



Pupil premium Strategy Statement Phoenix Park and Sevenhills Academy

At Phoenix Park and Sevenhills Academy, we are committed to **"Making a difference"** to the lives and life chances of our children and young people during the time that they are with us. We strive to provide the best possible care and education that we can for our young people. **"Unconditional Positive Regard"** underpins the work we all do and we believe in creating exciting and memorable learning opportunities for all our pupils. We believe in working with families and welcome their support, but also realise that at times they will need our support too. We work closely with other agencies and schools to make sure we do all we can to make positive learning experiences for all.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	174 places
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	04.12.25
Date on which it will be reviewed	04.12.26
Statement authorised by	Jo Indian
Pupil premium lead	Sara Brooks
Governor / Trustee lead	Pete Macleod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61005



Part A: Pupil premium strategy plan

Statement of intent

Our overarching aim is to support and nurture the academic and pastoral progress and achievements of all disadvantaged students, enabling them to thrive and reach their full potential.

At the heart of our approach is raising attendance and ensuring high-quality teaching is focussed on areas where disadvantaged pupils require it most. Targeted support based on robust diagnostic assessment of need and helping students to engage and access their curriculum is a priority. Given the complex SEMH and trauma backgrounds of our cohort, we recognise that academic progress is intrinsically linked to emotional regulation, safety, and engagement. Therefore, our core strategy prioritises immediate reduction of barriers to learning before addressing attainment gaps.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit **all** pupils in our school where funding is spent on whole-school approaches, such as developing high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers through I do, we do, you do approaches, explicit instructions, vocabulary teaching and retrieval practice.

SEMH is the golden thread that runs through our curriculum and schools. We ensure that every students' wellbeing is a priority and that students are nurtured and belong. This is done through a structured SEMH, personal development and careers curriculum to ensure that every student has the skills to develop into a contributing adult within the community. Our commitment to 'Unconditional Positive Regard' forms the philosophical basis for all teaching and support, ensuring consistency and emotional security.

Our strategy is driven by the needs and strengths of each young person, based on formal and informal observations and regular assessments. This helps to ensure that we offer relevant skills and experience they require to prepare them for their next steps.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties relating to students' social, emotional and/or mental health: All of the disadvantaged (and non disadvantaged) students who attend Phoenix Park and Sevenhills Academy have identified SEMH needs as part of their SEND profile, which may have prevented them from achieving success in a mainstream environment.



2	Lack of opportunities to develop Cultural Capital: Through observations and conversations with pupils and their families or external agencies, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
3	Range of complex needs and increased need for effective multi-agency working and bespoke interventions and support.
4	Students' low literacy levels: The overwhelming majority of disadvantaged (and non disadvantaged) students join us with a reading age below their chronological age. This creates a barrier to academic success across all curriculum areas. Low literacy levels are also highly correlated with an increased likelihood of future exclusion
5	Persistent absence: Our assessments and observations show that disadvantaged pupils have had historic negative experiences in school and have low self esteem often believing that they can not be successful learners. This can result in persistent absence from school as well as lack of engagement with 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	Challenge Addressed
Robust SEMH curriculum to support our students to support them into adulthood and within their community.	<p>1. SEMH Progress: 90% or more of disadvantaged students will make effective or proportionate progress in their measured SEMH/wellbeing scores (e.g., SPOT data).</p> <p>2. Behaviour Tracking: Reduce the 7-day rolling average of internal/external suspensions for disadvantaged students by a further 10% compared to the 2024/25 baseline.</p> <p>3. Community Focus: Student voice data (council meetings) will show an 80% satisfaction rate with opportunities for personal development and community engagement.</p>	1, 2 , 3



