

## Pupil premium strategy statement – Endeavour Academy Durham Updated October 2023

This statement details Endeavour Academy’s use of pupil premium (and recovery 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	48
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Kerrie Whelan – Headteacher
Pupil premium lead	Lesley Wood – Deputy Head of School
Governor / Trustee lead	Carina Tomlinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,875 – based on DFE Pupil Premium allocation for 25 students @ £1,035 per pupil
Recovery premium funding allocation this academic year	Estimated £13,800
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£39,675 Approx

# Part A: Pupil premium strategy plan

## Statement of intent

Within Endeavour Academy, we believe that educational settings including our own, should provide every young person with the opportunity to achieve their full potential, both academically and socially. Through a purposeful and fulfilling curriculum, providing extracurricular opportunities and an enhanced and bespoke careers programme, we strive to develop effective communication skills, employability skills, personal conduct and behaviours alongside knowledge enhancement and academic growth.

Due to the nature of the provision, reasons for referrals and the many barriers faced by the young people on roll, we have a specific focus on supporting and where possible improving mental health and wellbeing, supporting disadvantaged pupils to achieve at least as well as their age-related peers, regardless of setting.

Students are referred to the provision from across the entire County Durham area, as well as other counties including South Tyneside, Hartlepool and Sunderland and come from a broad range of socio-economic backgrounds.

Aware that high quality teaching improves outcomes and attainment for those we work to support, we share high expectations and are working hard to further develop and strengthen our quality of T&L to ensure all young people on roll have access to and benefit from what we are able to offer.

Barriers often faced by the pupils referred to Endeavour (not limited to those referred to as disadvantaged) include but are not limited to Learning Difficulties / diagnosis, severe anxieties, Early Childhood Trauma, other complex family circumstances, significant gaps in education which then impacts on social and communication skills, their ability to manage peer relationships, resilience and academic self-esteem. The majority of students are below age-related expectation with regards to reading age and most are working well below their KS2 informed predicted grades when initially joining the provision.

Our Current Pupil Premium Budget is being used to ensure disadvantaged pupils:

- have access to and benefit from high quality teaching and learning opportunities which cater for individual needs and circumstance.
- achieve appropriate outcomes in English and Maths and Science.
- develop resilience, academic and social self-esteem, and enhance essential skills and character strengths required to support progression post 16 and manage adulthood.
- are provided with the skills to be active and responsible members of their own, local and wider communities, making a difference to others along their way.
- have access to bespoke therapeutic, behaviour, pastoral and academic intervention sessions to meet individual need and circumstance both inside and outside of school.
- are supported (with their families) to attend school regularly, identifying barriers and working with professionals involved to overcome and strive for high attendance, enabling each to access the many interventions on offer.

Regular staff training ensures that teachers and support staff within school are well equipped to create and use, high quality resources for all those on roll, regardless of socio-economic backgrounds or locality.

Our Pupil Premium budget is also used to support the wider cohort of the school, regales of status, on the basis that they each are identified on the Special Educational Needs register, all are therefore deserving and entitled to the same high quality, positive experiences.

## Challenges

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

Challenge no.	Detail of Challenge
1.	Due to individual need / personal circumstances, previous long term non engagement or negative experiences, many pupils struggle to attend regularly, some are often late, and some are persistently absent
2.	Most students accessing the provision require extensive pastoral support for a variety of reasons, many parents / carers benefit from the same support
3.	All students face significant challenges in their lives and have social, emotional and mental health needs that previously prevented them from learning. In many cases, parents / carers require the same level of support
4.	Due to a lack of social experience and emotional immaturity, some students struggle to manage their behaviour
5.	Many students join the provision having little / no aspiration for the future and are therefore in need of additional, bespoke, support, skills and character strength development alongside careers guidance to ensure they do not limit their own potential. Often parent / carer expectations are limited due to previous experiences which requires further interventions from school staff.
6.	Due to long term absences and reclusive behaviours, many students do not live what would be determined a healthy lifestyle which impacts on their general well-being. Most not participate regularly in sports and need proactive, individual support in order to overcome barriers
7.	All pupils require the highest quality of teaching across every classroom. Minimising / closing the gaps in learning, wherever possible, is high on our school agenda to benefit the outcomes for all on roll.
8.	Due to gaps in learning and individual need, many students have low levels of literacy and numeracy which impacts their learning and academic self-esteem. Additional support is necessary to narrow gaps in all core areas with a specific focus on reading.
9.	All students require additional adult support to help to enable them to fully achieve their potential both inside and outside of school. Many rely on access arrangements to support needs within the classroom and examinations.
10.	Many require individual tuition and/or teaching in small groups to enable them to achieve
11.	Some students lack access to the internet, the use of computers and adult resources / knowledge at home to further support their studies
12.	All pupils require additional personal development interventions to ensure each develop the resilience to cope with everyday challenges, form and maintain positive relationships and are well prepared for future transitions

13.	Many family circumstances impact on school attendance and engagement, parent mental health and wellbeing, social – economic status and previous experiences often influencing their ability and or willingness to work with schools and other professionals.
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## 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	Actual outcomes / Impact so far
Improved attainment for disadvantaged pupils in all subjects, notably Maths and Science, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the percentage of disadvantaged pupils entered for GCSE and external accreditation, particularly Science. Results will show a reduction in attainment gaps between disadvantaged pupils and their peers with all pupils achieving externally accredited awards at KS4.	There has been a decrease in the number of students entered for GCSE this year. The National issue of non-attendance has contributed to this. We have however had an increase of students leaving with qualifications in English, Maths and Science, with 100% of leavers achieving in all 3 2022-2023.
Improve reading and language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology, relative to starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by end of year assessments with 75% of pupil premium pupils making good progress.	22/23 - 100% of students achieved a qualification in English. 80% of disadvantaged pupils improved in Reading Age from the beginning to end of year 11.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC and SEN Support plan termly outcomes and reduction in access arrangements.	22/23 - 100% of GCSE students completed S&L Assessments.  There was a reduction in students requiring 1:1 For scribe / readers with more students in 22/23 making use of word processors and reader pens.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider	Through observations and discussions with pupils and their families.	Students have opportunities to partake in social engagement and community projects with local care home and charity organisations alongside fully funded visits to

<p>community and prepare for adulthood.</p>		<p>museums, work places and careers events. 22/23 – GCSE Citizenship students were awarded the ACT Citizenship Award for their Community Action Project.</p>
<p>Disadvantaged learners have access to high quality interventions.</p>	<p>Achievement in Maths, English and Science improves.</p> <p>All pupil premium pupils engage with Hegarty Maths and Seneca Learning programmes.</p>	<p>100% of students have access to SENECA Learning and Sparx Maths, which has replaced Hegarty. Focus will be placed on increasing engagement with online learning platforms for 23/24 as our analysis shows a reduced number of students accessing online learning. The school have invested in Chromebooks with enough for every student to have access.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All students receive support to develop and enhance individual skills believed to be essential for employability.</p> <p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p> <p>By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same proportions as their peers.</p>	<p>Careers is linked to all areas of the school curriculum with a specific focus on developing character strengths and employability skills.</p> <p>100% of students have access to both on and offsite work experience opportunities, professional encounters, work shadowing, vocational courses and work placements as well as volunteering opportunities at charity organisations and visits to and from business and educational establishments.</p> <p>100% of students have access to Careers support, timetabled weekly employability lessons taught by a level 6 qualified careers lead. Job Centre Plus and Durham Works also support delivery.</p>

## 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:

£15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English Intervention.</p>	<p>There is strong evidence that small group and one to one bespoke interventions by suitably qualified personnel will support the development of skills and improve overall outcomes.</p> <p>One to one tuition EEF  <a href="http://www.educationendowmentfoundation.org">www.educationendowmentfoundation.org</a></p> <p>EEF Small group tuition toolkit.</p>	<p>7,8,9 &amp; 10</p>
<p>Reading intervention</p>	<p>ART reading intervention programme for KS4. Analysing gaps and informing targeted teaching with use of targeted, personalised interventions that can significantly improve pupil outcomes.</p> <p>External diagnostic assessment to identify areas of weakness in fluency and comprehension with small group interventions timetabled.</p> <p>Whole school reading groups to be delivered in tutor time.</p> <p>Staff training to ensure all lessons are promoting reading opportunities.</p>	<p>7,8,9 &amp; 10</p>
<p>Rewards programme to incentivise and reward improved and sustained attendance, a structured programme to motivate and incentivise all pupils and support</p>	<p>Individual attendance improves from point of entry.</p> <p>Staff work with the student, their families and associated professionals, to identify barriers and provide early interventions to reduce school anxieties and associated avoidance.</p> <p>The curriculum is broad, purposeful and accessible to encourage attendance, participation and engagement.</p> <p>A consistent and effective points / monitoring system is in place to identify patterns, offer swift intervention, provide recognition and rewards.</p>	<p>1,2,3,4,9 &amp; 12</p>

