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

1. Summary information					
School	Endeavour			**Type of SEN (e.g. PMLD/SLD/MLD etc.)**	SEMH
Academic Year	2019/20	**Total PP budget**	£22,440	**Date of most recent PP Review**	November 2019
Total number of pupils	34	**Number of pupils eligible for PP (LA Calculations)**	24(71%)	**Date for next internal review of this strategy**	January 2020

2. Current attainment		
Endeavour Academy is an Alternative Free School Provision opened in January 2018, educating students in KS4. As a new provision we admitted students throughout the year. April 2018 review of Pupil Premium showed 25 students on roll entitled to PP (total budget £23,375)	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP*
2018/19 Examinations Data	24	10

2018/19 Examinations Data

		Candidates	%
English **18 Students**	Grade 5	2	12
	Grade 4+	2	12
	Grade 3+	10	56
	Grade 2+	17	94
	Grade 1+	18	100
Maths **18 Students**	Grade 5+	3	17
	Grade 4+	3	17
	Grade 3+	6	33
	Grade 2+	10	56
	Grade 1+	18	100
Science **9 Students**	Grade 5-5	2	22
	Grade 5-4	1	33
	Grade 3-3	1	44
	Grade 3-2	3	78
	Grade 2-2	1	89
	Grade 2-1	1	100

Functional **20 Students**	English		Maths	
	Entry Level 3	48%	Entry Level 3	71%
	Level 1	33%	Level 1	19%
	Level 2	10%	Level 2	10%

Pupil Premium Achievement

1+ GCSE	2+ GCSE	4 GCSE
16/20 (80%)	12/16 (75%)	6/9 (67%)

2019/20 Data (Students are currently being admitted and baseline assessed, once all students are on roll this data will be published)						
Grading	English		Maths	Science		
	Reading	Writing				
Making						
Exceeding						
Attendance					93.6%	91.3%

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. As a Key Stage 4 provision, with some students joining in Yr 11 our focus will always be on interventions to reduce gaps in attainment, provide high quality education and prepare students to gain the best outcomes in the short periods of time they are with Endeavour Academy.

In-school barriers	
A.	Mental Health issues impacting on attendance and progress.
B.	Numeracy Skills – students have anxiety issues which leads to low self-belief, students have missed large amounts of education prior to admission. Students tend to have lower than expected ability and timetables to integrate students into their new school environment are gradual.
C.	Literacy Skills - baseline assessments historically show students have lower than expected ability which impacts on overall progress and engagement. Reading ages tend to be lower than expected.

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		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Increase student resilience and ability to cope with new or reoccurring situations and self-manage.	Increased engagement in learning from students with less instances of students leaving class for time out. Impact of resilience programmes of learning evidenced and showing reduced levels

		of anxiety. Post 16 destinations data showing students are remaining in Further Education or in Apprenticeships.
B.	Increase progress in numeracy	All students 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 £24,000 (25 Students)					
Academic year	**2019/20**				
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?**
A Increase student resilience and ability to cope in new or reoccurring situations B Increase progress in Numeracy C Increase progress in Literacy D Improve individual attendance from point of entry	**Training** CPD to continue with a focus on effective teaching and learning and upskill staff in areas currently impacting on attendance i.e. self- harm and eating disorders. CBT Training for key staff. Subject specialism training for teaching staff.	*'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'.* Source Pupil Premium Evaluation www.gov.uk 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.	Staff will know who is in receipt of Pupil Premium. Lesson observations with a focus on stretch and challenge to show students are being encouraged to challenge themselves and move out of their comfort zones. Data, tracking. Links developed with CAMHS. Staff to have access to SNAP B assessments and helpful strategies.	KW/LW	Termly

C Increase progress in Literacy	Reading assessment training and implementation (RISE). Literacy assessment resources and training. TA Support in class. Support for students who struggle with emotional issues which impacts on learning (Occ Therapy Training Programme for staff) Homework resources	Students admitted to Endeavour have usually experienced time away from mainstream education. To ensure progress there is a need to source quality resources and training. Where schools best evidence impact from pupil premium, they offer consistent… '*In class TA support which is structured and well planned, targeted and specific with staff well trained in programmes*' (i.e. Lexia) Source Successfully improving achievement through use of Pupil Premium, Pupil Premium – what you need to know.	Academic Action Plans will detail expected learning outcomes with timetabled interventions targeted at areas in need of development.	KW/MC	Termly.
B Increase progress in Numeracy.	Financial Education Hegarty Maths	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 *Maths in Context* programme will perform better in Maths GCSE. Sources Young Enterprise / TES 2018.	Timetabled Financial Capability Lessons. Academic Action Plans will detail expected learning outcomes with timetabled interventions targeted at areas in need of development.	KW/SC	Half Termly.

