Statement of pupil premium strategy (This financial statement will be updated as students are admitted).

1. Summary information					
School	Endeavour Academy			**Type of SEN (e.g. PMLD/SLD/MLD etc.)**	SEMH
Academic Year	2021/22	**Total PP budget**	£28,855.00	**Date of most recent PP Review**	September 2021
Total number of pupils	50	**Number of pupils eligible for PP (LA Calculations)**	29	**Date for next internal review of this strategy**	Jan 2022

2. Current attainment		
Endeavour Academy is an Alternative Provision Free School opened in January 2018, educating students in KS4 who are experiencing SEMH difficulties. Students are admitted at various points in the academic year.	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP*

2020/2021	Students with Pupil Premium Entitlement	Whole School Achievement
% Achieved GCSE Maths and English	100	100
% Achieved 4+ GCSE in Maths and English	9.52	16.67
% Achieved 4+ English	28.57	30.00
% Achieved 4+ Maths	9.52	16.67

- **For 2020 / 2021 70% of students had PP Entitlement.**

- **100% of students achieved GCSE Maths and English**

2021/2022   29 Students (58 % of cohort)

2021 / 2022   21 Students (42 % of Cohort)

Current year group – 2020-21 - Students are admitted in September - this information will be updated at the review meeting.
% on track to achieve targeted grades
% making progress since point of entry

Attendance at point of creating this report =	93.18 %	91.25 %

3. Barriers to future attainment (for pupils eligible for PP)
Students referred to Endeavour Academy have a variety of complex needs, ranging from ASD, OCD, ODD, eating disorders, low mood, self-harm, anxieties and many more. One thing that many of the young people referred to the academy do have in common is their significantly low or even prolonged non-attendance / engagement within their previous mainstream settings. Such poor attendance, coupled with their individual mental health issues has left the students with unavoidable gaps in their learning and as a result, often prohibits success with regards to achieving their previous GCSE predicted grades which contributes even further on their already complex situations. These issues, coupled with the unprecedented disruption caused by the COVID-19 Pandemic have further impacted on engagement, especially for those students who were digitally disadvantaged and struggled to access remote learning. Baseline assessments are carried out upon admission, where data is used to set achievable targets and academy staff work hard to offer high quality teaching to bridge as many gaps as possible throughout their short time working with individuals.

In-school barriers	
A.	Mental Health issues which often impacts on attendance, motivation, self-esteem and ambition towards academic progress. Peer relationships, individual previous experiences, ability to build and maintain positive relationships which can hinder group participation, willingness or ability to join in group sessions, resulting in bespoke integration timetables to support success.
B.	Basic Numeracy and Literacy skills – heightened anxieties, significant gaps in learning and lack of self-belief which hinders progress. Students largely have lower than expected reading ages which also significantly impacts.
C.	Increase in SEND (admissions of students with EHCPs).

External barriers	
D.	Attendance – A high proportion of students have anxiety issues which has led to disengagement from mainstream settings, high level of absence prior to admission with reduced time spent in feeder school creates further barriers to achieving at expected level.
E	Covid 19 – Increased anxieties for students with additional needs such as ASD and OCD etc, isolation periods, staffing implications, group dynamics due to an increase in anxieties and worries at home can impact on individual progress. Irregular attendance due to ongoing incidents of being informed to isolate, leading to difficulties in re-engaging following prolonged and sporadic absences absence.

	4. Outcomes	

	Desired outcomes and how they will be measured	*Success criteria*
A.	**Improved engagement and confidence to remain in education.** • 100% of learners progress into post 16 provision with reduced need for support and no students falling into the category of NEET. • Reduction in reliance on Counselling services / Keyworkers for in class support for issues relating to anxiety. • Improve the Physical Education Programme and ensure all students have positive physical as well as emotional wellbeing.	1. On site Level 6 Careers Adviser who ensures all learners have a post 16 pathway and employability lessons are certificated / awarded to recognise skills for life teaching which has taken place. 2. 80% students are evidencing skills to self- regulate and evidencing resilience by being willing to try. SNAP B data collection will evidence reduction in anxiety and over reliance related behaviour. 3. Students are engaged in 30 minutes of moderate to rigorous daily activity.
B.	**Academic Achievement;** • Improve performance in reading • Pupil Premium Students achieve 5 GCSE's including Maths and English	1. 75% of students increase reading age from point of entry assessment. 2. 100% of Students to have a completed reading assessment by October. 3. arrangements in comparison to lats years cohort. 4. 75% of Pupil Premium Students to achieve 5 GCSE's (20/21 48% of PP students achieved 5 GCSE)

	• All pupil premium students achieve 5 qualifications at a level relevant to ability		5. 90% of students achieve 5 recognised qualifications. 6. Create opportunities for off site practical experiences in science.
	• Improve student achievement in Maths • Improve student confidence in Maths and applying taught skills to real life settings.		7. 100% of Pupil Premium students to engage in online lessons for Financial Education and Hegarty Maths.
C.	**Increase the achievement of Pupil premium Students who have SEND;** • Full diagnostic assessments carried out with staff being clear on the strategies to be implemented in class to ensure effective learning experiences support progress of these learners.		1. SNAP SpLD assessment for all learners who may not necessarily be diagnosed but are causing concern the classroom. 2. Students engaged in planned interventions. 3. SNAP B/SpLD assessments compiled to produce Learner Profiles.
D.	**Attendance;** • Increase attendance from point of admission		1. 100% of Pupil Premium students to evidence improved

			attendance since point of admission. 2. 100% of students to be clear of attendance target.
		• To improve attendance to that nearer National Average.	3. Increase number of students with Pupil Premium entitlement who are attending and engaging more than 90% of the time.
		• Parents and School working together to implement recommended strategies to improve engagement.	4. Evidence and case studies of interventions and positive impact on engagement.
E.	**Barriers to learning following COVID-19;** • To ensure students and their significant others are fully engaged with support offered.		1. Improved school attendance, improved attendance and engagement at parents' meetings.
	• To ensure timely support to narrow gaps in attainment.		2. Intervention plans will show how support has contributed towards improved academic outcomes.
	• Loss of family income		3. All students to be provided with appropriate uniform required.

