrate more successfully with peers at lunchtime and reducing the number of children in supervision. 1 hour per day</p>	<p>4 adults x 1 hour per day across all year groups</p>	<p>£10,640.00</p>
<p><u>After-School Clubs:</u></p>	<p>1. Supporting our disadvantaged pupils to ensure they have the opportunity to attend extra-curricular after school clubs.</p> <p>Children identified and encouraged to attend after-school activity clubs such as Sports, Karate, Theatre, Singing, Baking and Thrive Clubs.</p>	<p>2. Staff & Resources to deliver extra-curricular clubs not funded by PE Grant Funding for PPG children, having the opportunity to engage and play with children from other year groups, improving their SEMH, social engagement, play, friendship circle, positive relationships, confidence and self-esteem.</p>	<p>Baking Club Thrive Club Glee Club Club</p> <p>3 hours per week.</p>	<p>£1,569.00</p>
<p>Total PPG Expenditure:</p>				<p>£114,101.68</p>
<p>PPG Overspend:</p>				<p>£ 4,597.05</p>

***This PPG Impact Statement was produced when the former Headteacher (Nadia Paczuska), former Deputy Headteacher (Stephanie Hunter), former Interim Headteacher (Richard Roberts) and former DSL/SENCo (Samantha Barnard) were in post, during the 2020/2021 academic year.**



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