

# Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year where pertinent) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Phoenix Academy
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	80%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3-year plan 2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Elyse Phillips Principal
Pupil premium lead	Elyse Phillips
Governor / Trustee lead	N/A

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
LAC funding allocation this academic year	£12,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,210.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use the pupil premium funding to enhance our core curriculum offer. As the majority of pupils attending Phoenix Academy are classed as 'disadvantaged', either due to socio-economic disadvantage or due to their special educational needs, or both the funding is intended to be utilised to facilitate enrichment opportunities.

Ultimately, our aim is to offer a creative, engaging curriculum that facilitates opportunities for social, emotional and mental health-based learning. This curriculum forms the foundations for future opportunities in preparation for adulthood.

Although our strategy is focussed on the needs of disadvantaged pupils, it will benefit all pupils in our academy where funding is spent on whole-school approaches, such as enhancements to the curriculum.

We have further developed our values and how they shape and inform all that we do at Phoenix Academy, with this in mind we have evolved from the PACE framework to :

**Acceptance**

**Belonging**

**Regulation**

**Respect**

**Pride**

This is a five stage process of understanding about where a pupil is in terms of their preparedness to learn. It also reflects that pupils may be subject to time and subject variation. For example, a pupil may on Monday be at the **Respect** stage for Maths but on Tuesday they may have returned to the **Regulation stage** for Maths. Our teaching and our teachers understand that this can be very fluid

Though we have sharpened our focus on the areas that we feel will best assist our pupils to develop this has not been at the expense of our ambition for our pupils. The strategies that we wish to model for our pupils are intended to have long term impacts on their ability to form and maintain healthy relationship which is at the heart of a successful classroom and beyond. The "spiky" nature of the learning profiles of many of our pupils can present as both a negative AND a positive. Knowing that learning can accelerate when the skills for classroom resilience have been taken on board is a source of encouragement.

The funding is utilised in a way that supports the progress through these core values in order for pupils to feel safe and available for learning.

Future planning for the next 3 year PP strategies is under way and there is consideration being given to reframing our challenges to better reflect current and ongoing concerns.

**Challenge 1:** *Most pupils attend school with transport assistance this affects the extra curricular activities that can be offered this coupled with the reduced ability to engage in wider community activities creates a potential cultural deficit. Many pupils have a current mental health diagnosis that means that they have a greater cognitive calorie demand and so after a 6 hours at school their capacity to meaningfully engage is vastly reduced.*

**Challenge 2:** *Recruitment of staff is a challenge , when it comes to finding the person with the right skill set and personality to maintain focus in a highly emotionally and physically demanding environment. Retention is a problem for the sector more generally.*

**Challenge 3:** *With increased access to digital devices and online activities there has been a notable increase in pupils who attend school and are too tired to engage in learning. There are of course other valid reasons why pupils may be attending school tired such a homelessness.*

**Challenge 4:** *All pupils across all sectors find tests and exams to be stressful, this is significantly worse if you have on ongoing issue with dysregulation and new behavioural norms are not affective at addressing this. We are concerned that the academic abilities of some pupils are not being sufficiently recognised and this may be hindering some in an attempt to re enter mainstream education.*

**Challenge 5:** *we intend to increase capacity and are working with the LA on a capital expenditure project that would see the school site changed to accommodate the increase.*

**Challenge 6:** *There is increasing budgetary pressures being placed on the LA and this may have implications for the level of higher needs funding we receive.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The majority of our pupils arrive and leave school via local authority funded transport. This reduces the opportunities school can provide in regard to extra-curricula activities.
2	All of our pupils attend Phoenix because mainstream approaches to academic learning does not meet our pupil's needs. Often this has resulted in exclusions and educational trauma. Consequently, pupils may have 'spikey' profiles and so progress has to be measured in creative ways (see curriculum impact document).

