



MacIntyre Academies Endeavour Academy

Pupil Premium Policy and Reporting

V4	<ul style="list-style-type: none">- Note after bullet point 3 reworded to reflect that Endeavour does not use standardised testing measures.- Removal of the way in which cohorts are examined Key stage 2 and 3 are not appropriate for Endeavour.- Responsibility Deputy Perincipal not Assistant Principal	Deputy Principal	May 2023
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Person Responsible:	Principal
Date of first draft:	September 2015
Date of staff consultation:	
Date adopted by the Trust Board:	September 2015
Date of implementation:	September 2015
Date reviewed:	May 2023
Date of next review:	May 2024

Each year, Endeavour Academy receives Pupil Premium Funding; this is in addition to the main school funding. It is allocated straight to the school and is clearly identifiable in our budget. The premium awarded is in addition to any funding the children and young people may receive for their special educational needs. Pupil Premium is awarded to every child or young person who:

- Is in receipt of a Free School Meal (FSM) in the current year
- Has been in receipt of a Free School Meal in the previous six years (Ever 6 FSM)
- Has been Looked After by the local authority continuously for the past six months
- Has ceased to be looked after by the local authority because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)
- Is a child in a Services Family

(gov.uk Guidance Pupil premium: conditions of grant 2020 to 2021 updated 29 April 2021)

In 2011, the Pupil Premium was introduced into all schools. This is an amount of money allocated to each school based on the number of young people who are considered to be disadvantaged in some way. With the take-up of Free School Meals (FMS) being regarded as a good indicator of disadvantage, each school receives an allocation per child on FSM. In 2013-14, this was changed to any child or young person who had received a Free School Meal over the previous six years ('Ever 6 FSM') as well as those who have been 'looked after' by the local authority for the last six months, and in addition, children of service families.

While the government is not being prescriptive on how this allocation is spent, it has declared that schools are to be held accountable through three main measures:

1. How the performance of disadvantaged pupils compares to their peers as indicated in the national performance tables;
2. Through the schools Ofsted inspection which from 2013 is specifically required to report on the attainment of particular groups, including those who attract the Pupil Premium;
3. The reports to parents schools are required to publish online.

Apart from point three, these measures are problematic for schools like Endeavour due to the diverse complexities of our students and young people

While the level of disadvantage is determined in terms of FSM, it should not be considered that only 'FSM Children' are disadvantaged. Using the government's own definition, pupils with special educational needs and/or disability (SEND) are regarded as disadvantaged. Therefore every child or young person at Endeavour could be regarded as disadvantaged, so it is impossible to compare their progress to 'their peers'.

We believe that the benefits provided by the extra funding should be available to all our children and young people in respect of their educational disadvantage as a direct result of their difficulties in learning. Furthermore, because of the inappropriateness of using 'attainment' measures to represent progress for our young people, plus the fact that if they 'are all in' it is impossible to distinguish between 2 groups; it makes sense that the focus is not upon quantitative measures but rather qualitative ones where the emphasis is upon curriculum enrichment.

However, we also recognise disadvantage is a *relative* concept as well an *absolute* one, and that some children and young people within Endeavour Academy could be considered as more disadvantaged than others. This may be through additional sensory processing needs, or because of their difficulties in social communication. To this end, some children and young people require support over and above that received by others within the school.

It should be noted at this point however that the children/young people identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the school receives the Pupil Premium funding.

Therefore, the rationale behind the allocation and expenditure of the Pupil Premium funding is as follows: 'The Pupil Premium funding will be used to both enrich the curriculum for all learners at Endeavour Academy as well as providing alternative targeted support for those children/young people who require additional levels of intervention'.

As Endeavour Academy also offers full time residential placements and short break provision a number of our children and young people receive pupil premium as Children We Care For. We also provide extended school days for children and young people and we ensure , as much as is practicable, that the pupil premium strategies we offer those young people in school are also carried on in Endeavour House when the children stay or reside there.

In the DfE's November 2015 briefing for school leaders entitled 'Supporting the attainment of disadvantaged pupils', seven building blocks for success were identified as being a common theme for those schools who were more successful in promoting high attainment – these were;

1. Whole school ethos of attainment for all (in Endeavour Academy this means progress not attainment)
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individuals learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership.

In recognising the seven building blocks above, at Endeavour Academy we:

- Are aware of and ring-fence the funding so that we can always spend it on the target Free School Meals and Children We Care For target group to meet individual learning needs.
- Use interventions with evidence of success to intervene appropriately for children and young people.
- Check data throughout the intervention period and use it to assess whether or not intervention needs to continue/change or increase.
- Ensure that all staff are highly trained in autism and understand the holistic nature and personalised approach of Endeavour's Curriculum and that staff are aware of the increase in intervention and its purpose.
- Let children and young know when they are succeeding through methods that we know they can understand.
- Link this initiative with our continuing initiative to improve pupil progress across all key areas of development.
- Have regular (at least termly) pupil progress meetings with each teacher which will assess interventions, alongside our progress reviews.

- Work closely with the Finance Manager in tracking the allocation and can account clearly for spending to the Senior Leadership Team, Local Advisory Board and outside agencies.
- Engage in regular Personal Education Plan meetings to track the implementation on CWCF pupil premium.
- Demonstrate the impact of each of the interventions used and funded by the pupil premium on an annual basis.
- Link all targeted support to young people's progress in other areas – such as behaviour management, sensory processing skills and attendance at school and for all planned curriculum activities.

