# 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 to  social, emotional and mental health needs. |
| 2 | A lack of academic attainment and aspiration: disrupted educational  experiences leading to below chronological literacy and numeracy ages  on entry, limiting access to curriculum. |
| 3 | Opportunities for personal development and inclusion within a  community |
| 4 | Low attendance: Low aspiration and parental support |
| 5 | Significant difficulties with speech and language skills and/or social  communication. |

## 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 the  academic achievement of PP and non-PP  students, with all making expected or  above progress in core subjects. | Curriculum data indicates pupils are on  track to achieve aspirational targets and  there is no difference between PP and  non PP pupils. Targeted interventions  are put in place where this does not  happen. |
| Students will improve their attendance  and access all school opportunities both  academic and extracurricular. | Little difference in PP and non-PP  students’ attendance.  Attendance of cohort in line with or  exceeding national average for special  schools.  Reduction in PAs. |
| Students will have the opportunity to  develop personal skills by accessing  extra-curricular activities as well as a wide  range of enrichment activities within the  curriculum. | A wide range of opportunities to be  made available for students with a high  uptake. |
| To provide a range of interventions  meeting outcomes of EHCPs. | To provide a range of interventions  meeting 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 to  ensure that teaching  prioritises  underachieving  disadvantaged  students | To ensure that teachers provide  Quality 1st teaching for  underachieving, disadvantaged  students e.g. Olevi training,  leadership opportunities, social story  training, SALT updates, Mental  health first aid awareness | 1, 2, 5 |
| Monitoring progress  of disadvantaged  students and taking  action | Academic Heads of Department and  Subject Teachers have an increased  focus on monitoring achievement of  disadvantaged students at each  tracking point throughout each  academic year. Significant  underperformance against targets is  followed up with meetings and action  points | 1, 2, 5 |
| Additional support in  English and Maths | Monitoring of Literacy and Numeracy  interventions across both key stages  and progress against academic  targets | 1, 2, 5 |
| Employment of  Inclusion Mentor | To promote inclusion, providing 1:1  support for students who are  struggling to access lessons. | 1, 2, 3, 4 |
| Curriculum  enrichment activities | Trips and activities that enhance the  student 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 1st  teaching and Olevi. | Quality assurance cycle  Data collection supports an increase  in attainment | 1, 2, 5 |
| Literacy and  Numeracy  Intervention across all  Key Stages | Increase in reading and spelling  ages and numeracy grades against  baseline data.  Data collection supports an increase  in attainment | 1, 2, 5 |
| Personal tutoring | Students accessing 1:1 tutoring  through NTP and school study club. | 1, 2, 5 |
| Intervention HLTA | Individual interventions that enable  students to positively engage with  learning, addressing underlying  issues preventing academic  attainment. | 1, 2, 5 |
| Speech & Language  therapist | 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 improve  attendance and  behaviour of pupils  attracting PP  Behaviour learning  Mentors | Fewer behaviour incidents recorded  for these students  Robust and supportive behavioural  intervention plans to be in place for  these students.  Overall attendance for students  eligible for PP to improve in line with  national average or above. | 1, 2, 3, 4, 5 |
| To provide pastoral  intervention  School Counsellor | Reduced Behavioural incidents  Increased attendance  Student progress | 1, 2, 3, 4, 5 |
| Support for extracurricular  activities/trips  including the annual  residential trips | All pupils able to share their  experiences and develop social  skills 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.* |