3	We have identified that the SEMH needs of our pupils, whether they be disadvantaged or not, impacts upon the community opportunities that pupils can engage in.
4	Pupils with SEMH needs struggle to collaborate and make meaningful adult and peer relationships.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils to be able to develop regulation strategies to manage their SEMH needs through the use of therapeutic intervention.	Data analysis to identify the reduction in the amount of restrictive physical interventions and a reduction in amount of co-regulation needed to support pupils.
Pupils to make explicit progress in their SEMH-based curriculum.	Data analysis each term to identify progress within pupils' intervention programmes and fortnightly meetings with teachers to focus on key strands of intervention.
Disadvantaged pupils to contribute towards developing a positive school ethos.	Recordings of reflection data throughout each day to identify engagement within lessons.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Total budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff CPD</b>  Budget: £8,000	<u>Team Teach</u> <ul style="list-style-type: none"> <li>• Intermediate training for all staff with a focus on de-escalation strategies and risk management.</li> <li>• In-house intermediate trainers to keep up-to-date with current practice and quality assurance</li> <li>• Advanced training for a select number of staff to support risk management</li> <li>• Training resources</li> </ul> <a href="#">Education Act 1996</a> <a href="#">Education and Inspections Act 2006</a>  <u>Makaton</u>	2, 4

	<ul style="list-style-type: none"> <li>• Level 1 training for all staff to support pupil communication difficulties</li> <li>• Training resources</li> <li>• Implementation resources</li> </ul> <p><a href="#">About Makaton</a></p> <p><u>Emotion Coaching</u></p> <ul style="list-style-type: none"> <li>• Training for all staff</li> <li>• In-house trainer</li> <li>• Implementation resources</li> </ul> <p><a href="#">Emotion Coaching - United Kingdom</a></p> <p><u>Conferences</u></p> <ul style="list-style-type: none"> <li>• Attending key events to keep up to date with key contextual updates</li> </ul>	
<p><b>Curriculum enhancement</b></p> <p>Budget: £14,000</p>	<p><u>PSHE/RSE external intervention</u></p> <ul style="list-style-type: none"> <li>• Utilising external providers to facilitate workshops around key difficulties relevant to current pupils' need.</li> </ul> <p><u>Educational Visits</u></p> <ul style="list-style-type: none"> <li>• Supporting cultural capital for SEMH pupils</li> </ul> <p><a href="#">Understanding and supporting SEMH pupils (sec-ed.co.uk)</a></p> <p><u>Immersive Experiences</u></p> <ul style="list-style-type: none"> <li>• High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</a></p> <p><u>Curriculum resources</u></p> <ul style="list-style-type: none"> <li>• The purchase of a variety of materials to enable pupils to experience for example different foods, art materials, instruments and access to sessional activities to support assemblies and PSHE lessons.</li> </ul> <p><a href="#">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Total budgeted cost: £ 11,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Remote Learning</b></p> <p>Budget: £2,210</p>	<p><u>Purple Mash</u></p> <ul style="list-style-type: none"> <li>Using programme to utilise the good practice features of remote education</li> </ul> <p><a href="http://www.gov.uk">Remote education good practice - GOV.UK (www.gov.uk)</a></p> <p><u>Online and physical resources</u></p> <ul style="list-style-type: none"> <li>Resources to support pupil who periodically are unable to access the academy to ensure they have access to quality educational resources</li> </ul>	<p>1</p>
<p><b>Therapeutic intervention</b></p> <p>Budget: £9,000</p>	<p><u>Animal therapy</u></p> <ul style="list-style-type: none"> <li>Programmes support SEMH needs of pupils</li> <li>This type of therapy has been identified to support trauma</li> </ul> <p><a href="#">Animal Assisted Therapy   Animal-Assisted Intervention for trauma: a systematic literature review (nih.gov)</a></p> <p><u>Music Therapy</u></p> <ul style="list-style-type: none"> <li>Using different therapeutic techniques through pupil-directed interests</li> </ul> <p><a href="#">Effects of music interventions on stress-related outcomes: a systematic review and two meta-analyses</a></p> <p><u>Sensory Intervention</u></p> <ul style="list-style-type: none"> <li>Development of methods of changing states of the body's arousal, from high intensity to low intensity and engagement.</li> </ul> <p><a href="#">Creating successful sensory circuits • SEN Magazine</a></p>	<p>1, 2, 3 and 4</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <p>Budget: £1,000</p>	<p><u>Incentives</u></p> <ul style="list-style-type: none"> <li>Allocation to buy incentives for pupils and families</li> </ul> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	<p>1, 3</p>

