# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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

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| Detail | Data |
| School name | The Enterprise Learning Alliance |
| Number of pupils in school | 153 (July 2023) |
| Proportion (%) of pupil premium eligible pupils | 71.24% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22  2022/23  2023/24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022  September 2023  September 2024 |
| Statement authorised by |  |
| Pupil premium lead | Jenelle Harvey-Aduca |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £5360 (PP+) |
| Recovery premium funding allocation this academic year | £ |
| 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 | £5360 (PP+) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| It is the intent of our school that all pupils irrespective of their background or the challenges they face, make good progress and achieve to their full potential. This includes our students eligible for pupil premium, those who have a social worker, those in local authority care and young carers. We do not directly receive the pupil premium for our students as they remain on roll with their home referring schools and the pupil premium funding goes direct to their home school.  The planned support and intervention is based firmly in research, we aim to provide personalised, targeted support drawn up from comprehensive holistic assessment of the pupil, and we aim to provide intervention to close academic gaps, offer therapeutic intervention, and build emotional literacy and resilience and to ensure high quality, inclusive teaching practice.  The barriers that our students face are complex and varied. Our focus and ethos as a school is to **empower** our students, enable them to **learn** and make good to outstanding progress closing attainment gaps and to **achieve** qualifications, along with positive aspirational destinations.  High quality inclusive teaching is at the heart of our approach, along with supporting the development of social, emotional and mental health needs. Each student has a personalised learning plan to enable them to achieve the best outcomes, experience success and build their resilience.  Our pupil premium plan aims to address the main barriers our students face and through careful planning, evaluating the evidence base to inform effective targeted support and intervention provide all of our students the opportunities and tools to enable them to be successful. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Damaging experience of mainstream school |
| 2 | Disrupted education and lost learning due to Covid – still ongoing impact. |
| 3 | Adverse Childhood Experiences |
| 4 | Unidentified Learning needs |
| 5 | Unidentified mental health needs |
| 6 | Reading ages well below chronological age |
| 7 | Low literacy and numeracy levels |
| 8 | Previously or currently CiC |
| 9 | Complex social needs |
| 10 | Illegal recreational drug and alcohol misuse |
| 11 | Diagnosed medical needs |
| 12 | Low levels of resilience and self esteem |
| 13 | Unidentified speech, language and communication needs |
| 14 | Low levels of emotional literacy |
| 15 | Low levels of school attendance |
| 16 | Is a young carer |

## 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.

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| Intended outcome | Success criteria |
| Progress data of PP students to be in line with non PP students | The impact of pupil premium will be measured by comparing those pupils eligible for pp funding with the remainder of the cohort, in these key performance indicators:   * % of pupils making expected or better progress in maths (KS3) * % of pupils making expected or better progress in English(KS3) * % of pupils making expected or better progress in maths (KS4) * % of pupils making expected or better progress in English (KS4) * % 5 or more 9-1 passes (2022 results) GCSE and BTEC * % improvement in Boxall profile * % Attendance compared to national AP/PRU data * % of Year 12s in education, employment or training |
| Improve literacy and numeracy skills | * High quality inclusive teaching and graduated approach become standard practice across all subjects * Literacy is seen as a whole school priority with weekly activities delivered across the curriculum – literacy strategy implemented across subjects and impact evaluated. * Intervention needs highlighted quickly through baselining on entry and students make significant progress as a result of those interventions in English and Maths. * Reciprocal reading strategy used to boost and improve reading ages. |
| Improve self-reported wellbeing of students. | * Pivotal behaviour approach working across the school leading students receiving more positive recognition and achieving higher green cards. * All students make progress in their Boxall profile scores. * Feedback at parent consultation meetings relay students are happy in school. |
| Boxall profile is used at a whole school level to assess the developmental need of students and implement targeted, meaningful support plans. | * Behaviour is looked at from a solution focused developmental perspective. * Green card achievement is higher on class charts. * Behaviour for learning is improved. |
| Attendance of PP pupils improve. | * Targeted intervention from the FLO. * Partnership working with external agencies like PIAS, Early help and SSD. * Rewards and incentives linked to good school attendance in place and regularly referred to. |
| Improved rates of progression at post 16. | * A monitored high, quality, age appropriate careers plan is in place for all pupils. * Reduced number of post 16 NEETS. |

## 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: £17,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pivotal behaviour approach | EEF Toolkit: Behaviour interventions  Measured using:   * Classcharts data * Boxall profile scores * Performance development | All challenge numbers are addressed through the wide variety of CPD provided to all staff |
| Twilight training sessions | EEF Toolkit : Mastery learning  Measured using:   * Monitoring of teaching and learning * Pupil progress data * Performance development | All challenge numbers are addressed through the wide variety of CPD provided to all staff |
| Access to STLS, SALT training as and when needs identified for more specialist training needs. | EEF Toolkit: Mastery Learning  Measured using:   * Monitoring of teaching and learning * Pupil progress data * Performance development | All challenge numbers are addressed through the wide variety of CPD provided to all staff |

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

Budgeted cost: £548,231

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted intervention sessions with Teachers, TA on a 1:1 for identified students. | EEF Toolkit: One to one tuition  Measured using:   * English and maths progress * Reading age score | 1,2,4,6,7,12 |
| Reading intervention | EEF toolkit: Reading comprehension strategies  Measured using:   * Reading age score and progress/ attainment in academic lessons. | 1,2,4,6,7,12 |
| Teaching Assistant support in all academic and vocational lessons – supporting academic, SEMH needs and developing independence in learning. | EEF toolkit: Teaching assistant interventions.  Measured using:   * Pupil progress data * Classcharts data * Boxall scores | 1,2,3,4,5,6,7,11,12,13,14 |
| Small group learning | EEF Toolkit: Small group tuition  Measured using:   * Pupil progress data * Classcharts data * Attendance data | 1,2,3,4,5,6,7,8,11,12,13,14 |
| Phonics for EAL learners. | EEF Toolkit: Oral language interventions, Phonics.  Measured using:   * Pupil progress data * Reading age * Student self reported confidence * Classcharts data | 1,2,4,6,7,12,13 |

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

Budgeted cost: £123,841

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Boxall profile used to inform targeted intervention for SEMH needs. Thrive approach and Thrive online has also been introduced from Term 5 2022 -23 academic year. | DfE: Mental health and behaviour in school.  NurtureUK: Now you see us  EEF Toolkit: Behaviour interventions  Measured using:   * Boxall scores * Thrive assessments | 1,2,3,5,8,9,11,12,14 |
| A dedicated FLO, focusing on welfare issues, working closely with families and professionals involved in the pupil and/or family | EEF Toolkit: Parental engagement / Social and emotional learning / behaviour intervention.  Wide based evidence on the impact of improved parental engagement in learning having a direct impact on attendance, engagement in learning and outcomes for pupils.  Measured using:   * Attendance data * Classcharts data | 1,2,3,5,8,9,10,12 |
| Provision of breakfast club, break time snacks and hot lunch every day. | EEF Toolkit: Behaviour interventions  NurtureUK: Nurture approaches  Measured using:   * Attendance data * Engagement in lessons through classchart data | 1,2,3,5,8,9,12,14 |
| Specialist careers guidance | EEF Toolkit: Individualised instruction, aspiration interventions.  Measured using:   * Progression data * NEET’s in Year 12 | 1,2,3,9,12 |
| Work experience and extended work placement package. | EEF toolkit: Mentoring, Social and emotional learning  Measured using:   * EPB WEX feedback from employer and student. * Self-reported well being * Engagement in learning via classcharts data. | 1,2,3,9,12 |
| Increased parental engagement to support pupil attendance and learning | EEF Toolkit: Parental engagement.  Measured using:   * Attendance data * Parental attendance at consultation days * Student engagement in learning through classcharts data. | 1,2,3,4,5,6,7,8,9,11,12,13,14 |
| Whole school enrichment activities and trips. | EEF Toolkit: Social, emotional learning and outdoor learning.  NurtureUK building positive relationships.  Measured using:   * Classcharts data * Boxall scores * Attendance data * Progress data | 1,2,3,4,5,8,9,12,14 |
| School counsellor to work 1:1 with identifies pupils | EEF Toolkit: Social emotional learning.  Measured by:   * Boxall scores * Classchart data * Self reported wellbeing * Attendance data | 1,2,3,5,8,9,10,11,12,14 |
| Spark2Life mentoring programme. | EEF Toolkit: Social and emotional learning.  VSK and NurtureUK – Mentoring and building relationships.  Measured by:   * Attendance data * Boxall scores * Classchart data | 1,2,3,5,8,9,10,12,14 |
| Edukey software, Classcharts and provision mapping. | NASEN, TES.  Measured by:   * Progress and attainment * Attendance data * Boxall scores * Reduction in FTE’s and increase in engagement and positive learning behaviours. | 1,2,4,7,11,12.13,15 |

