

Pupil premium strategy statement – Endeavour Academy

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	103
Proportion (%) of pupil premium eligible pupils	52.43%
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 - 2027
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Neil Davies
Pupil premium lead	Laura Williams
Governor / Trustee lead	Sasha Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,785
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£55,785

Part A: Pupil premium strategy plan

Statement of intent

At Endeavour Academy we aim to use funding allocated through the pupil premium to help us to achieve and sustain positive outcomes for our disadvantaged pupils. At Endeavour Academy, our core purpose is focused on ensuring that all pupils, regardless of background and/or circumstance, achieve their potential and leave Endeavour Academy for the most appropriate and inspiring next steps so that they can fulfil their dreams, ambitions and aspirations. We aim to remove any barriers that exist for our pupils, be those academically, socially or pastorally

At Endeavour Academy we work relentlessly to realise our academy's vision of, 'Through honesty we gain trust, through empathy we gain understanding and, through resilience, we endeavour to succeed', ensuring that no child is left behind. Taking into account the context of Endeavour Academy, academic performance and other data sets relevant to our pupils, our pupil premium strategy focuses on the following key areas:

- Behaviour & attendance;
- Social, emotional, mental health and well-being;
- Academic progress and achievement;
- Building cultural capital;
- Development of independent life skills, employability and progression to next steps in post 16 learning and employment.

Our approach is to prioritise high-quality teaching and the development of a robust and impactful reading strategy to support pupils in making stronger academic progress. Alongside this we prioritise the wider holistic needs and development of our pupils.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching, CPD and access to different learning platforms. The intention being that outcomes for non-disadvantaged pupils will be improved alongside outcomes for their disadvantaged peers.

At the heart of our approach lies the wellbeing of our pupils. This recognition allows our learners to be in a better position to engage with their education; indeed, how a pupil feels during the point of learning is paramount. Our commitment to high quality teaching focuses on the particular areas where disadvantaged learners require the most support.

Additionally, our commitment extends to equipping disadvantaged learners with the experiences and skills necessary for independent living and social interaction. As part

of this, we fund enrichment activities such as horse riding, alpaca walking and ice skating.

Through this combination of targeted support, high quality teaching and enrichment opportunities we are committed to enhancing the experiences and outcomes of our disadvantaged learners, ultimately fostering an inclusive school community where every child can flourish.

Challenges

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

Challenge number	Detail of challenge
1	Attendance at Endeavour Academy is good, however, there are a small number of pupils who are persistently absent from school. A priority, therefore, is to reduce the number of pupils that are persistently absent from school whilst maintaining good levels of attendance for all pupils.
2	Behaviour incidents are higher amongst disadvantaged pupils in comparison to their peers meaning that they are at increased risk of becoming disengaged with the school curriculum and therefore impacting negatively on outcomes.
3	Observations, internal data, links with families and referral data to external agencies and partners indicates that disadvantaged pupils often require additional support to improve and maintain good mental health. Low self esteem that our learners experience can be a barrier to their learning.
4	A small number of pupils are prevented from accessing the curriculum fully due to their SEMH needs, therefore, further support is required for these pupils.
5	Several pupils at Endeavour Academy have suffered from adverse childhood experiences, impacting their ability to fully access the curriculum and contributing to poor mental health.
6	Some pupils are unable to fully access the curriculum due to their reading ability (fluency and comprehension); this impacts on their academic progress
7	Writing ability and resilience to writing remains a barrier to accessing the curriculum for a large proportion of pupils, therefore there is a need to improve writing in English and more widely across the curriculum.
8	Some of our disadvantaged pupils have fewer opportunities to develop cultural capital outside of school. Additionally, high levels of social deprivation in Nottinghamshire leads to an inability to fund basic equipment and resources required for learning. Therefore, school prioritises enrichment opportunities.
9	The findings from national surveys show that there continues to be a significant 'Disability Employment Gap', with around half of people classified with a disability in work, compared to over 80% of non-disabled people.
10	Not all pupils and their families are as fully informed as possible about opportunities and next steps in education, at key transition points.

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
To sustain and further improve attendance for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> - Attendance is at least in-line with national averages for disadvantaged pupils. - The number of disadvantaged pupils that are persistently absent decreases. - Whole school attendance improves.
Access to the curriculum and bespoke interventions improves through the reduction of behaviour incidents for disadvantaged pupils.	<ul style="list-style-type: none"> - Behaviour incidents for disadvantaged pupils decreases term on term. - Use of Alternative Provision for high profile pupils to extend curriculum offer. - Whole school behaviour incidents reduce. - Progress rates and academic outcomes improve further.
To become a trauma informed school	<ul style="list-style-type: none"> - Attachment and Trauma informed CPD refreshers delivered to staff, enabling them to effectively support pupils affected by ACEs. - Pupils to be supported on their effects of trauma to support them in accessing the curriculum. - Bespoke interventions implemented by the pastoral team to support key pupils.
To improve quality of teaching, leading to improved outcomes.	<ul style="list-style-type: none"> - A suite of professional CPD to be created and delivered with the support of the wider Trust team, based on action research and evidence-informed practice. - Teaching quality improves. - Improved pupil outcomes as demonstrated through end of term assessments and the outcomes of national tests.
To improve reading ability (fluency and comprehension)	<ul style="list-style-type: none"> - Reading test data demonstrates rapid progress for pupils that are below their chronological reading age. - Pupils that are already reading at their chronological age, maintain making twelve months progress in an academic year.