<p><b>Behaviour</b></p> <p>Budget: £7,000</p>	<p><u>Rewards</u></p> <ul style="list-style-type: none"> <li>To continue to provide rewards for positive behaviours in the academy, such as trophies, certificates and postcards home to encourage and support.</li> </ul> <p><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtCManifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtCManifesto.pdf</a></p>	<p>3</p>
<p><b>Family Support</b></p> <p>Budget: £2,000</p>	<p><u>Spare clothing</u></p> <ul style="list-style-type: none"> <li>The purchase of spare and supplementary items of uniform, to deal with the wider needs is increasing for our pupil cohort.</li> <li>Due to the small size of the school and the wider economic demands placed on our pupils' parents we are not able to develop a reserve of second-hand clothing.</li> </ul> <p><a href="#">Education (Guidance about Costs of School Uniforms) Act 2021</a></p>	<p>3</p>
<p><b>School environment</b></p> <p>Budget: £13,000</p>	<p><u>Project – ‘Superbloomer’</u></p> <ul style="list-style-type: none"> <li>To assist with our being “Superbloomer” participants and to support our development of sensory gardening, equipment will be required to be purchased.</li> </ul>	<p>1, 4</p>
<p><b>Food</b></p> <p>Budget: £8,000</p>	<p><u>Breakfast</u></p> <ul style="list-style-type: none"> <li>All pupils have access to a free breakfast to support their academic engagement and availability to learn</li> </ul> <p><a href="#">Breakfast clubs work their magic in disadvantaged English schools   Institute for Fiscal Studies (ifs.org.uk)</a></p>	<p>1, 2 and 3</p>

**Total budgeted cost: £ 64,210.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Activity	Impact of this approach	Actual Spend
Team Teach	<p>We have been able to train two members of the Senior Leadership team to be trainers. This reinforces staff's existing knowledge as well as being cost efficient. This has enabled a consistent approach to responding to dysregulated incidents. Due to the consistency of having in-house trainers who can offer additional training/support throughout the academic year has meant that consistency of practice has improved due to enhanced knowledge of pupil, de-escalation strategies and risk management. As a result, the average number of incidents occurring per pupil has reduced from the academic year 2022/23 to 2023/24.</p> <p>All staff attended a one-day SEMH conference supporting staff's knowledge of best practice within the SEMH sector. The knowledge gained has been incorporated into the practises used at Phoenix.</p> <p>SEBDA corporate membership has allowed senior leaders to access the most recent research articles that specialises in social, emotional and mental health. This supports decision rationales around whole school improvement priorities and allows for deeper analysis.</p>	£4,394.00
Therapeutic intervention (animal assisted)	<p>Following on from the evaluation of the previous year's strategy around the positive wellbeing impact of animals, this year's strategy of having an animal at the academy has supported with both regulation and wellbeing within one classroom. Particular success has been seen with pupils with sensory needs and has additionally supported pupils to take on responsibilities to support teamwork and develop empathy.</p>	£81.65



