

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

1. Summary information					
School	Endeavour			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2018/19	Total PP budget	£12,155	Date of most recent PP Review	September 2018
Total number of pupils	14	Number of pupils eligible for PP (LA Calculations)	13 (%)	Date for next internal review of this strategy	December 2018

2. Current attainment						
Endeavour Academy is a new Alternative Free School Provision, less than 5 students were entered for examinations in 2017/18, therefore no exam data to report.				Pupils eligible for PP (your school)	Pupils not eligible for PP	
2017/18 Examinations Data						
Grade	Maths	English	Science			
N/A				93%	7%	
2018/19 Data (Students are currently being baseline assessed, once all students are on roll this data will be published)						
Grading	English		Maths			Science
	Reading	Writing				
Making						
Exceeding						
Attendance				86%	6%	

3. Barriers to future attainment (for pupils eligible for PP)	
When considering Pupil Premium from the perspective of an Alternative Provision it is Important to take into account that students have a wide range of complex needs, which has already impacted on their success within a mainstream setting.	
In-school barriers	
A.	Mental Health issues impacting on progress.

B.	Numeracy Skills – students have anxiety issues which leads to low self-belief which effects confidence and have lower than expected ability which impacts on progress and engagement.
C.	Literacy Skills - baseline assessments shows students have lower than expected ability which impacts on overall progress and engagement.
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.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase staff confidence in supporting students with Mental Health issues.	Increased engagement in learning from students with staff confident in dealing with the wide range of issues they are faced with and trained to deliver resilience programmes of learning to support students to develop coping strategies.
B.	Increase progress in numeracy	All pupils to make at least expected progress evidenced by termly assessments.
C.	Increase progress in literacy	
D.	Improve attendance	Reduce persistent absence and increase attendance to that in line with national expectations.

5. Planned expenditure Estimated £12,155 (13 Students)					
Academic year		2018/19			
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?
<p>A Increase support for Mental Health issues.</p> <p>B Increase progress in numeracy</p> <p>C Increase progress in Literacy</p> <p>D Improve attendance</p>	<p>CPD with a focus on Effective teaching and learning</p>	<p><i>'Pupils' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly'.</i></p> <p>Source Pupil Premium Evaluation www.gov.uk</p> <p>We aim for our students to leave Endeavour Academy as confident and self-reliant learners, however we must first teach our students how to become resilient and equip them with the skills to navigate their way around the challenges they will face.</p>	<p>Staff will know who is in receipt of Pupil Premium.</p> <p>Lesson observations with a focus on progress and personalisation</p> <p>Data, tracking</p> <p>Working with Resilience team and delivering staff training to upskill them and enable them to be confident in use of resilience teaching strategies.</p> <p>Staff to have access to SNAP B assessments and strategies.</p>	<p>KW</p> <p>KW</p>	<p>Termly</p> <p>Termly</p>

<p>C Increase progress in literacy</p>	<p>Professional development for all teachers on literacy interventions and embedding core skills thorough cross curricular delivery with a focus on language approaches and linguistics.</p> <p>Intervention to support reading and writing</p>	<p><i>‘specific interventions that have been subject to robust evaluation and found to lead to significant improvements in outcomes include approach (es) that includes a number of strategies including whole language approaches, linguistics and phonics, rather than relying on one approach, they adopt either within-English-class or cross-curricular approaches, rather than withdrawing students from mainstream lessons’</i> Source Maughn, S et al (2016)</p> <p>Where schools best evidence impact from pupil premium, they offer... <i>‘In class TA support which is structured and well planned, targeted and specific with staff well trained in programmes’</i> (i.e. Lexia) Source Successfully improving achievement through use of Pupil Premium, Pupil Premium – what you need to know.</p>	<p>Baseline Assessment prior to intervention commencing, half termly data tracking.</p> <p>Timetabled interventions for identified students.</p> <p>School CPD and Performance Management whole school target setting and Lesson observations.</p> <p>Teacher planning highlighting LXC</p> <p>Use of Lexia – Assessing, Recording and Reporting.</p> <p>School library resources.</p>	<p>KW/MC</p> <p>KW/MC</p>	<p>Termly.</p> <p>Half termly</p>
<p>B Increase progress in numeracy.</p>	<p>Professional development for all teachers on inclusion of numeracy in all subject areas and teaching of numeracy skills for life including financial capability skills.</p>	<p>25% of Maths GCSE questions involve applying maths to a real work context, Young Enterprise trials evidence those who study financial capability as part of a <i>Maths in Context</i> programme will perform better in Maths GCSE. Sources Young Enterprise / TES 2018.</p>	<p>School CPD and Performance Management whole school target setting and lesson observations.</p> <p>Timetabled Interventions and data tracking.</p> <p>Timetabled Financial Capability Lessons.</p>	<p>KW/SC</p>	<p>Half Termly.</p>

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?
B Increase progress in literacy C Increase progress in numeracy	Intervention with 121 and small group. Online maths intervention programme.	Targeted support for catch up and which has been effective in other schools.	Timetabled intervention. Flightpath data tracking of pupils to evaluate impact.	SC T2	Half Termly.
D Improve attendance	Named worker with responsibility for overseeing attendance.	Quick response to first day of absence and building relationships with parents.	One person leading and reporting will allow for consistent approaches to managing absenteeism.	LF	Termly.
Total budgeted cost					£4,000

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?
A Increase staff confidence in supporting students with Mental Health issues	Behaviour for Learning Programme focused on building emotional resilience. MHFA full accreditation for all staff.	Teaching students to develop coping strategies to reduce explosive anger and to self-regulate promotes resilience and can reduce anxiety. Whole school responsibility for recognising mental health and being confident to intervene and know when to refer on.	Timetabled lessons for all teaching groups with termly assessment using SNAPB. Accredited training course.	LF KW	Half Termly. End of AT2.
D Improve Attendance	Recognition for excellent and improved attendance	Recognition and rewards will be focused on an enthusiasm for being in school and being ready for learning.	Weekly staff briefings	LF	Half termly

	Purchasing of uniform and equipment for vocational learning.	Students have opportunities to engage in Vocational Studies which provide essential work experience and employability skills. In some areas there is a need for students to wear appropriate uniform for the purpose of health and safety. We believe no student should be excluded from opportunities to learn skills which will benefit their future career choices.	Uniforms and equipment will be kept at school in student lockers.	LF	Annual
Total budgeted cost					£6,200

6. Review of expenditure				
Previous Academic Year		N/A New school provision		
i. Quality of teaching for all				
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)	Cost
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)	Cost

7. Additional detail
<p>This is a new school (Jan 2018). 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 strengths, increase their confidence and belief in their ability to achieve whilst re-developing a love of learning. We maintain a focus on improving numeracy and literacy skills to ensure all students leave school with the basic skills required manage and live a better quality of life and to accomplish their ambitions and live their lives to their full potential.</p>