

# Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	49
Proportion (%) of pupil premium eligible pupils	82%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3-year plan 2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Elyse Phillips Principal
Pupil premium lead	Simon Muller
Governor / Trustee lead	N/A

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510.00
LAC funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£51,510.00

# Part A: Pupil premium strategy plan

## Statement of intent

Phoenix Academy is a specialist Social Emotional and Mental Health (SEMH) primary school in Walsall, serving children aged 5 to 11 with complex social, emotional and mental health needs. With a high proportion of pupils eligible for free school meals, our Pupil Premium strategy is a key part of our commitment to addressing educational disadvantage and promoting equity. We aim to use this funding to raise academic achievement through targeted support, while also nurturing emotional resilience and wellbeing through therapeutic interventions and access to specialist staff.

Our approach is holistic and trauma-informed, recognising that SEMH needs often intersect with socio-economic challenges. We embed our core values of acceptance, belonging, regulation, respect and pride into every aspect of school life, ensuring that every child feels safe, valued and capable of success. We prioritise early identification and intervention for pupils at risk of falling behind, provide staff with ongoing training in inclusive and SEMH-focused practices, and maintain robust systems to monitor progress and evaluate impact.

We also work closely with families and external agencies to build strong partnerships that support learning and wellbeing beyond the classroom. Enrichment opportunities such as trips, clubs and creative experiences are used to broaden horizons and develop social skills. Our strategy is guided by evidence, pupil voice and a deep belief in the potential of every child.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low literacy and numeracy on entry:</b> Many pupils arrive significantly behind age-related expectations, often due to disrupted early education or undiagnosed learning needs.

2	<b>Poor attendance and persistent absence:</b> Some pupils are more likely to have irregular attendance, which compounds learning gaps and affects emotional stability. This may be due to anxieties associated with Emotion-Based School Avoidance (EBSA) or because of a previously disrupted attendance routine.
3	<b>High levels of SEMH need:</b> Pupils often present with trauma, anxiety, attachment difficulties, or behavioural challenges that require intensive therapeutic support before academic progress can be made.
4	<b>Limited access to enrichment opportunities:</b> Economic disadvantage can restrict pupils' exposure to cultural, social, and extracurricular experiences that support holistic development.
5	<b>Parental engagement barriers:</b> Families may face challenges such as housing insecurity, mental health issues, or lack of trust in educational institutions, making home-school collaboration more difficult initially.
6	<b>Negative prior educational experiences:</b> Many pupils have experienced exclusion, unmet needs, or failure in previous settings, leading to low self-esteem and disengagement from learning.

## 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
Improved academic progress in reading, writing and maths for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Internal and external assessments show narrowing gaps between disadvantaged and non-disadvantaged peers</li> <li>• Pupils make progress from their starting points, taking into account spikey profiles</li> </ul>
Enhanced emotional regulation and wellbeing among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Reduction in behaviour incidents and physical interventions over three years</li> <li>• Improved scores on wellbeing and emotional literacy assessments</li> <li>• Increased pupil participation across the curriculum and engagement in therapeutic intervention</li> </ul>
Increased attendance and reduced persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Improved attendance compared to previous settings</li> <li>• Persistent absence rate falls below national average for SEMH settings</li> </ul>

	<ul style="list-style-type: none"> <li>Improved parental engagement in attendance initiatives</li> </ul>
Greater parental involvement in learning and wellbeing support	<ul style="list-style-type: none"> <li>At least 75% of disadvantaged families attend key school events or meetings annually</li> <li>Increased uptake of family support services and workshops</li> <li>Positive feedback from parents on school-home communication and support</li> </ul>
Broadened access to enrichment and cultural capital for disadvantaged pupils	<ul style="list-style-type: none"> <li>Increased confidence and social skills observed through pupil voice and staff feedback</li> <li>Curriculum enrichment is embedded and inclusive across all year groups</li> <li>All disadvantaged pupils participate in at least one enrichment activity per term</li> </ul>
Strengthened staff capacity to meet SEMH and academic needs of disadvantaged pupils	<ul style="list-style-type: none"> <li>All staff receive annual training in trauma-informed and inclusive practices</li> <li>Staff confidence and competence improves as measured through surveys and performance reviews</li> <li>Consistent implementation of relational and therapeutic approaches across the school</li> </ul>

## 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>De-escalation and risk management</u> <ul style="list-style-type: none"> <li>Training for all staff with a focus on de-escalation strategies and risk management including positive handling</li> <li>In-house positive handling 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> </ul>	2, 3, 6

	<ul style="list-style-type: none"> <li>• Training resources</li> </ul> <a href="#">Education Act 1996</a> <a href="#">Education and Inspections Act 2006</a> <a href="#">About Us - Team Teach</a>	
	<u>Emotion Coaching</u> <ul style="list-style-type: none"> <li>• Training for all staff</li> <li>• In-house trainer</li> <li>• Implementation resources</li> </ul> <a href="#">Emotion Coaching - United Kingdom</a>	
	<u>Conferences</u> <ul style="list-style-type: none"> <li>• Attending key events to keep up to date with key contextual updates</li> </ul>	
<b>Curriculum enhancement</b>  Budget: £10,000	<u>PSHE/RSE external intervention</u> <ul style="list-style-type: none"> <li>• Utilising external providers to facilitate workshops around key difficulties relevant to current pupils' need.</li> </ul> <u>Educational Visits</u> <ul style="list-style-type: none"> <li>• Supporting cultural capital for SEMH pupils</li> </ul> <a href="#">Understanding and supporting SEMH pupils (sec-ed.co.uk)</a> <u>Immersive Experiences</u> <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> <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</a> <u>Curriculum resources</u> <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> <a href="#">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 6

