

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	272
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Carol Rhodes
Pupil premium lead	Carol Rhodes
Governor / Trustee lead	AIC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,155
Recovery premium funding allocation this academic year	£14,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,510

Part A: Pupil premium strategy plan

Statement of intent

This statement of intent reflects Endeavour Academy's belief in inclusion for all, that pupils will benefit from the widest choice of education, and that, it is the people around the child who make the real difference through the creation of a learning environment that fosters development of the whole child, promotes good attendance and learning behaviours, enables parents to better support their children's learning and instils in pupils, confidence and resilience.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We strive to ensure that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and preparing them for a smooth transition to the next stage in education.

It is the Academy's intention that all pupils will experience a school day which, in the normal course, provides an appropriate, culturally rich and broad academic curriculum, delivered to allow all pupils to make progress in every lesson. We offer our pupils a curriculum that challenges, informs, enables and drives them to succeed and achieve the best possible results they can and ensure that they leave school being well-rounded individuals who will make a positive contribution to society.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- High quality teaching
- Targeted academic support
- Wider strategies

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy has a strong emphasis on CPD for all our staff. Targeted support, including tuition through the NTP, is used to narrow gaps and support children to reach their full potential, this covers both academic and social and emotional support. These strategies are supported by wider strategies to improve children's wellbeing and build strong cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Disruption to learning as a result of school closures including variation in support for home learning
2	Low self-esteem and aspirations
3	Lower than average communication and language skills, particularly on entry to EYFS
4	PP children with high rates of absence including persistence absence.
5	Availability and/or ability of parents to support with learning away from school leading to low levels of completion of homework and reading away from school. Ambivalent feelings about school (link to AIP Priority 1)
6	Children have limited experiences of the wider world

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
<p>1: Diminish the difference in reading, writing and mathematics for PP pupils in KS1 and KS2 so more are achieving National Expectations</p> <ul style="list-style-type: none"> Internal 'in year' termly data and published validated data (if available) will be analysed and evidence gaps are closing. 	<ul style="list-style-type: none"> The attainment gap between PP and NPP pupils will decrease in all year groups Assessment used accurately to target teaching and support
<p>2: Pupils' aspirations and self-confidence are raised</p> <ul style="list-style-type: none"> Pupil questionnaires and internal behaviour management systems will evidence an improvement 	<ul style="list-style-type: none"> Pupils will believe in themselves and their ability to achieve resulting in improved levels of engagement and motivation and pupils who are prepared and ready to learn Pupils will be able to articulate their aspirations (or options) Pupil Questionnaires will evidence that the large majority are happy at school Exclusions 0% Increased number of PP pupils taking on leadership roles in school (E.g: Pupil Leadership Team/Play Leadership/Sports teams/School Sports Organising Crew).
<p>3: Pupils will have the vocabulary and understanding of subject specific language to access and achieve across the full curriculum.</p> <ul style="list-style-type: none"> Internal 'in-year' termly data and published validated data (when available) will be analysed and evidence gaps are closing 	<ul style="list-style-type: none"> Pupils attain in-line with National average at the end of EYFS, KS1 and KS2 Pupils across the school attain expected standards across the curriculum Pupils are prepared for their next stage/phase of their learning Pupils can articulate their knowledge confidently

<p>4: Pupils will attend school</p> <ul style="list-style-type: none"> Attendance monitoring will be rigorous and robust: Pupils will be monitored daily and procedures will be followed consistently to ensure no pupil is 'missed' 	<ul style="list-style-type: none"> Attendance to be at least 96% (If the target is not being achieved, families will have been supported and their attendance improved) Decrease % of unauthorised absence Reduced number of persistent absentees The gap between PP and NPP attendance will be narrowed. PP children access free breakfast club to support improving attendance and punctuality and meeting the basic needs of pupils.
<p>5: Parents will feel supported and fully engage with school to enhance their child's learning.</p> <ul style="list-style-type: none"> Parent Questionnaires/report feedback will evidence an increased number of parents feel supported and equipped to support their child's learning Attendance register of workshops/parents' evenings will be analysed 	<ul style="list-style-type: none"> Parents understand what their child is learning and how they can support them with this. Attendance at parent workshops has increased including those to develop their own skills. Parent questionnaires evidence that parents feel supported Attendance at parents evening has improved
<p>6: Pupils will experience a broad and balanced curriculum, enriched by extra-curricular activities. Pupils will be cultured and have good knowledge of the world around them</p> <ul style="list-style-type: none"> Pupils are knowledgeable and excited by the world around them, they are accepting of and celebrate diversity 	<ul style="list-style-type: none"> Pupils are knowledgeable and excited by the world around them, they are accepting of and celebrate diversity An increased proportion of children attending extra-curricular clubs Pupils' experiences are capitalised through a broad and balanced curriculum. Pupils' school experiences are enriched through curriculum enhancements.

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: £ 80,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing classroom practice</p> <p>Using the monitoring schedule any training/development needs are identified and supported by AHT release time. Team teaching/joint planning supports teachers to develop practice. CPD increases teacher's knowledge and develops pedagogy (£11,655)</p>	<p>Good quality whole class teaching impacts pupils progress (EEF Guide to The Pupil Premium).</p>	1
<p>Subscribe to Maths and English 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 (£3800 supply costs)</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