<p>Student rewards</p>	<p>The implementation of Class Dojo, an online reward system aligned with our behaviour policy and SEMH curriculum, has been closely monitored and well-integrated into our school culture. Last year, we began linking Class Dojo outcomes with our Rewards Assemblies, where trophies and awards were presented to reinforce positive behaviour. This approach, embraced by the entire school community, has had a significant impact on pupil behaviour, particularly for those who had previously been more challenging to motivate and guide.</p> <p>Working in tandem with our educational subsidy for trips to broaden students' cultural capital, this initiative has proven to be entirely positive. When paired with our restorative approach to managing behaviour issues, it has provided a meaningful framework for accountability and growth. Students appreciate having rewards tied to specific behaviours, which has allowed for clearer expectations throughout the academy. Internal data reveals notable improvements in overall behaviour and a decrease in the need for physical intervention, underscoring the program's success in fostering a respectful and supportive learning environment.</p>	<p>£66.03</p>
<p>Educational visits subsidy</p>	<p>The excursions and trips our pupils participated in significantly contributed to our long-term reward strategy, providing valuable opportunities for them to tackle challenges related to regulation and relationship building. These experiences proved highly successful, offering pupils a sense of accomplishment and positive reflection as the year progressed. The trips allowed students to broaden their experiences within the wider curriculum, ensuring that all pupils had access to enriching activities at no cost, thus addressing our challenges 1 and 3. This initiative has been well-received by both pupils, as seen in their increased engagement in lessons, and parents/carers, who have expressed their satisfaction with the added opportunities provided by the school. The positive impact is also reflected in students' class books.</p>	<p>£5235.08</p>
<p>Software for online learning  Purple mash</p>	<p>The use of an online learning platform like Purple Mash has provided significant benefits for all pupils, both at home and in the academy. By offering access to targeted work and resources, it allows teachers to assign personalised tasks that support individual learning needs. Pupils can continue their education outside of school hours, reinforcing skills and completing tasks at their own pace. This flexibility helps bridge any learning gaps, ensures that all pupils have the opportunity to complete necessary work, and fosters independent learning. Additionally, the</p>	<p>£650.00</p>

	platform's interactive features engage students in a fun and accessible way, motivating them to stay on track and progress in their studies.	
Improve school environment	A large proportion of the Pupil Premium funding was allocated to improving the school environment. Following our successful and insightful inquiry into the impact of the school environment on both pupils and staff, there was strong evidence that these improvements would benefit our pupils significantly. These changes, though primarily cosmetic, have had a profound effect on the general mood of everyone at the school, including students, staff, and even visitors. By enhancing the physical space, we created a more welcoming, engaging, and positive atmosphere, which has contributed to improved well-being and a better overall learning environment. This investment not only supported the academic progress of our Pupil Premium students but also helped address the challenges identified in our school development plan.	£16,784.70
Music Rockit music	Investing in an expert music teacher has allowed greater personalisation of the music curriculum delivery and support pupils to not only access the National Curriculum but also a therapeutic experience to support regulation and engagement.	£5460.00
Leavers hoodies/gifts	The money allocated to celebrate Year 6 leavers with parents/carers, including funding for hoodies and gifts, had several benefits for disadvantaged students. It helped create a sense of inclusion and recognition for all students, ensuring that disadvantaged pupils did not miss out on traditional celebrations due to financial constraints. By involving families in the celebration, it fostered a sense of community and pride, strengthening the home-school partnership. For Pupil Premium students, these gestures significantly boosted self-esteem and motivation, marking a positive transition to secondary school. The evaluation showed that such celebrations improved engagement, enhanced students' emotional well-being, and created lasting positive memories,	£239.50