**Total budgeted cost: £689,072**

# 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.

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| Our numbers of pupils identified as pupil premium remained high for this academic year – with 109 out of 153 students being identified as pupil premium – 71.24%  The ELA works within the 5 principles for pupil premium spending outlined by the EEF (Education Endowment Foundation).   1. Schools can make a difference   Closing the gap between disadvantaged pupils and their peers is fundamental to curriculum Intent and Implementation. This happens within quality first teaching and through targeted interventions.   1. Evidence can help   An evidence informed approach is key to the decision-making process when planning and allocating pupil premium funding. The ELA has used the EEF guide and toolkit as the basis to our strategy.   1. Quality teaching helps every child   Quality teaching is the most important factor to improve outcomes for disadvantaged pupils.   1. Implementation matters   In order for the spending to be effective in closing attainment gaps, priorities are based on a range of data for each pupil. This ensures that the small number of priorities selected have the best chance of success.   1. Support middle and high attainers too.   Best practice in supporting disadvantaged pupils is equally advantageous for all pupils. Pupil premium spending will have a wider impact than simply closing attainment gaps by supporting all pupils to make academic and personal progress.  Good academic progress enables our students to access aspirational destination pathways which is central to our vision as a school, we are moving in the right direction to closing that gap between our PP and non PP students – From Years 7-10 40% of PP students made good progress in English compared to 50% of non PP students. 52.5% of PP students made good progress in Maths compared to 77.8% non PP and 50% of PP students made good progress in Science compared to 50% of non PP. Identifying the gaps in Maths and Reading remains a priority area going forward and we use a reciprocal reading approach along with a literacy and numeracy polices in place to promote good academic progress, we have recruited a Reading Lead for the school who will be focusing on further raising the profile of reading and supporting the implementation of whole school reading strategies and interventions, DEAR time has been timetabled into the school day. Curriculum mapping and curriculum intent of The ELA is geared towards ensuring good progress and high aspirations. CPD is planned for Teaching staff looking at further embedding Rosenshine’s principles of instruction along with a focus on great starts through Term 1 and 2 – Relentless routines, long term memory and retrieval and vocabulary. The school QA cycle is in place and is supportive and aimed at further developing good high quality teaching practice to benefit all members of our school community. The ELA is moving towards cementing a coaching culture into our school in order to further enhance the Teaching and Learning through supporting our Teachers to unlock their potential and therefore achieving even better outcomes for our pupils.  End of KS4 data for Year 11’s saw our PP achieve high numbers and higher levels of qualifications than non PP students – 95.45% of PP students gained 4+ qualifications 1-9, and 72.72% gained English and Maths at grades 1-9, with 18.18% gaining Maths and English at grade 4 - 9. 1:1 and very small group intervention is used to support pupils to achieve to the best of their potential. Focus groups for academic year 2023-24 will be those coming to us as a U to ensure they get a grade and the 3-4, and 4-5 boundaries. Over the next year of the strategy there will be further embedding, supporting and continuously refining retrieval practice to support long term memory retention of key concepts and vocabulary. Improving the quality of teaching through developing a coaching culture at leadership level. To further embed and continuously review to ensure pupils’ work is consistently of a high standard and through stages of practice, ALL pupils will routinely access independent work to develop automaticity. To further embed and continuously review the KS3 curriculum ensuring key skills and knowledge are developed in ALL subjects in the most effective sequence to prepare for next steps.  Improved rates of progression and aspirational destinations for our Year 11’s is an outcome for our PP strategy and linked within our school development plan. Our careers lead has highlighted those for further support and will remain involved with all of those students up until April 24 to work on obtaining those positive pathways for them. Careers and destinations features strongly within the curriculum intent of The ELA and a timetabled programme of support and activities for all year groups is in place for 23-24.  