

Pupil premium strategy statement

This statement details Evolve Academy'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

Detail	Data
School name	Evolve Academy
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	41.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	D.Kiss - Headteacher
Pupil premium lead	K.Carr – Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,607,50
Catch-up premium: coronavirus (COVID-19)	£ 8,265
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	£35,872.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Evolve Academy is that all pupils, irrespective of their needs, background or the challenges they face, make at least good progress both academically and socially, emotionally as well as taking into consideration our students mental-wellbeing.

The focus of our strategy is to offer a nurturing, safe and inclusive environment where the building of trusting relationships, quality of the curriculum offered and the vision of consistent high-quality teaching is paramount to ensure that our students make at least good progress. We place an emphasis on improving reading, writing and maths skills through personalised and creative learning opportunities as well as a focus on barriers such as: attendance, wellbeing, confidence, engagement and SEND that are commonly linked with students who are eligible for Pupil Premium including those that attend Evolve Academy:

At Evolve Academy across KS2/3 we have a high intake of students whose attendance is below the national average. Through various supportive programmes we work hard to improve the attendance of all students. PRU-based attendance for 20/21 was 57.7%, 2.4% below the national average for Pupil Referral Units of 66.1% (DfE, 2018). This attendance figure was significantly impacted upon by the Coronavirus pandemic.

Wellbeing, confidence and engagement are factors all students struggle with upon entry. Through a number of programmes that target well-being (some of which are listed in the Pupil Premium Report below) we work daily to build our students confidence, resilience and engagement in education.

At Evolve Academy we have a high intake of students who come to us with unidentified special educational needs where appropriate, specialist interventions to assess and address those needs are implemented through a documented cycle of Plan-Do-Review as per the SEND Code of Conduct (2015).

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Nurturing Programme for pupils that have been worst affected, including non-disadvantaged pupils.

We will also provide disadvantaged pupils with support to develop independent life and social skills and careers guidance.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. This trend is most recognisable in reading outcomes including reading ages, reading comprehension and spelling.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Our observations suggest many lower attaining disadvantaged pupils lack self-regulation strategies when faced with challenging tasks or situations. This is indicated across the curriculum and relates to specific lessons dependent upon each student's needs and barriers.
4	Our assessments, observations and working with outside agencies demonstrate that a high number of pupils arrive at Evolve Academy with unidentified SEND needs which has a detrimental impact on our pupils' ability to make progress both academically and/or socially emotionally.
5	Our attendance data over the last year indicates that attendance among our disadvantaged pupils has been lower than for non-disadvantaged pupils attending mainstream schools. Our assessments and observations indicate that absenteeism and COVID has negatively impacted disadvantaged pupils' progress and continues to do so.

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
Improved attainment for disadvantaged pupils of reading fluency relative to their starting points as identified through base line assessments	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/24.

	Through data capture points showing narrowing of gaps of reading ages from starting points.
To achieve and sustain improved social, emotional and mental health of all our disadvantaged pupils	<p>Sustained levels of improved well-being achieved through:</p> <p>Data evidence of increased well-being evident over time through our SEMH outcomes and other evidence data based collated across the school.</p> <p>Qualitative data captured from pupil voice, parent surveys and teacher observations.</p>
To have a positive impact in supporting pupils to develop and use self-regulation strategies throughout areas of the curriculum and school they find challenging	<p>Tracking and monitoring of Interventions show evidence of students being supported to develop self-regulation strategies.</p> <p>Teacher monitoring and feedback provide evidence that suggests pupils are able to better self-regulate when faced with challenging situations.</p>
Improved engagement in learning/activities of disadvantaged pupils through early identification of pupil SEND needs with clear achievable targets set	<p>A range of photographic evidence of pupils engaging in learning/activities across the school</p> <p>Evidence of small steps of progress made both academically/socially – emotionally through review of targets set in MSP and progress trackers.</p>
Improved attendance of disadvantaged pupils over time and in comparison, to attendance from previous setting.	<p>Attendance data indicates an upward trend over time and/or in line with National Average or above</p> <p>Attendance data is higher for the majority of pupils compared to previous setting and where this is not alternative arrangements are sought to narrow the gap.</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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a robust CPD programme that focuses on pupil engagement, self-regulation and progress in learning	Professional Development must be prioritised by School Leadership Department for Education (publishing.service.gov.uk) The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 3, 5
Improve physical activities and opportunities to engage pupils to impact positively on SEMH outcomes	Although the evidence suggests that physical activity has a low impact +1 month the evidence to suggest the impact of physical activities has on pupils and adults SEMH is of great value. Physical education is a form of engaging our disadvantaged pupils and as DFE guidance states this can significantly reduce persistent absence levels due to participation levels	2, 5

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

Budgeted cost: £ 21,372.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt a range of SEMH interventions to develop literacy and support pupils psychological, emotional, cognitive,	“Mental health and Social issues are having a significant impact on the ability of some pupils to fulfil their potential.” Social and Emotional School Survey.pdf	1, 2, 3, 4

<p>physical, communicative and social needs delivered in a variety of contexts across the school</p>	<p>EEF social and emotional learning suggests that improving social interaction has an average impact of +6 months</p> <p>Support in developing literacy skills across the school including communication by providing high quality literacy interventions – recommendation 7</p> <p>Improving Literacy in Secondary Schools</p> <p>Support SEMH needs by developing self-regulation approaches has a high value with +7 months additional progress</p>	
<p>Adopting a reading programme for disadvantaged pupils who need additional help to develop phonics, comprehend texts and address vocabulary gaps. Provide scalable personalised learning to support pupils to narrow gaps and move towards age related expectations as well as support in motivating reluctant learners</p>	<p>There is evidence to suggest that reading comprehension strategies can have a positive impact in supporting low attaining students and decrease gaps. (+6mths Primary & +7mths Secondary)</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils’ literacy skills, and help to deliver the curriculum:</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4 & 5</p>

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing principles of good practice set out in DfE’s Improving School Attendance advice.</p>	<p>Improved pupil motivation and self-confidence, attendance and engagement with education</p> <p>Additional health needs guidance (publishing.service.gov.uk)</p>	<p>1, 2, 5</p>
<p>Training KS3 pupils to use public transport.</p>	<p>Improved pupil motivation and self-confidence, attendance and engagement with education as stated</p>	<p>2, 5</p>

This will involve an individualised approach for disadvantaged vulnerable pupils	by the DfE Alternative Provision Statutory Guidance	
--	---	--

Total budgeted cost: £ £35,872.50

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.

All pupils were baselined using the star reading/maths assessment tools which provided a starting point for all pupils to enable progress. Due to Covid implications this did not have the desired impact and after consideration of the programme leadership and middle leaders felt that alternative programmes would be more cost effective and engage our current cohort of pupils.

The Games intervention specialist supported to broaden pupils social, emotional and behaviour skills having a positive impact especially with KS2 children and supported to enrich the curriculum. Pupils supported by this intervention were able to demonstrate through observations that they were able to build positive relationships with peers and have a greater understanding of resilience through acceptance of losing alongside developing their problem-solving skills which was evident in other areas of the curriculum in particular Maths. As a result of the intervention all pupils that accessed this improved their SEMH scores on the SEMH tracker over time.

Specific interventions were offered as CPD opportunities for HLT/TA including Lego Therapy, Anger Management which were successful in supporting and improving communication and self-management skills of children. This was evident from a reduction in negative behaviours and decrease in Team Teach incidents over time.

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	