

# Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Esteem North Academy
Number of pupils in school	100 (PAN) – 123.5 at census point
Proportion (%) of pupil premium eligible pupils	73.3%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Janine Dix
Pupil premium lead	Janine Dix
Governor / Trustee lead	Candace Steele

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,668
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,668

# Part A: Pupil premium strategy plan

## Statement of intent

- At Esteem North Academy we aim for disadvantaged pupils to aspire to be the very best they can be. Their academic pathways, attainment, and career options should be in line with their non-disadvantaged peers. All pupils on roll at our academy are vulnerable pupils and the vast majority are permanently excluded from mainstream school. In 22-23 73% were entitled to PP. When pupils arrive to roll in the academy in KS3 and 4, a significant majority arrive well below their initial academic flightpaths from KS1. We aim to be an academy that all pupils, and especially disadvantaged pupils, enjoy attending for the wide variety of pathways available to them. This plan prioritises core strategies to improve the learning experience and therefore outcomes for disadvantaged pupils. To enable any gap between disadvantaged pupils and their peers to narrow, we must address SEMH, wellbeing, behaviour, attendance, aspirations and a curriculum that meets their interests. The plan also acknowledges the academy's responsibility to provide opportunities for all to explore and engage in the wider curriculum enrichment activities.
- Key principles of equality of opportunity for disadvantaged pupils, will ensure:
  - that pupil premium funding helps disadvantaged pupils to access a suitable curriculum, with opportunities for progress relative to their starting points, AND
  - that the curriculum prepares pupils for the next stage of transition, this could be a return to mainstream, a new curriculum pathway or a positive post-16 destination, AND
  - that pupils have made targeted progress with their numeracy and literacy skills from their starting points.

## Challenges

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

Challenge number	Detail of challenge
1	Academic gaps for pupils following permanent exclusion and fragmented schooling. The flightpath analysis of a significant majority KS3 and 4 PEX pupils compared to their KS1 and 2 data highlights that the pupils begin to move further away from their projected trajectory as they increase in age. The average incoming attendance for our PEX pupils in 2022-23 was 54%. If pupils

	<p>are not in school learning, then they are not learning. The average incoming attendance for the PP cohort was only 50%.</p> <p>90% of KS4 pupils assessed on entry using BKSB are assessed as working at pre GCSE and below age related expectations.</p>
2	Reading age assessments demonstrate low reading ages on entry. Of our secondary age pupils assessed, 60% are typically working with a reading age below that of 9.5 years. Of those 75% have reading ages at 3 or more years below their chronological age.
3	Poor engagement and lack of interest in learning following permanent exclusion
4	Equality of access owing to personal and family circumstances, including access to appropriate clothing and resources for school. 73% of the pupils at census in 22-23 were entitled to PP.
5	Pupil's attendance records from their previous excluding school show poor historical attendance and low starting points. The average incoming attendance for the PP cohort was only 50%.
6	Vulnerable pupils subjected to CRE, other such safeguarding concerns and being in care. 40% of our pupils have a named social worker and may be subject to a safeguarding plan.
7	Low resilience and wellbeing. Baseline assessments of pupil's wellbeing on entry show that 45% of pupils have low wellbeing.
8	Lack of aspirations and value for education. At induction, pupils discuss their aspirational career and plans for leaving school. Not a significant majority have aspirations for being employed or trained beyond school.
9	A limited view of the world and few family experience, trips or holidays
10	Unidentified learning needs. Many parents state on entry during the on-rolling induction process that they feel their child has undiagnosed needs.

