

Pupil premium strategy statement



School overview

Metric	Data
School name	Boston Endeavour Academy
Pupils in school	102
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£47,000
Academic year or years covered by statement	2020-2021 (review) 2021-2022 (strategy)
Publish date	September 2021
Review date	July 2022
Statement authorised by	Richard Gamman
Pupil premium lead	Amanda Brooks
Governor lead	Claire Buffham

Disadvantaged pupil barriers to success

Quality of home learning opportunities, particularly during Covid lock-downs. Identified issues include parental confidence, access to resources, specific knowledge of school activities and interventions

Language barriers for families with EAL including where there is not a shared language for parents

Differential impact of lockdown on mental health of disadvantaged pupils who may have had reduced access to outdoor space and physical recreation

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Every pupil has access to quality first teaching	No 'gap' between outcomes for PP and non-PP pupils across range of school assessment measures.	July 2021
Every pupil has access to home resources to support language and literacy	Engagement with resources. Communication, reading and wider literacy progress shows no 'gap' in outcomes for PP and non-PP pupils.	July 2021
		July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Priority 1	Pupils have access to a wide range of community activities in which to develop and apply skills of negotiating public and social spaces
Priority 2	Pupils have access to enhanced practical learning opportunities in which they can apply knowledge
Barriers to learning these priorities address	Many pupils with CLDD including Autism become comfortable and confident in their knowledge of a classroom or wider school learning environment but struggle to generalise such knowledge and skills within a broader context in the community.
Projected spending	£16,000 (specialist cookery teacher) £6,000 (community-based learning activities)
<p>Evidence base: Good quality teaching is at the core of school improvement and by bringing in a specialist cookery teacher to teach high quality lessons during PPA time the overall quality of the teaching week will be significantly advanced. Whole school thinking and the development of staff are essential elements of pupil well-being and mental health.</p> <p>EEF: The EEF Guide to the Pupil Premium</p> <p>NCB: Framework for promoting well-being and responding to mental health in schools</p>	

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Instructors, ITT and ECP teachers are delivering a relevant curriculum effectively to all	Deep dives and lesson observations show that teaching is consistently good or better	July 2022
Class leads and TAs demonstrate knowledge and skills for teaching communication, phonics and literacy in differentiated ways appropriate to individual children	Pupils make expected or better progress from starting points Confidence and engagement in communication and literacy are evidentially increased	July 2022
Pupil premium children are engaging more extensively with texts both in school and at home	Engagement with library clubs, book loan schemes and paired reading training for parents	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Loans of attractive and appropriately levelled texts acquired to stock library. Loans of additional new reading scheme books for paired reading in school and at home.

Priority 2	Pathway to teaching scheme to support the development of early career staff led by Senior Teacher, Amanda Brooks.
Barriers to learning these priorities address	Local recruitment difficulties, particularly to SEND Access to appropriate texts in some home environments. Rapid expansion of school putting pressure on existing resources both human and physical.
Projected spending	£6,000 (Senior teacher release and training time) £2,000 (TA2 library and reading lead role) £2,000 (additional books)
<p>Evidence base: Taken together a focus on high quality literacy teaching across the school and support to develop early career teachers into excellent practitioners are top measures in driving standards upward</p> <p>EEF: The EEF Guide to the Pupil Premium</p> <p>DFE: The Reading Framework. Teaching the foundations of literacy</p>	

Wider strategies for current academic year

Measure	Activity
Priority 1	Access to evidence based universal and targeted mental health and well-being support; including enhanced physical therapies, sports opportunities, zones of regulation, play therapy and guidance.
Priority 2	ESOL course to support development of English language skills and support engagement of EAL families with school.
Barriers to learning these priorities address	Differential impact on PP children of time out of school and closure of community resources.
Projected spending	£5,000 (Mental Health and therapy training for staff) £5,000 (Delivery of therapies) £5,000 (HSLO ESOL course)
<p>Evidence base: The development of staff expertise, a connected whole school approach, supportive policy and the identification of specialist pathways where required are all evidenced as important supports to the enhanced mental health and well-being of pupils.</p> <p>EEF: The EEF Guide to the Pupil Premium</p> <p>NCB: Framework for promoting well-being and responding to mental health in schools</p>	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Many competing demands on the time of early career class leads. Different needs of classes across an 'all age, all needs' special school.	SLT and Senior Teacher to plan Pathway to Teaching Curriculum and additional class specific training opportunities
Targeted support	Loss or damage to resources. Awareness of support parents are providing at home. Parental skills to support reading	Appoint TA2 to library and reading lead position to support with paired reading training and monitor use and return of resources
Wider strategies	Skills to identify where support is most needed and most appropriate intervention (mental health) Prolonged closure or restriction of community resources due to continuation of Covid-19 outbreak (community inclusion)	Additional advanced training of staff Increased in-school facilities to support generalisation of independence knowledge

Review: last year's aims and outcomes

Aim	Outcome
Ensure personal and social development and mental health of PP children is at least in line with or better than their peers, particularly during the return to school following Covid-19	88% of pupil premium pupils assessed through PIVATS achieved end of year PSED targets, in line with non-PP children where 88% also achieved their targets. There were numerous case studies across the school of intensive support to family homes making positive impact. This was particularly the case for classes following MAPP assessments where support for home programmes to meet EHCP targets was very strong.
To ensure that rates of progress for PP children are in line with or better than non-PP children. To ensure that pupils falling behind are identified early and appropriate intervention is implemented to enable catch up.	In English (75% v 88%) and Maths (63% v 88%) the progress of pupil premium children to end of year targets was not as strong as their peers. This is a disappointing outcome but does reflect good progress during the Summer when children were in school and gaps were closed. At assessment point 2 (April 2021) PP children were more significantly behind target than their peers (50% v 33% for English) and (75% v 42% for Maths). This data set informs the focus for work for the coming year.

Aim	Outcome
<p>PP children to access a broad and stimulating range of experiences and opportunities.</p>	<p>This objective was met to a lesser extent than hoped and anticipated due to the extended impact of Covid on access to community facilities and resources.</p>
<p>HSLO to fulfil role relating to liaison between home, school and other agencies. Supplementing teaching and supporting work experience and transition to adulthood</p>	<p>HSLO has attended all meetings for 22 'children in need', 2 'looked after' children and 5 children under ESCO support.</p> <p>She has provided extensive family support around transport, medical liaison, wheelchair and therapy services – unblocking systemic problems for families with concerns and sometimes difficulty in finding their way through systems during Covid.</p> <p>The HSLO impact is at least partially evidenced through 67% reporting 'strongly agree' to the statement 'The school is supporting my child's well-being through Covid-19' and 33% 'agree'.</p>