8. Planned expenditure Estimated £29,000 (29 Students)					

Academic year	2021/22				

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve overall performance in reading.	Reading Assessment Reading Intervention Programme	To accurately baseline on admission. To reduce reliance on in class support. To improve reading age to enable students to read independently and achieve at GCSE reducing the need for access arrangements.	Named member of staff with responsibility. Data collection. Reading Assessment £1,000 Reading Resources £1,000	MC	December 2021

For pupil premium students to achieve 5 qualifications including Maths and English and improve the number of learners who are achieving these qualifications at GCSE standard.	Maths and English online learning programme Additional timetabled intervention	To increase access to Post 16 opportunities. To compliment the Science curriculum with off site practical opportunities. (Additional funding to be allocated to this area once all students are on roll).	Skillsforward £2,000 Hegarty Maths £1,000 Vocational Kits / Uniforms £2,500	MC SC LW	
Students to be engaged in learning and having a positive learning experience.	Assessment and training for staff on how to implement strategies.	Early assessment, SMART Target setting and taking into account the voice of student, parent / carer supports collaborative working and adheres to the Assess, Plan, Do, Review recommendations in the SEND Code of Practice (2015)	EPS £2,500 SNAP £1,000		
				Total budgeted cost	**£ 11,000**

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students can self-regulate, are socially competent and willing to engage with support mechanisms in place.	Programmes of learning targeted at emotional wellbeing, resilience and Careers Action Planning with timetabled lessons.	Students most likely to engage when support is disguised in curriculum lessons. History of non-engagement or reluctance to engage with agencies for early help support.	Teaching and Learning cycle of observation and scrutiny. Work Experience £2,000	LW LB	December 2021 Feb 2021

					Total budgeted cost	£ 2,000

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Student attendance is more in line to that of National expectations. (Attend to achieve).	Pastoral support / Family Worker	Responsibility for first day of absence contact and home visits.	Data collection Case Study Evidence	LW	Jan 2021
				Total budgeted cost	**£ 16,000**

9. Review of expenditure					
Previous Academic Year		**£46,823.75 (64% of students entitled to PP)**			
i. Quality of teaching for all					
Desired outcome	**Chosen action/approach**	**Impact:**	**Lessons learned**		**Cost**
Students with Pupil Premium entitlement make expected	Intervention – additional	**100% of Pupil Premium students achieved GCSE Maths and English.**	**Students are making good progress in English with the gap between pupil premium students and non-pupil premium students achieving grade 4+ being**		**£ 23,000**

progress in GCSE which is comparable to that of peers not in receipt of Pupil Premium	timetabled lesson each day. 1-1 support. NTP – Maths support.		**less than 1.5%. Progress in Maths is not as strong, focus for 2021/22 to be placed on improvements in this area. As a small school setting each student can equate to a higher % i.e. if 1 more PP student achieved in maths, it would change the percentage to 14.29%.** **Impact of absences and difficulties to re-engage learners have also been an issue during 2020 – 2021.**	
Pupil Premium students have access to quality remote learning.	TEAMS Skillsforward Equipment (Laptops)	Students unable to attend school due to COVID-19 had immediate access to lessons.	**Online attendance to be more in line with that of the current school attendance %.** **Currently no attendance code to consider online learning. Staff managed well to post work online for each lesson however as a small team live support proved more difficult to administer with staff running classes alongside the online learning. Limited DfE laptops were provided with school required to purchase own supplies.**	**£ 6,000**

ii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	
Students to have a smooth transition and engage with Post 16 opportunities.	**Careers Lead appointed to work alongside partner agencies (Groundworks) support transitions.**	Note: NEET – 2 students have a destination but have not yet commenced (1 x College, 1 X Training) All Outcomes 30 students ■ College ■ Training ■ Employment ■ NEET	**100% of students left Endeavour with a positive destination, Covid has impacted on 2 students commencing placement and this is being supported by the Careers Lead. Travel training and support with college introductions reduced anxieties about progressing to post 16.**	**Cost £18,000**

10. Additional detail

As an Alternative Free School Provision for students who are experiencing Social, Emotional and Mental Health issues, our priority is to support students to recognise their personal strengths, increase their confidence and belief in their own ability to achieve, whilst striving to reignite a love of learning which will benefit current situations as well as individual's journeys into post 16. Academy staff maintain a focus on improving numeracy and literacy skills to ensure all students leave school with the basic skills required to manage and live a better quality of life, to accomplish their ambitions and live their lives to their full potential. Students are admitted during Yr 10 or Yr 11, having missed large amounts of education and are mostly well behind age related expectations. The annual Pupil Premium rate is normally over 60%.

Covid-19 brought additional challenges relating to student engagement, with many post-16 provisions cancelling open evenings and hosting alternative virtual events, this caused great anxiety for many students and parents as well as delaying the opportunities for us to provide transition support at as early a point as we would have liked. For this reason, Endeavour Academy worked closely with Durham Works for additional support with transitions and supporting students when in new provisions.