# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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  | 68 (as of Dec 21) |
| Proportion (%) of pupil premium eligible pupils | 66% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/222022/232023/24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed |  July 2022 |
| 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 | £4400 (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 | £4400 (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. 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 |
| 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
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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## 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 interventionsMeasured 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 learningMeasured 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 LearningMeasured 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 strategiesMeasured 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. | DfE: Mental health and behaviour in school.NurtureUK: Now you see usEEF Toolkit: Behaviour interventionsMeasured using:* Boxall scores
 | 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 interventionsNurtureUK: Nurture approachesMeasured 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 learningMeasured 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 |
| CHATTS 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 2020 to 2021 academic year.

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| The Covid-19 pandemic has had an impact on the achievement of all pupils, PP and non PP nationally. During the academic year 2020 – 2021 we again went into a further two national lockdowns in addition to the closure of bubbles from positive infections, and despite our school remaining open and offering education to all of our pupils there were barriers that presented themselves throughout. Good school attendance is a core factor of success it leads to improved progress and attainment due to increased access to the curriculum, SEND screening and access to interventions, which in turn leads to better outcomes academically and socially for all young people. Raising attendance featured as a priority within the SDP. Historical poor school attendance and engrained histories of disengagement is a factor with many of our students who are FSM/ PP, average pre referral attendance for this group stood at 33.96% for the 2020-21 cohort. Following their placement at The ELA the average attendance for this group increased to 63.86% compared to that of 71.5% for non FSM/PP students, reducing the gap.National lockdowns and school bubble closures brought the introduction of remote learning for all schools, and whilst many of our students opted to remain attending school in person, remote learning provision was also implemented alongside and for those having to isolate due to positive Covid cases or being close contacts of positive cases. As a result limited access to IT within the home presented as a significant challenge, particularly for those from disadvantaged backgrounds, lack of equipment, access to good quality broadband and lacking access to even a space in which to complete and engage in school work was a significant barrier. Students referred to The ELA also present SEMH difficulties due to lower presenting levels of resilience, leading to disrupted learning and no sustained educational progress sometimes dating back to Primary school. Factors around Covid anxiety has also come into play over the last academic year, with pupils anxious about being in school and families anxious about sending their children to school. This has been more prevalent within our FSM/PP vulnerable group, and has in some instances further compounded historical engrained attendance difficulties. Attendance intervention and support was a priority throughout academic year 2020 -21 and remains a priority going forward into the new 2021-22 academic year, but significant impact was seen in pre referral vs end of year attendance for this group.There have been a high number of pupils identified with unmet SEND needs as a result of their referral to The ELA, 21 EHCP applications were made and/or supported on reintegration throughout the 2020 – 21 academic year. A high number of students many of those who were FSM/PP were identified as having low reading ages, speech and language difficulties or difficulties requiring referral to NELFT for further investigation regarding ADHD and/ or ASD, which some had been experiencing difficulty without throughout their entire school life. The support and intervention received at The ELA, has meant those needs have not only been recognised but strategies implemented quickly to support those pupils to access their learning and start to experience success, improving their self-reported confidence and self-esteem leading to more engagement from not only the students themselves but their families too. It is evident that the children and families referred to ELA often have fractured relationships between the mainstream school and home, and on many occasions this is due to a lack of value for education or poor personal experiences of education for parents and carers themselves, and at times due to the complex and challenging nature of the home life and behaviours exhibited there and at Schools. Many of these families find that the additional resources available to the ELA allows them to engage in a very positive and supported manner, which has then led to better outcomes for our students. |

## 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 | CHATTS |
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