



Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Endeavour Academy
Number of pupils in school 2023-24	236
Number of pupils in school 2024-25	230
Number of pupils in school 2025-26	217
Proportion (%) of pupil premium eligible pupils 2023-24	37% (88 pupils)
Proportion (%) of pupil premium eligible pupils 2024-25	51% (117 pupils)
Proportion (%) of pupil premium eligible pupils 2025-26	51% (111 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was first published	December 2023
Date this statement was updated and published	December 2024 December 2025
Date on which it will be reviewed	December 2024 (complete) December 2025 (complete) December 2026
Statement authorised by	Carol Rhodes
Pupil premium lead	Carol Rhodes
Governor / Trustee lead	AIC

Funding overview

Detail	Amount
Pupil premium funding allocation 2023-24 academic year	£128,040
Pupil premium funding allocation 2024-25 academic year	£173,160
Pupil premium funding allocation 2025-26 academic year	£164,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2025-26 academic year	£164,280

Part A: Pupil premium strategy plan

Statement of intent

At Endeavour Primary Academy, our mission is to ensure that every child has the opportunity to reach their full potential, regardless of their background or the challenges they may face. Our pupil premium strategy is central to achieving this goal, focusing on closing the attainment gap between disadvantaged pupils and their peers. It is informed by evidence-based practices and aligns with the Department for Education's 'menu of approaches.'

Our main aim is to address these challenges through high-quality teaching for all pupils, which is proven to have the strongest impact on those pupils eligible for the pupil premium grant and also for those who are not. Our intent is to continue to enhance teaching and learning through ongoing professional development opportunities for our staff. This will ensure the delivery of high-quality, inclusive education tailored to the diverse needs of our pupils. We will implement targeted interventions and support for pupils identified as needing additional assistance including one-to-one and small group tuition, as well as tailored literacy and numeracy programs. These interventions will be guided by evidence-based strategies, ensuring that our approaches are informed by the latest research and proven practices.

Our strategy includes initiatives to improve attendance, engagement, and wellbeing among our disadvantaged pupils, as we believe that a holistic approach addressing social, emotional, and behavioural needs is crucial for effective learning. Evidence shows that the most effective support for pupils is built upon a strong partnership between family and school. We involve parents and keep them fully informed about their children's progress and work to actively strengthen relationships with parents and carers, providing them with the tools and support needed to engage in their child's education.

Although the challenges are outlined for the current period of time, we understand the need for the intended outcomes to be flexible in order to respond to changing circumstances and new issues. We use a range of data sources (diagnostic assessment, attainment data, attendance data, pupil voice,) to identify the main challenges affecting the progress and attainment of our pupils and through regular reviews adjust our approach as needed to ensure maximum effectiveness and accountability.

Challenges

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

Challenge number	Detail of challenge
1	Attainment for disadvantaged learners is lower than for non-disadvantaged learners nationally and in school.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged learners than their peers.
3	Attendance rates for disadvantaged learners are generally lower compared to their peers.
4	Typically, disadvantaged learners have limited exposure to enriching experiences that foster academic growth and social development.
5	Lower social and emotional skills are linked with poorer mental health and lower academic attainment and are more prevalent amongst our disadvantaged learners than non-disadvantaged learners.

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
Increase the percentage of disadvantaged pupils reaching expected standards against national benchmarks 2025-26 update: <ul style="list-style-type: none">Change to Little Wandle Synthetic PhonicsUse of Little Wandle Fluency and interventions to target and improve reading fluency in Y2 and Y3	Data for disadvantaged learners is at or above national for that group in the benchmarks below and the gap between non-disadvantaged learners is narrowing: <ul style="list-style-type: none">KS2: RWMC, Reading, Writing and MathsY4 Multiplication CheckY1 PSCReception GLD
Increase the proportion of pupils entering Y2 who decode accurately and quickly to ensure they are developing sufficient fluency to focus on comprehension and understanding.	<ul style="list-style-type: none">Increase the percentage of disadvantaged pupils who can decode words correctly on the PSC 2024-25 update: <ul style="list-style-type: none">Increase the percentage of disadvantaged pupils who read at or above the expected words per minute (60 WPM for Y1). 2025-26 update: <ul style="list-style-type: none">Use of Little Wandle Fluency and interventions to target and improve reading fluency in Y2 and Y3
Improve pupils' expressive and receptive language skills	<ul style="list-style-type: none">Increased Vocabulary Usage: Pupils will use a wider range of vocabulary in both spoken and written tasks, incorporating new words learned during the year.