<p>Sustained attendance improvement leads to increased curriculum access and engagement.</p>	<p>1. Attendance Rate: Maintain the overall average attendance for the disadvantaged cohort at or above 75%.</p> <p>2. Severe Absence: Reduce the percentage of disadvantaged students classified as severely absent (below 50% attendance) by a further 5% compared to the 2024/25 end-of-year figure.</p>	<p>5</p>
<p>Improved literacy levels enable greater academic success across all curriculum areas.</p>	<p>1. Reading Progress: 80% of disadvantaged students will reduce the gap between their reading age and chronological age by at least 6 months, as measured by standardised reading assessments (Reading Plus).</p> <p>2. Engagement: 95% of disadvantaged students will consistently engage with and complete their mandated Reading Plus sessions each week.</p>	<p>4</p>
<p>Targeted pastoral and academic support (Foundation Pathway and Fortis Therapy) ensures students thrive and reach their potential.</p>	<p>1. Pathway Progress: 90% or more of students accessing the Foundation Pathway curriculum will achieve their set personal, social, and academic targets.</p> <p>2. Transition: 100% of disadvantaged students leaving the Academy will have a positive and sustained post-16 destination (Education, Employment, or Training).</p>	<p>1 ,2 , 3, 5</p>



Activity in this academic year

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

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development	To train staff in emotional literacy to ensure they are confident in supporting students, parents and carers. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	2 (Free)
<i>SEMH/SEND</i>	To train and support staff in Regulation Through Play https://learningthroughplay.com/explore-the-research/the-scientific-case-for-learning-through-play	1 (£500)
<i>Pupil Premium Lead CPD.</i>	As this is the Pupil Premium Lead's first year in post it is important that they quickly assimilate knowledge on: What the evidence says about how disadvantaged learners make progress. How we can respond to the disadvantage gap considering the pandemic. How the Pupil Premium Strategy can drive your school's improvement and how this can be implemented. https://educationendowmentfoundation.org.uk/using-pupil-premium	3 (£200)
<i>SEMH progression</i>	Introduction of the new programme strengthening minds, to be delivered on inset days and further CPD to be delivered throughout the academic year. https://www.strengtheningminds.co.uk/	2 (£7,319)
<i>Whole-school CPD focusing on Disciplinary Literacy strategies to support</i>	The EEF's 'Improving Literacy in Secondary School' guidance highlights the importance of disciplinary literacy to help students	4 (£500)



<p><i>the development of literacy skills within all curriculum subjects (e.g., teaching subject-specific vocabulary, sentence structure, and complex text comprehension).</i></p>	<p>access complex subject knowledge and bridge the gap for low-attaining readers.</p>	
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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Personal Development</i></p>	<p>To increase the number of pupils, access a range of extra-curricular trips and experiences that relate to curriculum topics and broaden pupils' understanding of the world.</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development</p> <p>Beyond the Classroom.</p> <p>https://cdn.prod.website-files.com/659fd56cbd8d3f4a80a_aac76/67a614f50d1d776cdb401fe9_e395f5cde76251aafb2430a5c27847d9_24_13_031%20-%20Report%20-%20Centre%20for%20Young%20Lives_FINAL.pdf</p>	<p>2 (£5,000)</p>
<p><i>Fortis therapy sessions</i></p>	<p>This will provide an emotional and therapeutic service to provide children with a channel to manage their emotions. Provision for children will remove barriers to learning and give children 1:1 support, which will enable them to access the curriculum and build social skills, reducing any disruption to learning. This will ultimately support students to refocus on their learning and develop self-regulation activities.</p> <p>Improving SEMH support for young people to enable better access to curriculum</p> <p>https://discovery.ucl.ac.uk/id/eprint/10049363/1/Supporting%20pupils%20in%20school%20with%20SEMH%20a%20scoping%20review%20(final%20sub).pdf</p>	<p>3 (£13,680)</p>
<p><i>Theraplay</i></p>	<p>This will support our staff to feel confident in supporting our children to regulate either emotion through play. Our children will learn new skills to help them regulate their</p>	<p>1 (£500)</p>



	<p>emotions when faced with challenging situations both in school and out in the community.</p> <p>https://www.theraplay.org.uk/about</p>	
<p>Improve students SEMH and personnel development engagement with curriculum pathway</p>	<p>This curriculum provides flexible provision, educating students in a number of creative ways including community and enrichment engagement. The foundation pathway curriculum will be performed off-site with learning opportunities provided via mobile classrooms. The curriculum and strategies to support learning will help disadvantaged students nurture their pastoral progress which in turn will support their longer term academic and wider development.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emoional_Learning.pdf?v=1764773378</p>	<p>1,2,4 (£27, 931)</p>
<p>Improve students SEMH and personal development out in the community.</p>	<p>Students are given a one year membership to the Horizon Youthzone in Grimsby, this will enable them to work positively on their personnel SEMH needs and personnel development out in the community and supported by professionals outside of school.</p> <p>https://www.understandingsociety.ac.uk/news/2024/03/04/youth-clubs-improve-teens-health-wellbeing-and-education/</p>	<p>1,2 (£875)</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Physical activity to support students' wellbeing.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves but also evidence shows that physical activity also benefits</p>	<p>1,2 (£1,690)</p>