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

Total budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<b>Remote Learning</b>  Budget: £2,000	<u>Purple Mash</u> <ul style="list-style-type: none"> <li>Using programmes to utilise the good practice features of remote education</li> </ul> <a href="http://www.gov.uk">Remote education good practice - GOV.UK (www.gov.uk)</a>  <u>Online and physical resources</u> <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>	1, 2
<b>Therapeutic intervention</b>  Budget: £10,000	<u>Sensory Intervention</u> <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> <a href="#">Creating successful sensory circuits • SEN Magazine</a>  <u>Specialist intervention</u> <ul style="list-style-type: none"> <li>Therapeutic offer sourced through external SLA agreements to support complex needs.</li> </ul> <a href="#">Identifying and supporting children and young people with social, emotional and mental health needs: a rapid evidence review</a>  <a href="#">Integrating Therapeutic Interventions into School Practices</a>	2, 3, 6

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

Total budgeted cost: £21, 510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b>  Budget: £1,000	<u>Incentives</u> <ul style="list-style-type: none"> <li>Allocation to buy incentives for pupils and families</li> </ul> <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>	1, 2, 3, 5, 6
<b>Behaviour</b>  Budget: £5,000	<u>Rewards</u> <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> <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>	3, 4, 6

<p><b>Family Support</b></p> <p>Budget: £2,000</p>	<p><u>Spare clothing and items for families</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>2, 3, 5</p>
<p><b>School environment</b></p> <p>Budget: £8,510</p>	<p><u>Robust, fit for purpose furniture</u></p> <ul style="list-style-type: none"> <li>• Trial of mental health furniture to support school expansion</li> </ul>	<p>3, 6</p>
<p><b>Food</b></p> <p>Budget: £5,000</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, 3, 5, 6</p>

**Total budgeted cost: £ 51,510.00**

## 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 2024 to 2025 academic year.

Activity	Impact of this approach	Actual Spend for 2024.2025
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 three years has meant that consistency of practise 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 2022 to 2025.</p> <p>The Academy has maintained 6 members of staff trained in Advanced RPI techniques. This training is externally sourced and provides external perspectives to ensure effective use.</p> <p>All staff attend a one-day SEMH conference once every 2 years supporting staff's knowledge of best practice within the SEMH sector. The knowledge gained has been incorporated into the practises used at Phoenix.</p>	£2,950.58
Makaton	<p>The Academy trained all staff in Level 1 Makaton to support staff's understanding of speech and language needs and how this can be supported alongside SEMH. The academy is looking further into how this can applied in an SEMH setting.</p>	£1,112.00

Emotion Coaching	The academy invested in having its own Emotion Coaching accredited trainer as this approach underpins the Phoenix approach to supporting SEMH needs and helping pupils to understand and manage their emotional responses to external stimuli.	£80.00
Therapeutic intervention	To continue supporting the wellbeing benefits of animal assisted intervention, the academy has facilitated visits to Dudley Zoo and engaged with some their workshops. These experiences have supported, not only wellbeing but also enhanced the curriculum offer for those pupils who have not previously been able to engage in off-site activities.  The Academy has engaged with the 'Superblooms' project and resources were purchased to support this project.	£1,811.17
Student rewards	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. 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. To enhance this further the academy developed a Values-based reward system that contributes towards a tiered-reward system. This supports, previously disengaged SEMH pupils, to become motivated to demonstrate the school values to foster a calmer, regulated learning environment.	£3052.05
Educational visits subsidy	A range of educational visits and experiences has supported pupils to engage with both the national curriculum and SEMH curriculum to provide tangible experiences that motivate pupils and support them to engage. This last year, the strategy has supported the following activities and trips: <ul style="list-style-type: none"> <li>• Ancient Greece workshop</li> <li>• Black Country Living Museum visit</li> <li>• Science Dome</li> <li>• Feral Science</li> <li>• Think Tank Visit</li> <li>• Dudley Museum</li> </ul>	£2,437.17
Improve school environment	The environment has been further enhanced to provide a learning environment that is supportive, motivating and calming. During times of dysregulation associated with SEMH needs, items can	£10,615.16

	<p>get damaged and these need to be replaced to prevent the feelings of shame. Some of the environment enhancements include:</p> <ul style="list-style-type: none"> <li>• Class chairs</li> <li>• Chair covers</li> <li>• New bookcases</li> <li>• School water bottles</li> <li>• Boxing area</li> <li>• School radios</li> <li>• IT storage enhancements</li> </ul>	
Leavers hoodies/gifts	<p>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, reinforcing a sense of belonging and achievement as they moved on to the next stage of their education.</p>	£81.93
Curriculum costs	<p>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.</p>	£6486.22

Professional brought in services	<p>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.</p> <p>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.</p>	£625.00
Breakfast programme and food-related activities/storage	<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>	£1,988.55
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</p>	£2,412

	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.	
Family Support	The strategy has supported the academy to support families with clothing and lunches. This has supported family relationship building.	£1,356.51
Outdoor Education	The academy has invested in creating an outdoor forest school teaching area. The funding has contributed to the grounds work and structure that is being installed. This will further enhance the forest school curriculum.	£29,201.66

### 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>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)**

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