<p>Subscribe to curriculum enhancements: Times Table Rockstars, Numbots, SPaG.com, Reading Plus. Subscribing to the above resources will enhance pupils experience in school and help support individuals with their home learning (£3427)</p>	<p>Interactive and engaging online resources help to reinforce in class learning. Pupil voice indicates that pupils are more likely to use these apps at home when they have used them in school.</p>	1
<p>Deployment of Teaching Assistants Additional Adult Support in class ensure pupils are not only ready to learn but supported in their learning (£52,400)</p>	<p>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.</p>	1
<p>Use of self-regulatory learning skills such as pink/green marking and peer/self-assessment so pupils become more aware of their own strengths and weaknesses (are self-regulating) and can motivate themselves to engage in and improve their own learning as a result</p>	<p>EEF evidence suggests that getting pupils to think about their own learning can accelerate progress and is particularly effective for improving outcomes for disadvantaged learners.</p>	2
<p>Focus on why we learn different subjects, how they help us in later life and linked careers so pupils are helped to see a clear link and purpose between their learning experiences and their future.</p>	<p>Teach First and the Employers and Education charity research suggests careers-related learning should be utilised to seed and develop the knowledge and know-how that equip children for the next stage of their lives.</p>	2,6
<p>Further development of Word Power to include its use in pre-teaching vocabulary for foundation subjects (CPD for staff)</p>	<p>EEF research evidences Oral language interventions including explicitly extending pupils spoken vocabulary have a high impact on pupil outcomes</p>	3,6
<p>Purchase of Endeavour Reading passport materials as incentive to encourage children to access wider range of books and create a culture of reading for pleasure away from school. Promote Endeavour Reads initiative as a central part of this initiative (£765)</p>	<p>Developing a love for reading improves pupil's reading and language skills.</p>	3
<p>Provide attendance incentives Class incentives to promote good attendance (monopoly board rewards). Attendance badges (Bronze, Silver, Gold) (£4000)</p>	<p>Providing incentives will help to motivate pupils and raise the profile of good attendance.</p>	4
<p>Implement the Thrive Approach to better understand and meet pupils SEMH needs and remove behavioural barriers to attendance and learning (£3631)</p>	<p>The Thrive Approach draws on established neuroscience and child development theories to benefit children and young people of all ages. Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment</p>	2,4
<p>Parent workshops Release time for key members of staff to support parent relationships by organising workshops/supporting with translation. Cost of training from Tameside Families and Diversity Matters. (£1000)</p>	<p>Parent/school relationships will be further developed and parents will feel more confident in supporting their children.</p>	5

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

Budgeted cost: £ 27,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted one-to-three reading tutoring using Tutor Trust face-to-face tutoring for identified children in Year 6. This to be joint funded through the NTP subsidy and the recovery premium. Cost - £4950	One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment. Through the NTP we are using a 1:3 approach. The EEF state, "Approaches that ... deliver instruction ... in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support."	1
Provide targeted one-to-three writing tutoring using Tutor Trust face-to-face tutoring for identified children in Year 6. This to be joint funded through the NTP subsidy and the recovery premium. Cost - £4950	As above	1
Provide targeted one-to-three maths tutoring using Tutor Trust face-to-face tutoring for identified children in Year 6. This to be joint funded through the NTP subsidy and the recovery premium. Cost - £4950	As above	1
Embed Mastering Number Programme from NCETM in Reception and KS1 (£1000)	EEF early maths research evidences manipulatives (e.g. rekenreks) and representations can be powerful tools for supporting young children to engage with mathematical ideas.	1
Embed Nuffield Early Language Development programme (NELI) in Reception (£1000)	EEF research evidences the attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap.	1, 3
Embed 'Write Away Together' programme from EY2P to identified children in Y2-Y5 (cost includes release time 1xday per week for TA's to deliver programme in Y2-Y5 (£6585)	'Write Away Together' is a highly structured and evidence based one-to-one intervention programme for Y2 to Y6 pupils who are working below national expectations. The length of intervention is for a minimum of 10 weeks.	1,3

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

Budgeted cost: £ 43,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide funded breakfast club places enabling pupils to attend school on time and be settled	EEF research into breakfast clubs evidences the social and educational benefits of attending a breakfast club e.g. improving classroom environments	1, 2, 4

and ready to access their classroom and learning (£6400) Access to Learning Mentor for pupils displaying anxieties.	Providing breakfast and support as required will promote punctuality and ensure pupils needs are met and they are ready to learn.	
Continue to provide Learning Mentor support to pupils and families with social & emotional needs offering any advice/signposting as/when needed e.g. Solihull online parenting, Early Help access point etc and targeted intervention e.g.Zones of regulation. (£27,000)	Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment	5, 4
Expose 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 (£10,000)	Government 'Unequal playing field' social mobility report	6

Total budgeted cost: £ 147,513

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020/21 we continued to use current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding into further developing teacher pedagogy in line with the EEF Literacy, Numeracy, Behaviour and Pupil Premium report in order to maximise quality first teaching. Targeted support focussed on improving reading through reading interventions and additional 1:1 reading opportunities, including for those unable to access this support at home. Our wider approaches such as the offer of free breakfast club places for pupils eligible for Pupil Premium funding continue to support pupils in accessing learning through establishing a morning routine and ensuring a relaxed start to the day.

The academic year 2020-21 saw a large increase in pupils eligible for PPG funding with a third more pupils eligible for funding at the end of the year than at the start.

The academy continued to support our Pupil Premium families during the lockdown and school closure period in a range of ways including through attending in-school key worker/ vulnerable children provision. Teams and the virtual classroom online learning platform was used to provide the children with a range of home learning activities reflecting the in-school offer as far as possible. This was supplemented with paper learning packs for those children and families who are unable or had difficulty accessing digital learning. Participation in home learning was tracked by class teachers and SLT and telephone calls were made to families including those that did not engage. All interventions in place in school continued remotely via Teams enabling children to stay on track with the programmes and providing parents with a valuable insight into teaching and learning strategies they too can use with their children for example, when reading with/to them at home.

Externally provided programmes

Programme	Provider
Reading Plus	DreamBox Learning
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
NELI (Nuffield Early Language Intervention)	Nuffield
Mastering Number	NCETM