## 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
Improved average number of outcomes	<p>Outcomes for disadvantaged pupils in English and Maths are in line with those of their peers.</p> <p>PP pupils achieve the number of outcomes in line with their peers.</p> <p><i>Measured by: PP academic outcomes compared to peers in Summer 2024</i></p>

More pupils will be functional readers	<p>Pupils will make progress from their starting point and those with a reading age below 9.5 years will make progress to be functional in society.</p> <p><i>Reading age baselines, lexplore reading ages, analysis of those with reading ages below 9.5 and % who have made progress by re testing. % of pupils who have engaged with the phonics and/or reading programme.</i></p>
To create a literacy-rich learning environment that promotes the love of reading	<p>Staff will have a wide range of literacy activities available in their planning in each subject. The sites will have an increase in the presence of books. Reading will be promoted across the academy, on the website and with parents. More pupils will engage in reading for pleasure.</p> <p><i>Pupil questionnaires, book orders, website, MTPs.</i></p>
Staff will develop their pedagogical knowledge and understanding of speech and language difficulties and use of the oral language	<p>Outcomes improve for pupils. Pupil behaviour improves. Pupils needs are met and lessons are accessible for all.</p> <p><i>Behaviour scores in DCPro, average behaviour scores per the academy over time, Suspension data, results analysis for year 11, support planning documents.</i></p>
To provide accurate assessment of pupil's current level on entry to the academy so that target setting is aspirational and interventions can be planned for	<p>All pupils will have a suite of baseline assessments on entry, including reading, maths and English using BKSB. Pupils will have clear targets set and will make progress towards their targets. Pupils will be involved in their learning journey.</p> <p><i>Measured by: PP baseline assessment data and target setting in DCpro, half termly progress analysis, summer 2023 exam results and outcomes,</i></p>
To provide greater opportunities and awareness of the world, through planned enrichment experiences	<p>All children will access a variety of suitable and relevant learning experiences that enhance the curriculum and expose young people to a wider view of the world. This may be achieved through external trips and visits, visiting speakers, and discreet learning on global and topical issues.</p> <p><i>Measured by: Quality of curriculum offer, parental and pupil voice, % of pupils engaging with offsite activities, Evolve trips planned for</i></p>
Improved Post 16 destinations with raised aspirations	<p>More pupils have a planned destination for post 16 and pupils are provided with CIAG with an in school staff member who is more accessible than out sourcing to a commissioned company.</p> <p><i>Post 16 data, NEET %, work experience placements,</i></p>
Improved attendance of pupils	<p>Pupil attendance is above the national average for APs. PP pupils will have an attendance more in line with their peers. Most pupils make positive progress against their starting point or historical attendance data.</p> <p><i>Measured by: PP attendance figures and persistent absenteeism, attendance progress data using school.</i></p>
All pupils, including those who are LAC are able to access the curriculum onsite and at home	<p>LAC pupils to have access to ICT where required so that they can access education from home taking into account possible instability in living arrangements and frequent moves. BKSB Learning to support online learning.</p>

Pupils will have planned opportunities to develop their resilience and to improve wellbeing	Pupils will engage in lessons about resilience and appropriate behaviours. Pupils will engage in activities that improve their fitness and wellbeing and have a positive experience in doing this whilst also developing their own personal resilience. <i>Engagement in Think for the Future lessons once per week Wellbeing questionnaire analysis, Duke Of Edinburgh off site physical activities.</i>
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## 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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff will develop their pedagogical knowledge and understanding of speech and language difficulties and use of the oral language.</p> <p>The Educational psychology service will be used for 3 staff CPD sessions over the year to increase their knowledge of how pupils learn and use of our language.</p> <p>CPD sessions for staff from the criminal justice team explaining how use it is common that young adults in prison have poor use of language and understanding of it.</p> <p>This will enable staff to adapt their practice.</p>	<p>EEF Recommendation 'Improving literacy in Secondary Schools'</p> <p>EEF Preparing for literacy recommendation 1: Prioritise the development of communication and language</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 10
<p>English lead responsibility post whole academy to drive the quality of the English curriculum. TLR payment.</p>	<p>Support and guidance for teachers and STLAs around strategies and pedagogy for developing literacy within all lessons</p>	1 2

