

Pupil Premium Strategy Statement – The CE Academy

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

All schools that receive pupil premium (and recovery 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 (and recovery 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	The CE Academy
Proportion (%) of pupil premium eligible pupils	200 place AP Academy
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)	2023/24
Date this statement was published	15 th November 2023
Date on which it will be reviewed	15 th November 2024
Statement authorised by	James Thomas
Pupil premium lead	Gary Morton
Governor / Trustee lead	Julie Swales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,443
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£56,000
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>	£113,443

Part A: Pupil premium strategy plan

Statement of intent

The CE Academy is an Alternative Provision for students at Key Stages 3 and 4 who have been either permanently excluded from school or are at risk of permanent exclusion. Many of our young people have had difficult, disjointed or dysfunctional upbringings - a large number of which include trauma.

Our approach to the challenges that these students have faced is to treat all students as requiring a bespoke approach - not just those with Pupil Premium status. The progress of Pupil Premium students is recorded and monitored using inward facing data but out in the corridors and classrooms we aim to treat all students as individuals with individual needs.

We believe strongly that all young people can have the highest aims and ambitions and that their adverse childhood experiences should not have a long term impact on their life-chances, experiences or opportunities to gain qualifications. Besides these aspects we work every day to help our young people develop the soft skills required for everyday life.

Our aim is always to offer the highest quality education that we can, ensuring that lessons are delivered by qualified teaching staff with specialist subject knowledge.

Our use of Pupil Premium funding is, consequently, focussed on those areas where disadvantaged students require the most support to compete equally with their peers and so the entire CE Academy community can benefit.

Challenges

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

Challenge number	Detail of challenge
1	Past Experiences / Build Trust and Respect. Exclusion usually follows a prolonged period in which relationships between the student and their mainstream school have broken down. This leaves the young people and their families with little respect for authority, for education and for professionals. Our priority at CE is to rebuild these relationships and usher in new levels of trust and respect.
2	Complex Needs. Our students do not simply carry the tag of "excluded" - they are the product of a multitude of complex social, mental, physical and familial issues that combine to create obstacles that are not simply overcome. Consequently many of our families are open to social care or are known to the police. Disruptions to schooling are common, whether through attendance, pregnancy, exclusion / isolation, physical and mental ill-health and now the

	impact of COVID-19 and lockdown. We accept that this leads to a host of external agencies being linked with our students and so we need to communicate and liaise with these organisations in order to best serve our young people.
3	Attendance. Many of our students - up to 90% on average - were designated as persistently absent from their mainstream schools - a habit that is often drawn from family culture. We believe that this can be turned around by the building of positive and trusting relationships, by creating safe and welcoming environments and by re-establishing the importance of education. Raising attendance with our students in such a short space of time is a huge challenge, especially since lockdown.
4	Literacy Needs. Students reaching the CE Academy often do so with reading ages well below their physical age. This leads to feeling excluded from learning and the feeling that their needs are being met. Via rigorous baseline testing and bespoke literacy plans we aim to reduce the deficit between reading and physical ages so that our students can go out into the adult world with at least a functional level of literacy.
5	Mental Health & Well-Being. Increasingly our students are arriving with complex and significant mental health needs. ADHD, ODD and ASD feature highly by, more hidden than those, is the impact of significant childhood trauma, often presenting as Attachment Disorder, PTSD, Conduct Disorder or other conditions. At present, CAMHS as a waiting list of up to two years, so it is up to us to act.

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
Continue to close the gap between pupil's Reading Age and Chronological age	Lucid Exact Reading Age data - deficit to close by at least 6 months.
To continue to push for improved attendance outcomes for our cohort.	<ul style="list-style-type: none"> Percentage of pupils who improve their attendance from mainstream school Comparison with data from similar schools nationally (5% higher).
To continue to focus on removing the gap - especially in terms of Value Added - between those students who are eligible for Pupil Premium funding and those who are not.	GCSE passes, Value Added (from Fisher Family Trust) and Attainment 8 data.
Continue to push so that at least 90% of students leaving the CE Academy have a destination and are not designated NEET.	Destinations data - percentage of Year 11s with Pupil Premium status who have a secure destination post-Year 11.
To work closely with our cohort, with trained staff under the supervision of our mental	Use of PASS and SDQ data

health lead, to seek to improve the well-being of all CE Academy students.	
To continue to work on the development of respectful, trusting and consistent relationships between our staff, our young people and their families.	Data from Year 11 Leavers Questionnaire;

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: £12,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - Teaching & Learning / Literacy	EEF Toolkit - Teaching Assistant Interventions + 4 months; Behaviour Interventions + 4 months; Individualised Instruction + 4 months; Feedback + 6 months;	1,2,3,4
Fermyn Woods;	EEF Toolkit - Arts Participation + 3 months; Peer Tutoring + 5 months; Small Group Tuition + 4 months;	1,2,3,4

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

Budgeted cost: £26,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Tuition	EEF Toolkit - Feedback + 6 months; One-to-one tuition + 5 months; Individualised Instruction + 4 months	1,2,3
Literacy Interventions	EEF Toolkit - Phonics + 5 months; Comprehension strategies + 5 months; Oral Language Interventions + 6 months;	1,2,3