<p>academic progress in all areas.</p>		
<p>CPD for staff and interventions to support positive behaviour, mental health and wellbeing. Timetabled lessons for Lego and art therapy along with CPD on restorative practices</p>	<p>Staff and students are taught how to Make Every Contact Count alongside Restorative Practice techniques, which promotes positive communication, supports and where necessary, repairs peer relationships, helps build resilience and self-esteem as well as effectively managing conflict to reduce escalation and associated issues. This approach supports the school in maintaining a positive culture for all.</p> <p>A resilience programme of learning alongside targeted interventions and therapy sessions improves mental wellbeing, builds confidence and social skills to strengthen communication skills and encourage community engagement.</p>	<p>2,3,4,5, &amp; 12</p>
<p>Family learning programmes.</p> <p>Family Liaison worker to support families to engage in community activities within their local areas.</p> <p>Structured programme to involve parents and carers in online safety learning activities.</p>	<p>Family Liaison Worker gathers and shared information on local activities, charity organisations and opportunities available to young people and their family members within their own local communities.</p> <p>National College and National Online Safety resources are regularly shared with parents / carers electronically and by post – whole school and targeted depending on need.</p> <p>Parents are invited to partake in National College and Skills Builder Home Zone activities to support their families at home. Sessions to be offered in person as well as online.</p> <p>Regular parent evenings are scheduled throughout the year.</p> <p>Parents / carers are encouraged to participate in parent groups with targeted / personalised interventions provided to those who need additional support.</p>	<p>1,3,4,5,6, 11 &amp; 12</p>



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

**Budgeted cost:**

£7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ICT to help some of our disadvantaged cohort who need further support in using technology, this can be in the form of technician hours or assistance programmes such as reader perks.	For pupils with SEND, technology and Apps targeted at specific areas can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: <a href="https://www.eef.org.uk/using-digital-technology-to-improve-learning">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
20 minute language comprehension sessions from a lead practitioner, for disadvantaged pupils that require further support. Each pupil to receive two sessions per week for one term.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: <a href="https://www.ncl.org.uk/learning-to-read-the-simple-view-of-reading">Learning to Read: "The Simple View of Reading"   National Center on Improving Literacy</a>	2
Work related learning programmes to improve personal and inter-personal skills, this will be in the form of Careers interviews and additional guidance support for disadvantaged learners.	<a href="https://www.gov.uk/guidance/alternative-provision-year-11-transition-funding">https://www.gov.uk/guidance/alternative-provision-year-11-transition-funding</a>	5,6
School resources i.e. Uniform and Scientific calculators	Students provided with appropriate resources, equipment and uniform items, making all feel equal and part of their school community, providing a sense of belonging.	1

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

**Budgeted Cost**

£7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance work with identified groups of disadvantaged learners who have low attendance at points of admission.	<p>Improved attendance data from those families the School Attendance Team has worked to support through well thought out Attendance Support Plans.</p> <p>Regular, detailed analysis, increased individual and whole school % from point of entry, surveys and feedback support this approach.</p>	1,2, 3, 12
Family relationship building activities to run outside of school hours with a targeted early help approach to raise aspirations and strengthen relationships.	<p>Improving relationships between parents and their children proves to be a key factor in raising aspirations, attendance and engagement. To include family learning.</p> <p>The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p>	1,2,5,6,12
Mental Health First Aiders trained within school to allow for swift and effective interventions being offered for those exhibiting low mood and to prevent disengagement from mental health related issues.	<p>Personalised, swift and appropriate interventions alongside effective signposting and sharing of concerns with parents / carers and professionals involved, proves beneficial when supporting young people with Social and Emotional Mental Health related issues.</p> <p>MHFA England</p>	2,3,4,5,6,12
National Online Safety classes for both parents and students with whole group and bespoke interventions being made available to prevent and respond to issues	<p>Evidence suggests that the majority of online safety issues occur outside of the school environment – with many of our students reporting that they spend more than 5 hours per day online.</p> <p>Ensuring that parents and carers are equipped with the knowledge and skills to monitor and support their children will reduce the risk of potential harm.</p> <p><a href="https://nationalonlinesafety.com">HTTPS://nationalonlinesafety.com</a></p>	3, 11,12
1:1 and small group interventions to support with practice application forms, identifying positive character strengths to support confidence and drive. This can be in part via the timetabled Employability lessons.	<p>The way in which people are being asked to apply for jobs and training opportunities is changing with online applications and video interviews – students will benefit from support and guidance on how to conduct themselves well and make strong applications which will further enhance pupils’ social and employment opportunities.</p> <p>Internal and external careers interviews will strengthen student confidence and skills.</p>	7,8,9,10

Public transport training. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social, study and employment opportunities: <a href="http://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a>	2,3,5,6,12
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## Total Budgeted cost

**£29,500**

Pupil Premium	15,525
Per pupil x 15	985
Recovery Premium 50	13,800
Per pupil	276
Total	29,325

