# Pupil premium strategy statement – Endeavour Academy

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils in 2023-24 academic year.

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

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| Detail | Data |
| Number of pupils in school  | Endeavour Academy |
| Proportion (%) of pupil premium eligible pupils | 68.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | M Rozario |
| Pupil premium lead | M Rozario |
| Governor / Trustee lead | Denise James Mason |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £61,950 |
| Recovery premium funding allocation this academic year | £35,880 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £ 0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £97,830 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***To provide an inclusive, holistic curriculum for learning that provides opportunities for success.******Endeavour Academy aims to enable individual students through developing their:**** ***Capacity to manage challenges***
* ***Ability to manage their own emotions***
* ***Skills to build positive relationships within our community***
* ***Academic achievement***

***Knowledge and skills for future learning and employment*** |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Students have complex needs which can create barriers relating tosocial, emotional and mental health needs. |
| 2 | A lack of academic attainment and aspiration: disrupted educationalexperiences leading to below chronological literacy and numeracy ageson entry, limiting access to curriculum. |
| 3 | Opportunities for personal development and inclusion within acommunity |
| 4 | Low attendance: Low aspiration and parental support |
| 5 | Significant difficulties with speech and language skills and/or socialcommunication. |

## 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.

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| Intended outcome | Success criteria |
| To be no significant difference in theacademic achievement of PP and non-PPstudents, with all making expected orabove progress in core subjects. | Curriculum data indicates pupils are ontrack to achieve aspirational targets andthere is no difference between PP andnon PP pupils. Targeted interventionsare put in place where this does nothappen. |
| Students will improve their attendanceand access all school opportunities bothacademic and extracurricular. | Little difference in PP and non-PPstudents’ attendance.Attendance of cohort in line with orexceeding national average for specialschools.Reduction in PAs. |
| Students will have the opportunity todevelop personal skills by accessingextra-curricular activities as well as a widerange of enrichment activities within thecurriculum. | A wide range of opportunities to bemade available for students with a highuptake. |
| To provide a range of interventionsmeeting outcomes of EHCPs. | To provide a range of interventionsmeeting outcomes of EHCPs. |

## 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)

Budgeted cost: £ *65,867*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD and QA toensure that teachingprioritisesunderachievingdisadvantagedstudents | To ensure that teachers provideQuality 1st teaching forunderachieving, disadvantagedstudents e.g. Olevi training,leadership opportunities, social storytraining, SALT updates, Mentalhealth first aid awareness | 1, 2, 5 |
| Monitoring progressof disadvantagedstudents and takingaction | Academic Heads of Department andSubject Teachers have an increasedfocus on monitoring achievement ofdisadvantaged students at eachtracking point throughout eachacademic year. Significantunderperformance against targets isfollowed up with meetings and actionpoints | 1, 2, 5 |
| Additional support inEnglish and Maths | Monitoring of Literacy and Numeracyinterventions across both key stagesand progress against academictargets | 1, 2, 5 |
| Employment ofInclusion Mentor | To promote inclusion, providing 1:1support for students who arestruggling to access lessons. | 1, 2, 3, 4 |
| Curriculumenrichment activities | Trips and activities that enhance thestudent curriculum experience | 2, 3 |

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

Budgeted cost: £*94,328*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for Quality 1stteaching and Olevi. | Quality assurance cycleData collection supports an increasein attainment | 1, 2, 5 |
| Literacy andNumeracyIntervention across allKey Stages | Increase in reading and spellingages and numeracy grades againstbaseline data.Data collection supports an increasein attainment | 1, 2, 5 |
| Personal tutoring | Students accessing 1:1 tutoringthrough NTP and school study club. | 1, 2, 5 |
| Intervention HLTA | Individual interventions that enablestudents to positively engage withlearning, addressing underlyingissues preventing academicattainment. | 1, 2, 5 |
| Speech & Languagetherapist | Progress towards EHCP outcomes | 1,2,3,5 |

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

Budgeted cost: £*204,910*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To improveattendance andbehaviour of pupilsattracting PPBehaviour learningMentors | Fewer behaviour incidents recordedfor these studentsRobust and supportive behaviouralintervention plans to be in place forthese students.Overall attendance for studentseligible for PP to improve in line withnational average or above. | 1, 2, 3, 4, 5 |
| To provide pastoralinterventionSchool Counsellor | Reduced Behavioural incidentsIncreased attendanceStudent progress | 1, 2, 3, 4, 5 |
| Support for extracurricularactivities/tripsincluding the annualresidential trips | All pupils able to share theirexperiences and develop socialskills that will stay with them for life | 1, 3 |

**Total budgeted cost: £*365,105***

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| ***AIM****: To improve the outcomes for Pupil Premium students to bring their attainment in line with expected levels of progress**Outcome: PP students made expected/ above progress in line with FFT. At KS4 100% achieved 5 GCSEs grade 1-9.****AIM****: To close any attainment gap between students in receipt of Pupil Premium and their peers**Outcome: no significant gaps recorded among vulnerable groups.****AIM****: PP students make progress in reading**Outcome: all PP students made progress in reading****AIM****: To improve attendance and behaviour of pupils attracting PP**Outcome: there has been a significant reduction in behaviour incidents. There is no difference between attendance of PP and non-PP students.****AIM****: Reduce FTE for PP students:**Outcome: a further 12% reduction in days lost to FTE in this academic year, in addition to the 35% and 53% the previous 2 years.****AIM****: To provide pastoral intervention**Outcome: employment of full-time counsellor and an Inclusion mentor, expanding our intervention offer.****AIM****: Support for extra-curricular activities/trips including the annual residential trips**Outcome: both the KS3 and KS4 residential took place this year as well as an expanded extra-curricular offer.**.* |

## Externally provided programmes

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

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| Programme | Provider |
| Speech & Language | Therapy Links |
| Occupational Health  | Therapy Links |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |