

Pupil premium strategy statement – [*Endeavour Federation*]

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|----------------|
| Number of pupils in school | 330 |
| Proportion (%) of pupil premium eligible pupils | 83% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024 - 2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Kate Burke |
| Pupil premium lead | Kate Burke |
| Governor / Trustee lead | Steve Carroll |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £267468 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £41620 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £309088 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*

To create a centre of excellence based on a relational approach, where pupils feel to safe to explore and enjoy learning, achieve positive outcomes and successful futures for all.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Supporting a nurturing learning environment that ensures children thrive and achieve academically, emotionally and culturally.

- *What are the key principles of your strategy plan?*

*Aspirations
Resilience
Kindness*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | All of our pupils have mental health issues. This means that they struggle to regulate their emotions due to trauma in their past. Pupils need support to attend school, strategies to help improve their mental health and to progress to post-16 |
| 2 | The vast majority of our pupils have very low levels of literacy when they start the school. Providing a well-structured literacy intervention helps pupils to catch up and to access the rest of the curriculum |
| 3 | The vast majority of our pupils struggle to communicate. We train all of our staff in the use of Eklan, which gives them the skills they need to support children and young people's ability to understand and communicate with adults and their peers. |
| 4 | Staff working with pupils with a background of trauma and complex safeguarding issues can develop toxic stress. All DSL staff are provided with regular supervision to help improve their own mental health. |

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 |
|---|---|
| <i>To improve the mental health of pupils</i> | <ul style="list-style-type: none"> Pupils engagement with conflict resolution and restorative practice. Pupil engagement with therapy. Fewer NEET pupils in year 12. Better retention of pupils in Post-16 Improved attendance and reduced exclusions. |
| Improve Literacy skills of all pupils | <ul style="list-style-type: none"> Pupil progress in English, including grammar and vocabulary. Improvement in Reading and Spelling ages. |

| | |
|----------------------------|--|
| High quality teaching | Evidence from lesson observations shows that ELKLAN strategies are being used effectively. |
| Good mental health of DSLs | Staff report that they are better able to process all of the trauma that they are exposed to |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 173535

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Literacy support – Ruth Miskin Fresh Start | EEF Teacher Toolkit - Phonics | 2 |
| Speech and Language Support - ELKLAN | There is vast academic research from across the UK and the world that helping children develop speech, language and communications skills improves educational outcomes. | 3 |
| Supervision for DSLs | <p>Supervision is an essential aspect of the designated safeguarding lead’s role. It provides you with the opportunity to reflect on your practice, learn from your experiences, and receive support and guidance to enhance your safeguarding skills. Supervision also helps you to manage the emotional demands of your role and prevent burnout.</p> <p>Importance of adult emotional regulation - Another important point that is key to the process of Emotion Coaching is your own understanding, attitudes and beliefs about emotions and how they should be expressed. The emotional world of the adult involved in Emotion Coaching is as</p> | 4 |

| | | |
|----------------------------------|--|----------|
| | <p>important as the emotions being experienced by the child or young person in their emotional moment. Emotion Coaching works best when emotional moments are approached by the adult in a calm and well-regulated manner. Demonstrating calm in tone, words and body language is important – you are modelling the behaviour you want to see. This of course, is often easier said than done, especially when coping with behaviours that are anger inducing and time is limited. You can't co-regulate if you can't self-regulate! Be aware of how you feel when your child is experiencing strong emotions. Where do you notice it in your body? It might be appropriate to mention or highlight this to your child as this provides an opportunity for modelling how to understand and manage strong emotions. emotioncoachinguk.com</p> | |
| <p>Therapeutic Schools Award</p> | <p>The Adverse Childhood Experiences study, (ACE study) found that adverse childhood experiences are a leading determinant of the most common forms of physical illness (e.g. cancer, diabetes, heart attacks) mental illness (e.g. depression and anxiety) and early death in the Western World. ACEs are also a leading determinant of homelessness, drug and alcohol addition, smoking, domestic violence and all the major societal ills.</p> <p>That said, a mass of research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. Our training courses optimise the role of the emotionally available adult in the lives of children.</p> | <p>1</p> |

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

Budgeted cost: £ 50200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Conflict Resolution Practitioners</i> | <p>The conflict Resolution Practitioner course has been developed over 20 years to train individuals in theory, skills and processes to deliver a transformative process for those in conflict.</p> <p>This training supports individuals to become Conflict Resolution Practitioners to be able to deliver a service in their organisation or community.</p> | 1 |
| <i>Vocational courses - mechanics</i> | The careers strategy is part of the government's plan to make Britain fairer, improve social mobility and offer opportunity to everyone | 1 |

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

Budgeted cost: £84230

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------|--|-------------------------------|
| <i>Attendance Support</i> | DfE - Children missing education Statutory guidance for local authorities | 1 |
| <i>Careers Connect</i> | Good Career Guidance report, Sir John Holman, 2013 | 1 |
| <i>Therapists</i> | EEF Teacher Toolkit – Metacognition and self-regulation, social and emotional learning | 1 |

Total budgeted cost: £307965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a result of the impact of the work around emotional regulation, restorative practice and conflict resolution.

Exclusions data: Exclusions have rapidly reduced over the last 3 years.

2021 - 2022 97 days lost

2022 – 2023 59 days lost

2023 – 2024 14 days lost

Attendance data: Attendance at Castlefield Campus has significantly improved, and the attendance at both Meade Hill and Southern Cross has held firm whilst national attendance has dipped.

| | MH | SX | CC |
|-------|-----|-----|-----|
| 21/22 | 79% | 82% | 61% |
| 22/23 | 78% | 83% | 73% |
| 23/24 | 79% | 82% | 72% |

Attainment Outcomes:

Key Stage 4 qualifications:

| | Maths | English |
|--------------------|-------|---------|
| Castlefield Campus | 86% | 86% |
| Meade Hill | 100% | 100% |
| Southern Cross | 86% | 100% |
| PET Central | 50% | 58% |
| PET South | 38% | 63% |

Key Stage 3 Attainment:

Pupils making Good Progress or beyond.

| | <i>Maths</i> | <i>English</i> | <i>Science</i> |
|-----------------------|--------------|----------------|----------------|
| <i>Castlefield</i> | 91% | 93% | 91% |
| <i>Meade Hill</i> | 92% | 88% | 88% |
| <i>Southern Cross</i> | 93% | 77% | 81% |

Post 16 Education:

Overall progression rate into education training & employment is:

2022 – 79%

2023 – 83%

2024 – 83%

| | 2024 | 2023 | 2022 |
|--|------|-------|------|
| Mainstream or specialist provision in a college | 39% | 45% | 46% |
| Government youth training | 0% | 9% | 12% |
| Personal (121) Packages | 22% | 25% | 19% |
| Special post 16 (group) | 18% | x | x |
| NEET (including unknown) | 14% | 16% | 17% |
| Employment | 3% | 1.25% | 2% |
| Apprenticeships | x | 1.25% | x |
| Moved out of the area | 0% | 1.25% | 0% |
| Custody | 1% | 1.25% | 3% |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

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|--|

The impact of that spending on service pupil premium eligible pupils

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|--|

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.