<p>2024-25 update: Voice 21 program, EYFS Language of Learning</p>	<ul style="list-style-type: none"> • Enhanced Listening Comprehension: Pupils will accurately follow multi-step instructions and demonstrate understanding of spoken information through appropriate responses and actions. • Improved Reading Comprehension: Pupils will show better understanding of texts by answering comprehension questions correctly and discussing key ideas and details from their readings. • Active Participation in Discussions: Pupils will engage more frequently and confidently in classroom discussions, expressing their ideas clearly and responding to peers' contributions.
<p>Increase the attendance rate of disadvantaged pupils and reduce persistent absenteeism within that group.</p>	<ul style="list-style-type: none"> • Attendance data for disadvantaged learners is at or above national for that group and the attendance gap with non-disadvantaged learners is narrowing. • Persistent absence data for disadvantaged learners is at or above national for that group and the attendance gap with non-disadvantaged learners is narrowing.
<p>Ensure children have experiences which add cultural capital to their learning and lives.</p>	<ul style="list-style-type: none"> • All classes take part in a school trip or have access to a workshop each year. • Enhancement experiences linked to learning are planned and evidenced in outcomes. • An increased proportion of PP children attending extra-curricular clubs <p>2024-25 update:</p> <ul style="list-style-type: none"> • Development of 'Endeavour Me' personal development curriculum to include 'Endeavour Futures' career programme – pupils are able to discuss transferrable skills needed and valued in the workplace and have taken part in employer encounters.
<p>Develop social and emotional skills needed to thrive both in school and in life.</p>	<ul style="list-style-type: none"> • Resilience: children demonstrate the ability to cope with challenges and bounce back from setbacks. • Self-Esteem: children better understand and celebrate their unique strengths and demonstrate greater self-confidence as a result. • Emotional Regulation: children manage their emotions effectively and understand how their brain works. • Positive Relationships: children develop healthy, positive relationships and friendships. • Attitudes to learning are positive and learning behaviours strong. • Families are supported to reduce barriers to children's achievement.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a high-quality coaching and/or CPD offer to all staff designed and led by experienced practitioners.</p> <p>Using the monitoring schedule any training/development needs are identified and supported. CPD increases teacher's knowledge and develops pedagogy. Team teaching/joint planning supports teachers to develop practice. (Welcomm, Launchpad for Literacy, Drawing Club, Write Stuff, NCETM Mastery programs, NPQs, plus Trust CPD opps)</p> <p>2024-25 update: Voice 21, Language of Learning and Mastering Number KS2 implementation.</p> <p>2025-26 update: Early reading support via English Hub partner school programme.</p> <p>Y4 & Y5 Fixing Fluency (Great Heights research school/Right to Succeed)</p>	<p>EEF – Effective Teacher Professional Development</p> <p>Good quality whole class teaching impacts pupils progress (EEF Guide to The Pupil Premium).</p> <p>Great Teaching Toolkit</p>	.1,2,3, 5
<p>Engage with and apply learning from Turing Maths Hubs and Trust learning groups</p> <p>Collaborating with schools, drawing on expertise and resources improves in-school pedagogy. Networking across schools allows for subject leaders to develop leadership. Attending collaborative CPD enables staff to partake in quality professional development</p> <p>2024-25 update: Engage with Forest Attendance Hub and Lacy Green English Hub</p> <p>2025-26 Partner school learning via Lacy Green English Hub</p>	<p>Toby Greany - Sustainable improvement in multi-school groups (DfE Report)</p> <p>James Richardson - What works for school improvement (Education Endowment Foundation)</p> <p>David Weston – Teacher Development Trust: CPD across a group of schools and national standards for CPD</p> <p>Dr Kate Chhatwal - Challenge Partners: Continuous Improvement through Peer Review and Collaboration</p>	1, 3, 5
<p>Subscribe to curriculum enhancements:</p> <p>Times Table Rockstars, Numbots, SPaG.com. Subscribing to the above resources will enhance pupils experience in school and help support individuals with their home learning</p> <p>2024-25 update: Maths Whizz (Y5 cohort)</p>	<p>Interactive and engaging online resources help to reinforce in class learning.</p> <p>Pupil voice indicates that pupils are more likely to use these apps at home when they have used them in school.</p>	1,3