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that materials for phonics sessions are reading age related and available for pupil interests. Purchase of reading books, Barrington Stoke books that are age related and Read Write Inc materials for the phonics programme.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3</p>
<p>Technology to support engagement in teaching and learning. I pads for the primary site and an increase in purchase of laptops for pupil use across the whole academy including pupils off site.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Digital_Technology_Guidance_Report.pdf">EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1, 2, 3, 4</p>
<p>Assessment of pupil baseline levels, gaps and target setting. Purchase of Lexplore, ICT equipment and eye trackers for all sites to enable reading assessments to take place. Purchase of Phonics training for identified staff to support the phonics programme. Purchase of BKSB online assessment tool.</p>	<p>EEF Using digital technology to improve learning recommendation 4. Technology can play a role in proving important assessment and feedback.  EEF Supporting Maths in KS2/3, recommendation 1, "Use assessment to build upon pupils' existing knowledge and understanding"</p>	<p>1, 2, 3</p>
<p>Literacy activities embedded into the academy day and tutor time. Purchase of magazine subscriptions to cater for pupil's interests and the Newshed subscription for comprehension exercises.</p>	<p>EEF: <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p>Purchase of the DCC Educational Psychology service to identify SEND and support with EHCP Needs assessments.</p>	<p>EEF Special Education Needs in Mainstream schools recommendation 1: Create a positive and supportive environment for all pupils, without exception</p>	<p>10</p>
<p>One to one tuition for pupils with pathways 1 and 2 of our academy offer. Employment of home tutors through our Bespoke Pathways staffing team to ensure that vulnerable pupils can be physically seen off site and attendance maintained.</p>	<p>EEF <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 5, 6</p>

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

Budgeted cost: £45,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour and resilience lessons and activities for pupils.</p> <p>Pupils will engage in “Think for the Future” (TFTF) weekly lessons at KS3 and other disadvantaged pupils on a 1:1 basis.</p>	<p>EEF Improving Behaviour in schools recommendation 2. Teaching pupils to be reflective.</p>	<p>3, 7, 8</p>
<p>Attendance:</p> <ul style="list-style-type: none"> <li>• Purchase of Breakfast provision for pupils through the National school Breakfast programme.</li> <li>• Rewards system with items purchased to celebrate success and positive behaviours and attendance</li> <li>• Rewards off site trips funded through the PP strategy.</li> </ul>	<p>EEF Improving Behaviour in schools recommendation 3 “Reward systems can be effective when part of a broader classroom management strategy”.</p>	<p>3, 4, 5, 6</p>
<p>Ensuring that pupils have the clothing and equipment they need to access school. Site stocks of t-shirts, jumpers and trousers to be purchased and available to families.</p> <p>Providing PPE for work experience and arts/forest education such as waterproof clothing, wellies, steel toe capped boots.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Supporting LAC pupils to maintain in education when they may move homes frequently through purchase of laptops and revision guides.</p>	<p>EEF Using digital technology to improve learning recommendation 4.</p>	<p>6</p>
<p>Reducing NEETs and raising aspirations. Independent careers advice provided with purchase of a level 6 CIAG company.</p> <p>Internal staff completing the level 6 Open University CIAG course for 18 months.</p> <p>Purchase of DBS for work experience companies that require it to ensure pupils are safeguarded</p> <p>External off site vocational AP commissioned to encourage aspirations for after year 11.</p>	<p>EEF <a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>8</p>

<p>Exposure to enrichment opportunities and outdoor learning.</p> <p>Duke of Edinburgh physical activities to be funded such as climbing walls.</p> <p>Off- site enrichment trips to be funded for pupils to increase their cultural capital and experience of the world.</p>	<p>EEF</p> <p><a href="http://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>8, 9</p>
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**Total budgeted cost: £93,668**



## 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 2022 to 2023 academic year.

#### Measuring Impact

Last year we spent the majority of our pupil premium funding on supporting the development of wider strategies to support our most vulnerable pupils to develop their behaviour, social and emotional regulations. As a strategy, pupil premium funding is used at ENA to support emotional resilience, to re-engage and support young people through bespoke curricula that best meets the needs that could not be met in mainstream. Additionally, funding was spent on specific interventions for Think for the Future behaviour and resilience mentoring and rewards to celebrate success. Suspension sessions were significantly reduced from 329 sessions in 2020-21 to 53 sessions.