Strategies we use to meet the planned objectives above;

- Additional and targeted Occupational Therapy (OT) and Sensory Integration (SI)
- Specific Occupational Therapy assessment tools to track the impact of OT and SI
- We focus on meta – cognition i.e. teaching our students the skills they need to cope with their own autism and learn strategies to help their own learning and understanding. We therefore invest in resources that enable our children and young people to do this successfully.
- Tasks broken down into small steps of progress with discrete trial training to ensure mastery before moving onto the next step.
- Adapting the physical environment and purchasing equipment to enable us to do this.
- Additional ICT support and purchasing assistive technology equipment/software to support access to ICT/communication.
- Buying new, focussed, motivating resources for the individual child.
- Rigorous data tracking that identifies gaps in expected rates of progress.
- Review of individual Positive Behaviour Support Plans.
- Rigorous and repeated classroom observations.
- Comprehensive staff training programme which enables staff members to constantly use new and innovative ideas with targeted young people.
- Working closely with Endeavour House to ensure that strategies used within the school are transferred over the short breaks and residential care for continuity of approach.

Children We Care For process (Pupil Premium Plus)

In 2014 – 2015 changes were made to the conditions of the grant for the PPP (Pupil Premium Plus) for Children We Care For (CWCF). These changes are outlined within the DfE document '*Pupil Premium and the role of the virtual school Head*' (March 2014). The PPP for children we care for must be managed by a virtual school head in the authority that looks after them. This has statutory force.

There is still a strong expectation that virtual schools heads will pass on the PPP funding onto a child or young person's educational setting to be used to meet additional needs set out in his or her PEP (Personal Education Plan). The virtual school head should ensure there are arrangements in place to discuss with the child's educational setting – usually with the designated teacher – how the child will benefit from any PPP funding. Endeavour Academy and the local authority have agreed that funding will be passed on annually, with the ability for the designated teacher to make further claims should a young person join us

later in the academic year. The funding is, allocated per child through targets which are set at the PEP meeting and directly used for the child.

All maintained schools are required to have a Designated Teacher for CWCF who is a source of expertise about the barriers to teaching and learning which prevent children we care for achieving their potential. The designated teacher also plays an important role as the main link with the Local Authority which looks after the child. This designated teacher additionally has the responsibility of ensuring the targets/outcomes and intended impact of Personal Education Plans (PEPs) and the Personal Education Allowance (PEA) awarded to support these is reported accurately to the County co-ordinator (Virtual Head), parents and social care workers.

Within this important process the Designated Teacher needs to record the expenditure of the Pupil Premium Plus allocation at the meeting with the people invited to attend; this aspect is additionally addressed at the CWCF reviews chaired by an independent reviewer. The report must detail all discussions in regards to planned expenditure and note the impact of expenditure; additionally the data on the educational progress achieved by the young person needs to be discussed and contained within the minutes of the meeting.

As a result there may be outcomes that do not relate to the planned expenditure of the school (e.g. – an agreement to pay a proportion towards an activity which will benefit that child directly such as the farm project); the school budget therefore will reflect any change in planned expenditure if/as required.

Governors & Performance Management

The Principal will formally report on the Pupil Premium at full Local Advisory Board meetings where the impact of provision is further scrutinised.

The Local Advisory Board of the school will ensure there is an annual statement on how the Pupil Premium funding will be/has been spent; this task will be carried out within the requirements published by the Department for Education and published via the school web-site. This statement will additionally determine the impact of all Pupil Premium funding ensuring all pupils in the school benefit from this.

Pupil Premium Plans

Schools must have Pupil Premium plans which should be published on the school web-site. These plans have two aims:

- One needs to focus on the previous academic year and show the impact of the use of the Pupil Premium funding allocated to the school. This should focus on how the funding has made a difference to children and young people's progress and attainment.
- A second plan should show what the school is proposing to do with the next academic years funding.

It will be the responsibility of the Principal and Deputy Principal to examine the impact of the expenditure of the previous academic years grant.

The Principal and Senior Leadership Team will determine the expenditure for the next academic year examining the impact of previous spending and the rationale already determined for the Pupil Premium Grant. This will be shared with the Local Advisory Board members.

Accountability

It is noted that schools with good practice have taken into account the following:

- Know exactly where the PP funding is being spent
- Can demonstrate how and why it is having an impact
- Know what they want to achieve from each of the interventions
- Evaluate progress thoroughly to make sure the interventions are working
- Have well thought-through plans for building on success

Other relevant documentation:

The Pupil Premium: How schools are spending the funding successfully to maximise achievement

(Ofsted)

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

Pupil Premium – Virtual Schools Heads Responsibilities (DfE)

<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

Supporting the attainment of disadvantaged pupils – briefing for school leaders (DfE)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

Pupil premium: conditions of grant 2021 to 2022 for academies and free schools

[Pupil premium: conditions of grant 2021 to 2022 for academies and free schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

Pupil premium: effective use and accountability

[Pupil premium: effective use and accountability - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

Relevant internal policies and documents

Endeavour Academy Safeguarding and Child Protection Policy and Procedures

Endeavour Academy Behaviour Support Policy

Endeavour Academy Designated Teacher Policy

Endeavour Academy Curriculum