	Increase engagement in Science	Develop skills in processing, reasoning and critical thinking through investigating, experimenting, using numbers, recording conclusions and results which can be applied in real life settings ad enhance learning in Mathematics and English.	Practical learning opportunities and visits to include employment opportunities at both higher and foundation level.	KW/VC	Termly
			Total budgeted cost	**£14,000,**	

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?
A Increase student resilience and ability to cope with new or reoccurring situations and self-manage. D Improve Attendance	SNAP B Profile of all learners with staff training on using assessments to positively impact on learning experiences. Timetabled resilience programme (Accreditation to be) explored). Social Skills Activities to be planned for unstructured times with student training in MECC supporting with recognising how our actions can impact on others.	'On average, Social, Emotional Learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment…. Improvements appear more likely when SEL approaches are embedded into routine' (EEF)	Academic Action Plans will include expected outcomes based on SNAP B Assessment profile.	LW	Termly

D Improve individual attendances from point of entry	Named worker with responsibility for overseeing attendance and carrying out home visits.	Quick response to first day of absence can prevent attendance issues escalating, home visits can help with building relationships with parents.	One person leading and reporting will allow for consistent approaches to managing absenteeism.	LF	Termly.
			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?
A Increase student resilience and ability to cope with new or reoccurring situations and self-manage by improving access to support services.	Mental Health Lead in school to champion wellbeing of students and staff. Parent support and access to family work / training (Connecting with Children). CBT Training.	"Strengthening the mental health training within schools will help teachers spot warning signs earlier and allow young people quicker access to vital support services" Green Paper – Trailblazer 2019. Teaching students to develop coping strategies to reduce explosive anger and to self-regulate promotes resilience and can reduce anxiety. CBT enables students to gain a greater understanding of how a person's feelings can affect their thinking and actions, learn ways in which bad habits and negative patterns of belief can be reversed and recognise appropriate ways to deal with stress and frustration. Teaching students these skills will allow them to self-manage, be independent and ensure they are not too reliant on school and better equipped to cope and manage at the next transition point.	Accredited training course. Monitoring and tracking of SEMH plans.	LF	Termly

D Improve individual attendances from point of entry.	Purchasing of school uniform and equipment for vocational learning.	We believe no student should be excluded from opportunities to learn skills which will benefit their future career choices. We also recognise the costs associated with changing schools.	Weekly staff briefings Uniforms and equipment will be kept at school in student lockers. Uniform orders will be made via the school.	LF	Half termly
				Total budgeted cost	**£7,000**

6. Review of expenditure				
Previous Academic Year	**£23,375**			
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Impact:**	**Lessons learned**	**Cost**
A Increase support for mental health issues.	CPD.	Staff completed various Level 2 qualifications including Children and Young Peoples Mental Health, counselling and Understanding Autism, they are now better equipped to understand the impact of mental ill-health on children and young people, able to recognise signs to intervene before crisis and know where to sign post.		
	In school counselling.	Increased access to counselling services with students more comfortable accessing support in an environment they feel safe and secure.	**Duplication of work in Counselling and Resilience, future plans to consider resilience counselling linking more with teaching of Resilience programmes of learning.**	
	Timetabled programme of learning.	Students taught skills to place things into perspective learning how to self-manage and remaining in class rather than walking out when		**£ 6,500**
		SNAP B		
C Increase progress in literacy	1:1 Intervention to support reading and writing.	100% students achieved literacy qualification at a level relevant to ability. 100% of students entered for English GCSE achieved a qualification.	**Reading assessments required to better evidence progress.**	
B	1:1 Intervention. Hegarty Maths.			**(£33.77ph) £12,800**

Increase progress in numeracy. D Improve Attendance	Purchasing of uniform and equipment for vocational learning.	100% students achieved Numeracy qualification at a level relevant to ability. 100% of students entered for Maths GCSE achieved a qualification. Good uptake of FE post 16 vocational programmes.		**(£2,000)**

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)	
A Increase support for mental health issues.	Behaviour for Learning Programme focused on building emotional resilience.	Timetabled progamme with each teaching set receiving 1 lesson per week in Resilience. Resources have been purchased and developed to support the learning.	Programme is going well, now looking to identify accreditation to ensure that student learning is formally recognised and that parents recognise the value of this programme. Need to better use SNAP assessments to evidence the impact this lesson has had on progress made.	**Cost £2,075**

7. 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 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 to manage and live a better quality of life, to accomplish their ambitions and live their lives to their full potential. Students are admitted in Yr 10 or Yr 11 having missed large amounts of education and are well behind age related expectations.