Whole school Boxall assessments have continued to be embedded into practice this academic year, it provides us with a framework for the precise assessment of young people’s social and emotional aptitudes. We saw progress across both the PP and non PP cohorts in relation to Boxall scores – the cases we saw a decline or no progress in was when a significant incident had occurred within the academic year (Social services becoming involved, being taken into the care of the Local Authority, significant missed need requiring specialist assessment and/ or provision) or when a pupils attendance was exceptionally low, so no intervention was able to take place and accurate re-assessment was not possible. We have been developing the role of the Senior Mental Health Lead for the ELA and a whole school mental health strategy will be being implemented and embedded throughout the academic year 23-24. Zones of Regulation and targeted relationships lessons was introduced for academic year 2022 – 23 to further enhance the social and emotional development of all of our pupils PP and non PP, these timetabled sessions will be continuing and evolving throughout the remainder of the strategy supported by the Senior Mental Health Lead. Targeted training on Trauma and attachment has taken place and we now have an adolescent Thrive practitioner and two Trauma and mental health practitioners trained via Trauma informed schools UK. Further training has been sourced for three more Practitioners to be trained across the school along with three members of SLT to undertake CPD in Leading a trauma informed school.  From looking at ClassChart data on behaviour we have seen a reduction in the gap between PP and non PP- it currently stands at 3% with our PP students green card achievement being 89% and non PP 92%. ClassChart incentives are well received by pupils and are having a positive impact on positive behaviours being demonstrated. Pivotal approaches are going to remain a key focus and factor of the positive behaviour and relationships policy. We have trained 12 restorative practitioners over the course of the 2022-23 to support the behaviour and relationships policy and cement the culture of positive relationships and communication across the school.  Attendance was a core outcome of the PP strategy, and ELA school development plan which was focused on throughout the year, we are still seeing the effects of the pandemic even though we are three years on. Parental and pupil anxiety was still high, along with new referrals joining us who had struggled engaging in school fully due to differing needs and experiences which meant they were out of routine and have missed large chunks of their Primary and secondary school education, this resulted in missed identification of need due to students not being in school and for those that were the school environment they have not been able to adapt back to ‘normal’ classes and routines. We have seen increase in LTNA’s (long term non-attenders) over the 22-23 academic year in both the PP group and non PP group, attendance nationally not only within a Pupil Referral Unit setting remain a focus for the government as levels of school attendance has fallen post pandemic across the country. Going forward over the next year of our strategy more identified staff will be trained in EBSA/ABSA and we will be accessing case consultations with Educational Psychologists to identify and implement strategies to enable identified pupils access school consistently and successfully.  Attendance for The ELA was 59.98 for our PP cohort and 63.41% for our non PP cohort. A minimal gap between the two groups, however pre referral attendance scores stood at 31.3% for the whole school which shows significant improvement across both the PP and non PP groups.  Moving forward we are seeing higher numbers of student who are identified as PP accessing The ELA, including CiC, over the last two academic years we had 12 pupils each year who were CiC compared to 2 in 20 -21, the majority of our pupils have experienced at least four or more of the challenges outlined within our strategy, we are seeing at least 95% of pupil referred with four or more ACE’s which has a significant implication for practice. Trauma informed practice has been a key factor over the last academic year and will be moving forward, CPD has been secured at a Senior leadership level on leading a trauma informed school, we have two trauma and mental health practitioners, one adolescent Thrive practitioner and a full time Senior Mental Health Lead now in post.  A new interventions programme is being built to increase access to structured targeted interventions for both academic and social, emotional and mental health needs. Whereby pupils will have timetabled interventions allocated based on assessment data and vulnerability index. |

## 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*

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| Programme | Provider |
| Talking therapy | Aurora |
| Art Therapies | Arts Exchange |
| Bikeability | Velo build |