Coaching and CPD for all staff regarding Mental Health and wellbeing in pupils to better understand and meet pupils SEMH needs and remove behavioural barriers to attendance and learning (My Happy Mind, Thrive) 2024-25 update: Educational Psychologist CPD for all staff on trauma and attachment 2025-26 update: Ed Psych Zones of Regulation CPD	EEF SEN research – build an ongoing holistic understanding of pupils and their needs Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment Mental Health and behaviour in schools, DFE 2018	1, 3, 5
Deployment of Teaching Assistants Additional Adult Support in class ensure pupils are not only ready to learn but supported in their learning	EEF TA research evidences that noticeable improvements in pupil outcomes can be made through making the best use of TA's to add value to what teachers do.	1,4

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

Budgeted cost: £ 38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted teaching to pupils identified as falling behind in class (target group, WellComm Speech and Language, Launchpad for Literacy)	EEF – Small Group Tuition studies have shown that pupils make effective progress by receiving intensive, targeted academic support. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,2
Explicit teaching of Reading Comprehension Strategies 2025-26: Introduction of reading groups via Little Wandle focusing on fluency, prosody and comprehension.	EEF Reading Comprehension Strategies - Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.	2
Booster and Intervention Programme delivering targeted intervention for Reading, Maths, Social and emotional and mental health,	EEf -Making the best use of teaching assistants. EEF - Improving social and emotional learning in Primary schools EEF early maths research evidences manipulatives (e.g. reckenreks) and representations can be powerful tools for supporting young children to engage with mathematical ideas. The Reading Framework 2021	1,2,5
Implement Mastering Number Programme from NCETM Mastering Number (EYFS, KS1) 2024-25: Implement Mastering Number KS2 (Y4&5) 2025-26 update: Implementation of Mastering Number Y3	NCETM - Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations.	1

Implement Project X Code - for catch up for those in KS2 who have not met the phonics screening and/or reading standard in KS1 2025-26 update: Use of Little Wandle diagnostics and interventions	The Reading Framework 2021	1, 2
2024-25 update: CPD refresher from Educational Psychologist for all staff on trauma and attachment. 2025-26 update: Ed Psych Zones of Regulation CPD	EEF SEN research – build an ongoing holistic understanding of pupils and their needs Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment Mental Health and behaviour in schools, DFE 2018	1, 3, 5
Workshops for parents – EYFS, Phonics, Reading, SATs, multiplication, SEND, SEMH 2025-26 update: Support for parents via Diversity Matters	EEF Parental Engagement - By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage.	1,3

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

Budgeted cost: £ 25,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded breakfast club places enabling pupils to attend school on time and be settled and ready to access their classroom and learning 2024-25 update: Access to Learning Mentor for SEMH support to encourage readiness for class/learning.	EEF research into breakfast clubs evidences the social and educational benefits of attending a breakfast club e.g. improving classroom environments Providing breakfast and support as required will promote punctuality and ensure pupils needs are met and they are ready to learn.	3, 5
Personalised pastoral support in 1:1 and small group interventions (e.g. Healthy Hyde, Zones of Regulation, Grief Recovery, Happier School program)	EEF Improving Social and Emotional learning in Primary schools - Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment	5
Improving attendance- ensuring pupils are in school and have the best opportunity to make progress. Supporting families with attendance.	EEF Improving attendance evidence brief 2023 Persistent absence is an immediate issue facing schools across the country. These pupils are disproportionately more likely to come from socio-economically disadvantaged backgrounds	3
Provide funded extra-curricular club places – to boost confidence to interact socially with others; extend pupils social networks; and provide them with new skills and abilities	Government 'Unequal playing field' social mobility report	4
Planned experiences to enhance the curriculum - to expose pupils to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and cultural capital they need to succeed in life	Government 'Unequal playing field' social mobility report	4