	<p>core academic attainment particularly literacy and mathematics.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Physically_active_lessons.pdf?v=1764596650</p>	
<i>Reading Plus scheme</i>	<p>Evidence shows that improving reading by focusing on the understanding of text can provide over 5 months' progress. We will ensure that there are Reading Comprehension opportunities during curriculum time, through reading +. The Day will be utilised at Key Stage 3 and 4 to support wider engagement with reading and discussion based literacy.</p> <p>As reading is a fundamental skill which is essential in all other subjects. This will indirectly benefit the most disadvantaged in the school by providing them with a quality reading resource.</p> <p>Improving literacy levels is the key to narrowing the gap and raising life chances</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	4 (£2,692)
<i>The Day</i>		4 (£618)

Total budgeted cost: £ £61,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Covid legacy, increased levels of anxiety and disengagement from formal elements of education.

Pupils at Sevenhills Academy have shown significant improvements on their admission baseline attendance.

Sevenhills current cohort has an average baseline attendance of 33%, this number is calculated from the attendance certificates given by the mainstream schools who have referred or PEX'd the students. This number is often incorrect as schools fail to take account of part time timetables, or the certificate is out of date.



The staff at Sevenhills have championed attendance, with the Administration team, ISW, PWL, DHOC and HOC all making attendance a priority. In conjunction with the Assistant Principal in charge of attendance and our EWO, Sevenhills have a current attendance level of 68%. This is significantly higher than baseline figures.

Further celebration and improvement is shown when analysing individual baseline to current attendance levels. This shows that 24 out of 26 students have improved on their baseline attendance whilst attending Sevenhills - that is 92%!

On baseline figures, 19 students were classed as Severely Absent, with a figure of 50% or less. Current figures show that 7 students are classed as Severely Absent - a reduction in Severe Absenteeism of 46%.

At times during the academic year, we need to look at adaptive provisions, these are rare, but are used to support students with their SEMH needs. These provision adaptations are always agreed with all relevant stakeholders and signed off. They are regularly reviewed, always with the intention of full time education.

Pupils at Phoenix Academy have also shown significant improvements on their baseline attendance.

Phoenix current cohort has an average baseline attendance of 46%, again this number is calculated from the attendance certificates given by the mainstream schools who have referred or PEx'd the students. This number is often incorrect as schools fail to take account of part time timetables, or the certificate is out of date.

The staff at Phoenix have championed attendance, with the Administration team, ISW, PWL, DHOC and HOC all making attendance a priority. In conjunction with the Assistant Principal in charge of attendance and our EWO, Phoenix has a current attendance level of 78%. This is significantly higher than baseline figures.

Further celebration and improvement is shown when analysing individual baseline to current attendance levels. This shows that 16 out of 22 students have improved on their baseline attendance whilst attending Phoenix - that is 73%!

On baseline figures, 11 students were classed as Severely Absent, with a figure of 50% or less. Current figures show that 3 students are classed as Severely Absent - a reduction in Severe Absenteeism of 36%.

At times during the academic year, we need to look at adaptive provisions, these are rare, but are used to support students with SEMH needs. These provision adaptations are always agreed with all relevant stakeholders and signed off. They are regularly reviewed, always with the intention of full time education.

