

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 2022-23 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

Detail	Data
Number of pupils in school	Endeavour Academy
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	M Rozario
Pupil premium lead	M Rozario
Governor / Trustee lead	Denise James Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,681
Recovery premium funding allocation this academic year	£29,925
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£83,606

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

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: £ 33,500

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	1, 2, 5

	points	
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

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: £185,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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: £313,224

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 91% 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 35% reduction in days lost to FTE in this academic year, in addition to the 53% the previous year.

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.

Programme	Provider
Speech & Language	Therapy Links
Occupational Health	Therapy Links

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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.