A key performance indicator for pupils at ENA is the extent to which young people move on to a positive destination when they leave the academy. 86% of all pupils in year 11 had a planned destination. However, 91% of PP pupils had a planned destination.

Positive Destinations: 86%

PP Positive Destinations: 91%

Non PP Destinations: 75%

#### Summer 2023 Outcomes for Year 11 pupils:

PP pupils have out performed their peers in some areas such as GCSE and Functional Skills English. The number of outcomes have increased on average for pupils, however the outcomes for PP pupils is slightly below that of their peers.

#### English & Maths GCSE and Equivalent Achievement - Vulnerable Groups Comparison

Demographic Group	Number of Pupils	GCSE English Language		Functional Skills English		GCSE Maths		Functional Skills Maths	
All Y11	43	27	63%	28	65%	27	63%	20	47%
PP	31	18	58%	20	65%	19	61%	5	16%
Non-PP	12	6	50%	5	41%	8	67%	2	17%

**All English & Maths Outcomes - Vulnerable Groups Comparison**

	Number of Pupils	English Achieved		Maths Achieved		English & Maths Achieved		Average number of GCSEs or equivalents	Average number of outcomes
<b>All Y11</b>	<b>43</b>	<b>42</b>	<b>98%</b>	<b>43</b>	<b>100%</b>	<b>42</b>	<b>98%</b>	<b>2.55</b>	<b>5.79</b>
<b>PP</b>	<b>31</b>	<b>30</b>	<b>98%</b>	<b>28</b>	<b>100%</b>	<b>30</b>	<b>98%</b>	<b>2.57</b>	<b>5.54</b>
<b>Non-PP</b>	<b>12</b>	<b>12</b>	<b>98%</b>	<b>15</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>2.56</b>	<b>5.79</b>

Attendance for the academy was above that of the national average for AP academies and PRUs (50.6%), V's our 63.29%. The average attendance for all year groups was 72.6% (PP = 69.8% on average compared to 77.9% of non PP. We will further utilise the PP funding for 23-24 to focus on improving attendance. LAC pupils had on average an 18% higher attendance than non LAC pupils. The PP pupils closed the gap slightly from -9% to -8.3% below the average for non PP pupils.

10 pupils engaged in work experience programmes and PPE was purchased for these so that the pupils could engage safely. Pupils were purchased steel toe capped boots and water proof clothing.

Alternative Provisions were commissioned which allowed pupils to re-engage in vocational learning of interest. 4 pupils achieved outcomes in Sport, music and construction.

All KS3 pupils engaged in boxing sessions to increase their physical activity which would compliment our drive to improve wellbeing, improve behaviour and therefore have a positive impact on learning and outcomes. Y

**Reading intervention**

105 pupils had baseline reading age data in 22-23. Of these 60 had a reading age below 9.5 years (57%). Of the 60 pupils, 13 completed their re- test before the summer. 54% of these pupils improved their reading age from their baseline. These pupils had engaged in specific reading interventions for a term only. Of these, 50% of the PP pupils improved their reading age.

Of all of the 105 pupils tested on entry, 17 in total were retested. 10 improved their reading age (59%).

GCSE and Equivalent Achievement – Pupil Premium Comparison

		GCSE Art & Design	GCSE Biology	GCSE Combined Science		GCSE English Language	Functional Skills English	GCSE Geography	GCSE History	GCSE Maths	Functional Skills Maths	GCSE Physics
% Achieved or Exceeded Target	PP (31)	75%	100%	100%	100%	88%	91%	100%	100%	90%	71%	100%
	Non-PP (12)	0%	100%	100%	100%	89%	83%	0%	0%	78%	20%	0%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
BKSB	British Key Skills Builder
Behaviour and resilience mentoring	Think for the Future