Phoenix House



Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	51.0%	49.0%	32.1%
Autumn 2024-2025	69.2%	30.8%	12.7%
Trend	↑	↓	↓
Spring 2023-2024	49.3%	50.7%	29.2%
Spring 2024-2025	68.3%	31.7%	13.7%
Trend	↑	↓	↓
Summer 2023-2024	43.3%	56.7%	27.0%
Summer 2024-2025	61.8%	38.2%	15.4%
Trend	↑	↓	↓
Overall 2023-2024	48.1%	51.9%	29.6%
Overall 2024-2025	67.2%	32.8%	13.7%
Trend	↑	↓	↓

Park House

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	43.1%	56.9%	38.5%
Autumn 2024-2025	50.5%	49.5%	30.8%
Trend	↑	↓	↓
Spring 2023-2024	48.0%	52.0%	33.1%
Spring 2024-2025	49.0%	51.0%	30.9%
Trend	↑	↓	↓
Summer 2023-2024	47.5%	52.5%	38.5%
Summer 2024-2025	45.0%	55.0%	30.6%
Trend	↓	↑	↓
Overall 2023-2024	46.4%	53.6%	36.9%
Overall 2024-2025	48.7%	51.3%	30.8%
Trend	↑	↓	↓

Sevenhills



Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	61.1%	38.9%	19.0%
Autumn 2024-2025	64.0%	36.0%	15.8%
Trend	↑	↓	↓
Spring 2023-2024	58.0%	42.0%	11.6%
Spring 2024-2025	57.9%	42.1%	16.3%
Trend	↓	↑	↑
Summer 2023-2024	59.3%	40.7%	17.4%
Summer 2024-2025	55.8%	44.2%	15.1%
Trend	↓	↑	↓
Overall 2023-2024	59.5%	40.5%	16.1%
Overall 2024-2025	59.3%	40.7%	15.8%
Trend	↓	↑	↓

Attitudes towards educational settings and the barriers towards engagement in reading from adults and students.

Reading Plus is embedded across our three sites, with a specific daily time slot each day. Expectations are high, with staff rewarding positive rewards for reading but also holding students to account if they have not read. Reading Leads' give weekly updates of celebrations at each site, as well as students on the 'watchlist' for the upcoming week, with targeted support to ensure that all students access reading that week.

The spotlight and focus on reading across our sites has improved greatly due to the three Reading Leads' being proactive, promoting reading on their sites and leading the change in culture amongst staff and students. A half termly meeting has been conducted with action plans for their specific sites discussed and analysed in a constructive way to move reading forward and continue to challenge staff. Tasks are set for Reading Leads to go away and implement themselves in their classrooms, before cascading resources/strategies to their wider teams.

Phoenix House

	On roll accessing RP	Benchmark 2 Completed	Progress in comprehension	Progress in vocabulary	Progress in Age proficiency	Progress in 1 area
KS2	9	9/9 100%	1/9 11%	4/9 44%	2/9 22%	4/9 44%
KS3	13	10/13 77%	3/13 23%	7/13 54%	1/13 8%	7/13 54%
Combined	22	86% 19/22	4/22 19%	9/22 43%	3/22 14%	11/22 50%

Park House



	On roll accessing RP	Benchmark 2 Completed	Progress in comprehension	Progress in vocabulary	Progress in Age proficiency	Progress in 1 area
KS4	69	22	8/22 36%	10/22 45%	7/22 33%	13/22 62%

Sevenhills

	On roll accessing RP	Benchmark 2 Completed	Progress in comprehension	Progress in vocabulary	Progress in Age proficiency	Progress in 1 area
KS3	46	25	6/25 22%	10/25 40%	4/25 16%	13/25 52%

Ensure that students with a range of complex needs make progress in SEMH.

SEMH progress in the time students are with us remains a fundamental principle that is at the heart of all our nurture curriculums. With the implementation of interventions such as Anxiety and Anger Gremlin and trained Thrive and Wrap practitioners across all sites we have seen an increase in students SEMH and wellbeing levels.

Generally, around 82% of the pupil premium cohort made either effective or proportionate progress for their curriculum pathway, progress in SEMH for the academic year has risen to a fantastic 90%.

Our academies are now introducing and further developing a bespoke SEMH curriculum through strengthening minds in order to support our students further and support our teachers in delivering expert SEMH lessons on a daily basis.

	SEMH		Academic	
Year	2023-24	2024-25	2023-24	2024-25
PPA	33%	82%	61%	75%
SEV	17%	99%	72%	86%
Combined	25%	90%	67%	82%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider



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