	Sessions per week	Amount of weeks	total sessions	£ per session	Total Cost
Maths and English intervention	4	36	144	25	3600
Reading Intervention	5	36	180	15	2700
Staff CPD	1	10	10	25	250
Lego / Art Therapy sessions - small	8	36	288	15	4320
Family Learning & Engagement Pro	4	36	144	20	2880
Language Comprehension sessions	2	36	72	10	720
Work related programmes - Career	2	36	72	18	1296
Targetted attendance support	6	38	228	20	4560
Family Relationship interventions	3	36	108	20	2160
Mental Health First Aid	1	39	39	15	585
National Online Safety Classes	1	10	10	20	200
1:1 support and interventions	5	39	195	15	2925
Transport Training	1	8	8	18	144
ICT			1	230	230
School resources - uniform			50	25	1250
Rewards Programme - Att & achievement			50	25	1250
Total spend					29070

## Part B: Review of the previous academic year

The 2022/23 analysis of pupil performance of disadvantaged pupils has been carried out using the limited data we have access to for similar provisions to ourselves. Taking into account the previous year's analysis, staff have been and continue to be driven to improve individual and whole school progress, with a particular focus on those referred to as disadvantaged.

This year saw a decrease in the number of students entered for GCSE largely impacted by the National issue of non-attendance. We have however, this year, had 100% of students leave us

with an English, Maths and Science qualification relevant to their individual ability, including GCSE, Functional and Entry Level Certificates. All 100% of students completed their S&L assessment with 80% of those students having improved their reading since the beginning of year 11. There was a reduction in students requiring 1:1 for scribe / reader assistance with more students in 22/23 making use of assistive technologies such as word processors and reader pens.

100% of students have access to SENECA Learning and Sparx Maths, which has replaced Hegarty. Focus will be placed on increasing engagement with online learning platforms for 23/24 as our analysis shows a reduced number of students accessing online learning. The school has heavily invested in a whole school ICT refresh to upgrade technology and have invested in Chromebooks with enough for every student to have access. Alongside this, we provide revision books and sessions for 100% of students.

100% of students have access to both on and off-site work experience opportunities, work shadowing and professional interviews, vocational courses, work placements and volunteering at charity organisations as well as visits to and from business and educational organisations. All students are supported to enhance the 8 Essential Skills for education and Employment. School utilises resources from Skills Builder to develop individual and group skills here in school, through employer encounters and within the home and community. This programme, coupled with Amazing People's School personal characteristics programme, supports individual growth, self and peer assessment and recognition / reward.

100% of students have access to Careers support, timetabled weekly employability lessons taught by a level 6 qualified careers lead. Job Centre Plus and Durham Works also support programme development and delivery.

22/23 – GCSE Citizenship students were awarded the ACT Citizenship Award for their Community Action Project. The school have considered Cultural Capital and provided opportunities for all students to participate in fully funded, on and offsite subject enrichment activities which included Beamish Museum, The Centre for Life, EDC Christmas theatre performance, sporting activities, careers events and personalised visits to such as care homes and the local MP's Office. We have added to our book and resource libraries which includes family games and interaction tools to support relationships at home and provided instruments for the afterschool music club.

We have consistent, year on year improvements in student engagement, communication, and life skills. In conjunction with the growth of the school cohort, there has an increase in students reporting wellbeing and mental health issues and as a school we continue to support whole school and targeted interventions for Mental Health & Wellbeing, attendance and engagement and relationships with self and others inside and outside of school.

Following the pandemic, there has been an increase in the amount of time young people spend online, accessing social media sites which brings a multitude of issues. We utilise National Online Safety / National College resources and training to upskill, educate and support individuals and their parents / carers.

### Externally provided programmes

Programme	Provider
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<b>One to one tuition</b>	<b>38 Students (20 x yr 11 and 18 x yr 10)</b> <b>Focus on Maths and English</b> <b>Allocated funding for 22/23 was £13,536</b> <b>Overall spend on actual tuition was £14,214</b> <b>Overall hours offered was 300 which was on average hourly rate of £47.38</b>
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## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

### **Curriculum**

Students who are admitted to Endeavour Academy have been absent from school for lengthy periods of time. Our curriculum ensures that all subjects are accredited. We offer learning pathways for core subjects which take into account students emotional and mental health needs ensuring that all students are able to leave school with qualifications in Maths, English and Science.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used our network contacts from regional Alternative Provision providers to look at the performance of disadvantaged pupils in school like ours and asked for advice from schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have placed a sharp focus on supporting teachers and teaching assistants to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff. We have grown our Pastoral and SEND team to support with attendance and increase the intervention support for learners with SEND.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.