

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the outcomes for 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	Endeavour Academy
Number of pupils in school	32
Proportion (%) of pupil premium eligible pupils	11 (of which 3 Funded by OCC 3 Post 16 funding)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	KS2 – KS4
Date this statement was published	
Date on which it will be reviewed	2024
Statement authorised by	M Shears
Pupil premium lead	A Harding
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1035 PP £6000 CWCF £900 Post 16

Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£7935

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to use our pupil premium funding to deliver the vision we have; that is for all our young people to:

- have confidence and belief in their potential;
- be ready for a successful adult life; and
- be connected to where they live.

We serve disadvantaged, vulnerable young people, for whom socio-economic disadvantage is not the primary challenge that they face. Their challenges are multiplied by their complex special needs including a diagnosis of Autism.

At the heart of our approach is ensuring the highest quality teaching possible. Such teaching will be bespoke to the individual needs of our learners. The support we will provide will be based on a robust assessment of need. The very nature of our young people means that their needs change over time, and therefore we have an ongoing process that enables our students to have continual access to a broad and balanced curriculum that aligns with our vision for them.

To benefit all our young people, according to their needs, funding will be spent on both a whole school strategic approach, and the tailored and bespoke approaches, interactions, opportunities, resources that make the difference to our learners making progress in readiness for their life beyond our Academy.

Challenges

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

Challenge number	Detail of challenge
1	Overcoming each young person's individualised barriers to learning and supporting with the anxieties they face.
2	Our student's independence skills and access to the local community can be limited.
3	Students find the transition of skills across the curriculum a challenge.

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
<p><i>For Challenge 1</i> <i>Overcoming each young person's individualised barrier to learning.</i> An increase in our staff's knowledge and skills that can be employed to facilitate student regulation and wellbeing.</p>	<p>A greater number of staff will be trained and confident in the delivery of techniques that have been proven to reduce anxiety, this includes reflexology and hand massage.</p>
<p><i>For Challenge 1:</i> <i>Overcoming each young person's individualised barrier to learning</i> Providing musical therapeutic input to enhance wellbeing and aid communication.</p>	<p>Student engagement with the external music specialist.</p>
<p><i>For Challenge 2:</i> <i>Our student's independence skills and access to the local community can be limited.</i> To provide opportunities for students to attend work experience opportunities within the wider community.</p>	<p>Specific targeted students to attend off site work experience activities. These activities will develop independence and communication skills. A range of opportunities and visits are to be undertaken within the local community.</p>
<p><i>For Challenge 3:</i> <i>Students find the transition and application of skills across the curriculum a challenge</i> For students to improve their ability to transfer skills across varying contexts.</p>	<p>Curriculum developments this academic year include the addition of bespoke outdoor learning sessions. These sessions are planned to enhance skill transfer.</p>

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In-service training. Time is allocated to external specialists to upskill staff in wellbeing techniques.</p>	<p>Our activities will seek to develop; (as set out in the EEF guide to Pupil Premium Strategy, Apr 2022)</p> <p>High Quality Teaching Targeted Support Wider strategies</p>	<p>1</p>
<p>Outdoor learning sessions will be run across the school to benefit all students.</p>	<p>The Benefits of Forest School (forestschoolltraining.co.uk)</p> <p>‘Forest School & Autism’ – A Review by Jon Cree Forest School Association</p> <p>The findings of the Natural Connections Project, a 4-year initiative to help school children experience the benefits of the natural environment and outdoor learning arenas</p> <p>Amongst many key findings:</p> <ul style="list-style-type: none"> • 95 per cent of children surveyed said outdoor learning makes lessons more enjoyable • 90 per cent said they felt happier and healthier • 72 per cent of children said they got on better with others • 93 per cent of schools said outdoor learning improves pupils’ social skills • 92 per cent of schools said it improves pupils’ health and wellbeing and engages them with learning 	<p>1, 2, 3</p>

	85 per cent of schools saw a positive impact on behaviour	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £1035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured work experience at a local farm.	Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	2

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

Budgeted cost: £7900

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Music therapist will provide weekly sessions with students.	Music therapy and autism	1
A range of wellbeing and enriching opportunities for students will be provided, including but not limited to: Community visits and Swimming	Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	2

Total budgeted cost: £9935

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 2021 to 2022 academic year.

- All students worked towards AQA qualifications; 4 modules were externally moderated. The modules related to foot massage and travel training.
- 1 Student completed the Bronze DofE
- 24 ASDAN modules were completed successfully by the CWCF.
- The CWCF all played an active role in achieving the Eco school green flag award (with merit). The flag now proudly flies above reception on its own flagpole.
- All students had access to a specialist Dance therapist, sessions were run for both individuals and groups, the students engaged well with the therapist.
- The Music therapist has continued to work with Endeavour, he visits the school on a weekly basis. The students have the opportunity to explore and play musical instruments and choose their favourite songs to be sung.
- The Singing hands company visited Endeavour for a morning, all students participated in the sessions that included songs and signing.
- At Christmas time students visited the Oxford Playhouse for the pantomime, the students who found the transition too challenging experienced the puppet theatre at a quieter location. Later in the year the Wild boar puppet show put on a production of Goldilocks and 3 bears, this was enjoyed by the students.
- The PP+ funding supported the purchase of specific sports equipment, including, bikes, trikes, and scooters. The Sports equipment was enjoyed by all at the end of term and now a “wheels” afternoon is planned for the academic year 2023 2024.
- The weekly Cricket session was enjoyed by students and staff, students worked on their cricket skills including throwing, catching, hitting a ball and running.
- The swimming sessions at the local Barton pool resumed on a weekly basis, every week 10 students enjoy the pool.
- The students have enjoyed various art sessions, these include decorating the Outdoor therapy hut using mosaic and creating an Eco school display using bottle tops. Our outside space has been developed and the Vegetable Garden produced high yields, the food grown onsite was used (and eaten in school).

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
Range of private therapists including music and reflexology	Private providers

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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