To improve pupils' writing skills	<ul style="list-style-type: none"> - Improved pupil outcomes as demonstrated through end of term assessments and the outcomes of national tests.
To develop cultural capital beyond the curriculum	<ul style="list-style-type: none"> - More enrichment opportunities are offered to pupils beyond those offered as part of the curriculum. - Pupils take up more opportunities within the local community.
To close the Disability Employment Gap	<ul style="list-style-type: none"> - Pupils develop work related skills through 'internal work experience' opportunities within the school, as well as external work experiences. - Pupils experience meaningful encounters with employers. - Destination data indicates more school/college leavers gain paid employment.
To improve opportunities in relation to next steps after school	<ul style="list-style-type: none"> - Pupils and their families will have greater knowledge of the local providers of Post-16/Post-18 education and training, and how to access them. - Pupils and their families will be signposted throughout the year to relevant education and training provider experiences and open days.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nexus MAT ECT enhanced CPD	https://support-for-early-career-teachers.education.gov.uk/education-development-trust/	1, 2, 3, 4, 5, 6, 7
Autism and PDA training		1, 2, 3, 4, 5, 6, 7, 9

Behaviour management refresher	https://www.teamteach.com/courses/	1, 2, 4, 5, 9
Attachment and trauma aware training	Trauma Informed Schools UK https://www.nurtureuk.org/training-and-events/	1, 2, 3, 4, 5, 8

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

Budgeted cost: £26,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Fresh Start subscription and online CPD	https://www.ruthmiskin.com/fresh-start/	3, 6, 7
Mental Health First Aid course for colleagues to better support pupils	https://mhfaengland.org/mhfa-centre/press-office/press-resource/factsheets/Mental-Health-First-Aid-MHFA-training-the-top-line-evidence.pdf	1, 2, 3, 4, 5, 9
ELSA	https://explore.bps.org.uk/content/bpsecp/33/4/50	1, 2, 3, 4, 5, 6, 7, 9,
Peripatetic music teacher	https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Final_report.pdf	1, 2, 3, 4, 5, 8

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal work experience	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	1, 2, 3, 4, 5, 8, 9, 10
External work experience	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	1, 2, 3, 4, 5, 8, 9, 10
External / Nexus careers guidance	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	1, 2, 3, 4, 5, 8, 9, 10

Whole school Team Teach training	https://www.researchgate.net/publication/253366514 Including positive handling strategies within training in behaviour management The Team-Teach approach	1, 2, 3, 4
Careers Fairs	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education	1, 2, 3, 4, 5, 8, 9, 10
Weekly horse riding	https://www.ncfe.org.uk/media/0wzdnmmv/valuing-enrichment-final-report.pdf	1, 2, 3, 4, 5, 8
Weekly ice skating	https://www.ncfe.org.uk/media/0wzdnmmv/valuing-enrichment-final-report.pdf	1, 2, 3, 4, 5, 8
Engagement with variety of Alternative Provisions	https://www.nfer.ac.uk/media/p3gdealb/effective_alternative_provision.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion	1, 2, 3, 4, 5, 8, 9, 10
Residential trips	https://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf	1, 2, 3, 4, 5, 6, 8, 9, 10
Forest School training for staff at the Upper school site	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1, 2, 3, 4, 5, 6, 8, 9

Total budgeted cost: £55,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school has achieved the National Quality in Careers Standard using the Careers Mark, due to continued work with external agencies in building a thorough and well-structured careers programme. Pupils have had the opportunity to experience internal and external work experience programmes and develop their social skills, as well as build resilience and develop their cultural capital, gaining a better understanding of the world around them.

Some Pupil Premium, along with additional funding from the LA, has been spent on developing opportunities for pupils who are deemed as at risk of losing their educational placement. The current provision offers a diverse range of opportunities, including mechanics, personal training, boxing sessions within the OAP, a go-karting option, and work experience at a café. Additionally, further development is underway to introduce fishing and gym-based activities.

The addition of new programmes of study, such as Read Write Inc Fresh Start, have enabled 60% of pupils to make good progress in reading. Pupils that require phonics interventions are now accessing phonics on a daily basis and showing improvements, moving through the phonics phases as expected.

Pupils' mental health and wellbeing has improved with the robust implementation of ELSA for those pupils in particular who have suffered from adverse childhood experiences and those whose SEMH needs prevent them from fully accessing the curriculum.

Disadvantaged pupils have had the opportunity to experience a residential trip, as well as other trips and enriching experiences, such as ice skating, horse riding, and alpaca walking. Pupils that have otherwise not left their home or school environment previously due to their SEMH needs, now regularly access the community and a range of activities that support their mental health and wellbeing.

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***

The impact of that spending on service pupil premium eligible pupils

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.