2025-26 update: Character development focus via Commando Joe's RESPECT framework. Careers – transferrable skills awareness and development via Skillsbuilder Rock Steady Music School (Y6)		
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Total budgeted cost: £ 164,280

Externally provided programmes

Programme	Provider
Reading Plus	DreamBox Learning (to Sept 2024)
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Mastering Number	NCETM
Nessy	Nessy Learning
Wellcomm	GL Assessments
Project X Code	Oxford University Press (to July 25)
Maths Whizz	Whizz Education

Review of outcomes in the 2024-25 academic year:

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Outcomes for Pupil Premium pupils against national key markers 2024-25:

EYFS GLD:

Disadvantaged pupils at Endeavour achieved better than disadvantaged pupils nationally. The gap between disadvantaged pupils at Endeavour and non-disadvantaged pupils is narrower both within school and nationally.

	Disadvantaged Pupils	Non-Disadvantaged Pupils	% points gap
Endeavour Class	66.7%	72%	(66.7%-72.5%) -5.3%
Endeavour Cohort <i>(including high needs enhanced provision)</i>	61.5%	72%	-10.5%
National	51.5%	72.5%	(51.5%-72%) -20.5%

Year 1 Phonics Screen Check:

Disadvantaged pupils at Endeavour achieved better than disadvantaged pupils nationally and in line with non-disadvantaged pupils nationally.

	Disadvantaged Pupils	Non-Disadvantaged Pupils	% points gap Disadvantaged-non disadvantaged
Endeavour	83%	84%	(83%-84%) -1%
National	68%	84%	(68%-84%) -16%

Year 4 Multiplication Table Check:

Disadvantaged pupils at Endeavour achieved better than disadvantaged pupils nationally. The gap between disadvantaged pupils at Endeavour and non-disadvantaged pupils is narrower both within school and nationally.

	Disadvantaged Pupils av. score	Non-disadvantaged Pupils av. score	% points gap

	Endeavour	19.8	20.8	(19.8-20.8.) -1%	
	National	18.9	21.3	(18.9-21.3) -2.4%	

End of KS2 outcomes:

At the end of KS2, 47.5% of pupils at Endeavour were eligible for the pupil premium grant compared to 32% of pupils nationally.

Disadvantaged pupils at Endeavour achieved better than disadvantaged pupils nationally in all areas.

The gap between disadvantaged pupils at Endeavour compared with non-disadvantaged pupils nationally was closer in all areas than for disadvantaged pupils nationally compared to non-disadvantaged pupils nationally.

	Disadvantaged Pupils		Non-Disadvantaged Pupils		% points gap Disadvantaged to National Non-disad	
	Endeavour	National	Endeavour	National	Endeavour	National
RWMC	63%	47%	65%	69%	-6%	-22%
Reading	79%	63%	75%	81%	-2%	-18%
Writing	73.7%	59%	70%	78%	-4.3%	-19%
Maths	84%	61%	65%	81%	+3%	-20%

Attendance measures:

Both absence and persistent absence rates for disadvantaged pupils at Endeavour are lower than for disadvantaged pupils nationally.

Persistent absence within the disadvantaged group in school is down by 0.6% in the academic year 2024-25.

The gap between persistent absence rates for disadvantaged pupils in school and non-disadvantaged pupils nationally has reduced by 1.7% across the academic year.

	Disadvantaged Pupils		Non-Disadvantaged Pupils		% points gap Disadvantaged to National Non-disad	
	Endeavour	National	Endeavour	National	Endeavour	National
Absence	6.7%	7.9%	5.6%	4.5%	+2.2	+3.4
PA	17.7%	24.5%	9%	10.5%	+7.2	+14