

Pupil premium strategy statement

This statement details Evolve Academy'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 (23-24) and the effect that last year's spending of pupil premium had within our school last academic year.

School overview

Detail	Data
School name	Evolve Academy
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	61.5%
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	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	M Long - Headteacher
Pupil premium lead	K.Carr – Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,393
Recovery premium funding allocation this academic year	£0
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	£26,393

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 22/23 was 56.5%, 10.3% below the national average for Pupil Referral Units of 66.3% (DfE, 2020/21. This attendance figure was significantly impacted upon by the after effects of the Coronavirus pandemic and building work.

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, after effects of COVID and building work 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	Through achievement of improved performance, as demonstrated by our

<p>starting points as identified through base line assessments</p>	<p>end of year assessments at the end of our strategy in 2023/24.</p> <p>Through data capture points showing narrowing of gaps of reading ages from starting points.</p>
<p>To achieve and sustain improved social, emotional and mental health of all our disadvantaged pupils</p>	<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>
<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>	<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>
<p>Improved engagement in learning/activities of disadvantaged pupils through early identification of pupil SEND needs with clear achievable targets set</p>	<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>
<p>Improved attendance of disadvantaged pupils over time and in comparison, to attendance from previous setting.</p>	<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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed a robust CPD programme that focuses on pupil engagement, self-regulation and progress in learning which is underpinned by quality first teaching effectively supporting the needs of disadvantaged pupils in all lessons.</p> <ul style="list-style-type: none"> • Provide CPD Differentiation • Provide CPD on Assessment • Provide CPD on Moderation • Evaluate impact through QA processes 	<p>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.</p> <p>EEF research has shown that 'students eligible for the pupil premium are more likely to be low attaining than other children'. However, the EEF teaching and learning toolkit, based on extensive evidence, identifies small group tuition is a highly effective strategy in accelerating progress and closing learning gaps. (+4 months impact)</p>	<p>1, 3, 5</p>
<p>Continue to Improve physical activities and opportunities to engage pupils to impact positively on SEMH outcomes</p> <ul style="list-style-type: none"> • Purchase appropriate equipment and develop resources 	<p>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.</p> <p>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</p>	<p>2, 5</p>

<ul style="list-style-type: none"> • Provide opportunities to engage in physical activities out of school to support re-engagement 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopt a range of SEMH interventions to develop literacy and support pupils psychological, emotional, cognitive, physical, communicative and social needs delivered in a variety of contexts across the school</p> <ul style="list-style-type: none"> • Music intervention supported by the local authority • Staff access appropriate CPD time and cost to improve SEMH interventions • Interventions tracked through Provision map and progress shared 	<p>“Mental health and Social issues are having a significant impact on the ability of some pupils to fulfil their potential.”</p> <p>Social and Emotional School Survey.pdf</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>	1, 2, 3, 4

<p>Delivering a reading programme (Sounds – Write) 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> <ul style="list-style-type: none"> • A wide range of staff access phonics training • All pupils have been baselined for phonics • Students requiring intervention have timetabled sessions • Data and pupil progress is shared with all staff to support learning in the classroom 	<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>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing principles of good practice set out in DfE's Improving School Attendance advice.	Improved pupil motivation and self-confidence, attendance and engagement with education Additional health needs guidance (publishing.service.gov.uk)	1, 2, 5
Training KS3 pupils to use public transport. This will involve an individualised approach for disadvantaged vulnerable pupils	Improved pupil motivation and self-confidence, attendance and engagement with education as stated by the DfE Alternative Provision Statutory Guidance	2, 5
Contingency fund for other	To ensure all pupil premium pupils have access to school to meet needs	

Total budgeted cost: £26393

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 2022 to 2023 academic year.

A new baseline and assessment process has been developed, shared and in use to ensure that all pupils have a starting point, personal targets in a range of subjects and able to evidence pupil progress moving forward ready for the start of the new academic year. Due to the continued effects of COVID, building work and external factors accurate data has been difficult to capture however this will no longer be the case moving forward due to the new assessment approach.

Games interventions had been timetabled through the curriculum and staff had been able to provide this due to the previous year specialist support in how this was delivered and intended impact of improving communication skills. This has continued to support 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 communicate on varying levels dependent on need, build better relationships with peers and more able pupils were able to develop their problem-solving skills which was evident in other areas of the curriculum in particular Maths. As a result of the intervention most 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 Art therapy, Anger Management, emotional regulation activities which were successful in supporting and improving communication and self-management skills of pupils. This again was evident from a reduction in negative behaviours and decrease in Team Teach incidents over time and an increase in positive points in the summer term.

A new phonics programme has been purchased and two members of staff have accessed training to support pupils in the new academic year with a team of staff planned to access training in the new term ensuring a focus on reading is a priority. Also, Bedrock learning (reading) has been put in place ready for the Autumn term as the current programme Lexia reading has not had the desired impact and students have lacked engagement.

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?	