	reinforcing a sense of belonging and achievement as they moved on to the next stage of their education.	
Curriculum costs	The money allocated from Pupil Premium to support activities held once a week, such as cooking, sensory sessions, gardening, and crafts, along with sensory regulation resources for classrooms, has had a positive impact on disadvantaged students. These weekly activities offer valuable opportunities for personal development, skill-building, and emotional support, helping students engage with the wider curriculum in a more hands-on and interactive way. Sensory sessions and gardening provide calming environments for students who may find traditional classrooms overwhelming, while cooking and crafts foster creativity and practical life skills.	£4019.47
Professional brought in services	Loudmouth Productions was utilised for a variety of experiences. The company delivered a number of workshops to cover key curriculum and social topics including: bullying, social skills and topic-based experiences. This had a positive impact on children's social understanding and supported pupils to consider consequences of choices in a safe risk-free environment. Boxing sessions promoted physical fitness, discipline, and resilience. By providing these diverse and regular activities, the school supports Pupil Premium students' engagement, well-being, and self-confidence, contributing to their holistic development and ensuring they have a more inclusive and well-rounded educational experience.	£3618.00
New projector	The new projector allowed for whole school celebrations to be enhanced with visual support. This supports 'dual coding' for understanding as well as a focus to support engagement, allowing for a smoother running of whole school events, workshops and assemblies.	£149.99
BBQ	To enhance celebration experiences a BBQ was purchased to provide pupils with the experience of trying new foods. Many pupils are wary of trying new foods due to the sensory experience but were willing to try these as part of a school celebration during the summer fayre.	£260.00

Breakfast programme	<p>The National School Breakfast Program has had a significant positive impact on students, particularly those from disadvantaged backgrounds. It has led to improved academic performance, as students are better able to focus, retain information, and participate in lessons after having a nutritious start to the day. School has also seen increased attendance and punctuality, as students are more likely to arrive on time when they know a meal is provided and supports families or have a rushed start to the morning. The program has helped reduce behavioural issues by alleviating hunger-related irritability and fostering a more positive classroom environment. Additionally, it promotes equity and inclusion, as providing breakfast to all students eliminates the stigma often associated with free meals, ensuring that disadvantaged pupils are on equal footing with their peers. Ultimately, it supports the overall well-being of students, contributing to their physical and mental health, which is essential for effective learning and personal development.</p>	£575.35
Radios and ear pieces	<p>Pupil Premium funding was used to purchase radios for staff. This has significantly enhanced communication and safety within the school. Radios enable quick, efficient coordination, allowing staff to respond rapidly to incidents or emergencies, which is particularly beneficial for safeguarding vulnerable students, including those eligible for Pupil Premium. The improved communication helps ensure that staff can collaborate effectively to support students' well-being, address behavioural concerns, and respond to individual needs in a timely manner. This not only boosts staff confidence but also creates a safer, more supportive environment for all students, removing barriers to learning and helping disadvantaged pupils engage more fully in their education.</p>	£131.98
Hospitality	<p>Parent coffee mornings have proven beneficial for our Pupil Premium objectives by fostering stronger connections between school and families, especially those who may feel less engaged. These informal gatherings encourage open communication, allowing parents to discuss their children's progress and access valuable resources, support services, and strategies for supporting learning at home. By</p>	£41.38

	building trust, addressing barriers like attendance, and supporting parents' well-being, coffee mornings contribute to a more engaged parent community. This partnership helps ensure that Pupil Premium students receive targeted support, positively impacting their attendance, engagement, and academic progress.	
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### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
<b>Helping Hands</b>	Loudmouth Prodcutions
<b>Bully 4 U</b>	Loudmouth Prodcutions
<b>Mate Fancies U</b>	Loudmouth Prodcutions
<b>African Drumming</b>	Education Group
<b>BOXCLEVER</b>	Boxclever mentoring

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*There is a noted ongoing concern of the specific and general impact of the cost-of-living crisis coming on the coattails of the impact of COVID for our pupils. We have an above national average number of pupils entitled to free school meals. This will no doubt further challenge many parents in terms of them being able to provide the wider enrichment they would wish for the children and so this may have to be addressed. The review period for the policy will be used to vigilantly monitor this.*

*There have been several changes made to the school, not just our redecoration of communal areas but the creation of the Orchard. This is where pupils can be referred if they are dysregulated and impacting on others in the classroom. It has been given its own space and a process for accessing it has been agreed with staff. This is very new and will again need to be diligently monitored to make sure it is being applied correctly and if so, does it add demonstrable improvements to the pupils' ability to adopt our values.*

*They are:*

***Acceptance Belonging Regulation Respect Pride***