



# Boston Endeavour Academy Forces pupil premium strategy statement 2023-24

## School overview

Metric	Data
School name	Boston Endeavour Academy
Pupils in school	149
Proportion of forces pupils	1.3%
Pupil premium allocation this academic year	£670
Academic year or years covered by statement	2023-2024
Publish date	September 2023
Review date	September 2024
Statement authorised by	Aaron Bloodworth-Flatt
Pupil premium lead	Amanda Brooks
Governor lead	Craig Johnson

## Forces pupils' barriers to success

Learning disability and autism
Heightened levels of anxiety
Parental absence on extended tours

## Strategy aims for forces pupils - academic achievement.

Aim	Evidence of impact	Target date
To further develop hand strength and thereby handwriting and letter formation accuracy.	Expected or better progress in measures of writing.	July 2024
To continue to develop the ability to write creatively.	Expected or better progress in measures of writing.	July 2024
To continue to develop language comprehension skills to personal target levels	Expected or better progress as measured by EHCP monitoring and progress on the BEA curriculum.	July 2024



To continue to develop reading skills, specifically further developing the ability and confidence to retrieve information.	Expected or better progress in measures of reading.	July 2024
--	---	-----------

### Strategy aims for forces pupils – wider outcomes (e.g., independence)

Measure	Activity
To further develop increased social interaction skills	Daily support from an adult in a structured turn taking activity with a peer. Targeted support on the playground to support social approach and social interaction skills.
To continue to support and promote reduced levels of anxiety	Additional time taken to involve children in communication between home and school to reduce anxiety about messages going home. Continued counselling support using zones of regulation materials to develop the ability to become aware of own arousal levels and techniques to regulate. Purchase of specialist resources including self-regulation workbooks, My Emotions Journal: Feelings Journal for Kids and Teens - Help Children and Tweens Express Their Emotions - Through Drawing & Writing, sensory feelings bottles, resources to enhance and promote calmness. Staff CPD on the ELSA Emotional Literacy programme. Staff time to prepare resources for ELSA sessions.
Barriers to learning these priorities address	Social and generalised anxiety conditions prevent the ability to give full attention to tasks and so impact on learning.
Projected spending	£500

### Targeted academic support for current academic year

Measure	Activity
Priority 1: handwriting	Daily hand strength and letter formation activities.
Priority 2: creative writing	Daily Literacy lessons with opportunities to write creative.
Priority 3: reading	Daily Literacy and paired reading lessons
Priority 4: language development	Daily literacy lessons and 1:1 SaLT sessions.



Barriers to learning these priorities address	Effective communication through text.
Projected spending	No additional spending beyond allocation through banded funding.

### Wider strategies for current academic year

Measure	Activity
To build social and emotional confidence	A range of community inclusion activities including visits to external sports facilities (swimming, gym, tennis) and town centre facilities (shops, churches, library, galleries). Adequate levels of staffing to support on trips.
To develop motor coordination skills	Exercises to support hand strength and coordination and further develop writing. Opportunities to access external sports facilities to aid motor development and coordination skills.
Barriers to learning these priorities address	Handwriting, classroom tasks which require dexterity, application of knowledge into the community
Projected spending	£170 for staffing to support on trips

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Changes of teaching methods and styles due to moves to ability groups for some lessons.	Ensure that effective communication is established and maintained between home and school. Familiarisation opportunities with teaching and support staff from different classes.
Targeted support	Ongoing difficulties with learning linked to medical conditions	Advice from external specialists as required.
Wider strategies	Move to ability groups for some lessons. Access to lunchtime clubs to aid the development of social skills.	Access to familiar staff and social cognition support. Access to staff to support opportunities to engage in activities within the wider school environment and local community.

## Review: last year's aims and outcomes

Aim	Outcome
To develop hand strength and thereby handwriting and letter formation accuracy.	Specialist equipment has been purchased and used with some success. Remains an area for further development although clear progress with handwriting has been made, specifically with the clarity of some letter formation.
To continue to develop the ability to write creatively.	High levels of adult support have been provided during daily Literacy lessons. Some progress has been made in this area, specifically with the use of adjectives to add interest to writing.
To develop language comprehension skills to personal target levels	Daily support has been provided during Literacy lessons. 1:1 sessions focusing on SaLT outcomes 2-3 times per week. This has been hugely successfully with progress being noted in the use of adjectives, conjunctions, and more extended sentences. Remains an area for further development.
To develop reading skills, specifically further developing the ability and confidence to retrieve information.	Reading development has been evident with progress being made and illustrated using school assessment systems. Increased confidence during reading activities has been noted. Remains an area for further development.
To develop increased social interaction skills.	Improvements have been made to the structure of playtimes, including the purchase of playground equipment and carefully planned activities. Progress with social interaction has been evident during the previous academic year. Remains an area for further development.
To reduce levels of anxiety.	Improvements have been made with less episodes of anxiety being observed. Remains an area for further development.