PASS, SDQ	EEF Toolkit - Metacognition and Self Regulation + 7 months; Social and Emotional Learning + 4 months;	1,2,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adventure Ways / Govilon Residential	EEF Toolkit - Collaborative learning + 5 months;	1,2,3,4,5
Well-being	EEF Toolkit - Self Regulation + 7 months	1,2,3,4,5

Total budgeted cost: £113,443.00

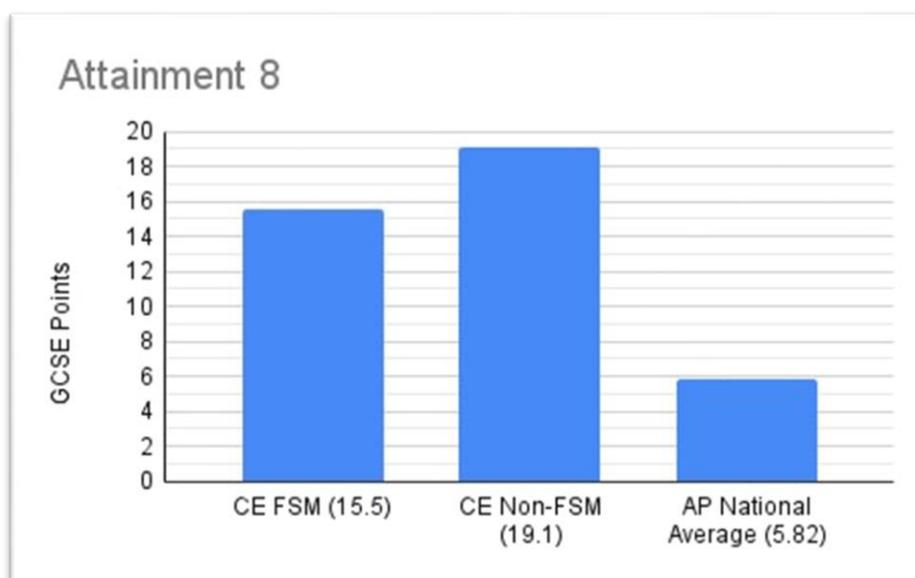
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Published performance measures in both attainment and attendance for APs and, more specifically, PRUs continues to be unavailable, therefore we continue to analyse our outcomes using the format of previous years.

In line with previous years, the performance at GCSE of those eligible for Pupil Premium Funding continues to remain even with those pupils classified as non-disadvantaged in key areas.

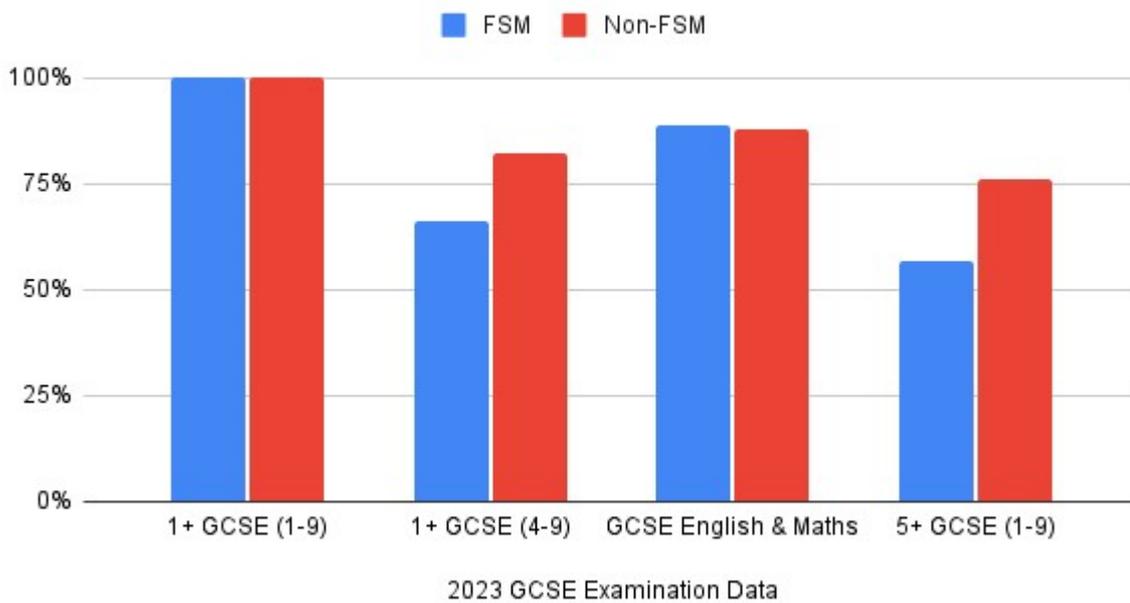
Our Attainment 8 data shows a slight discrepancy but the with our low numbers statistics are easily skewed and we must factor in the COVID-19 pandemic. However, we compare very favourably with the national average for APs (*data from DfE 'Explore Education Statistics 2023').*



When taken across a longer period of time, allowing us to use a larger sample size, both cohorts of pupils perform at almost identical levels.

Looking at the GCSEs from other data perspectives there is a similar story. Again, with the numbers that we are dealing with it only takes a couple of individuals to skew data in favour of one cohort or another.

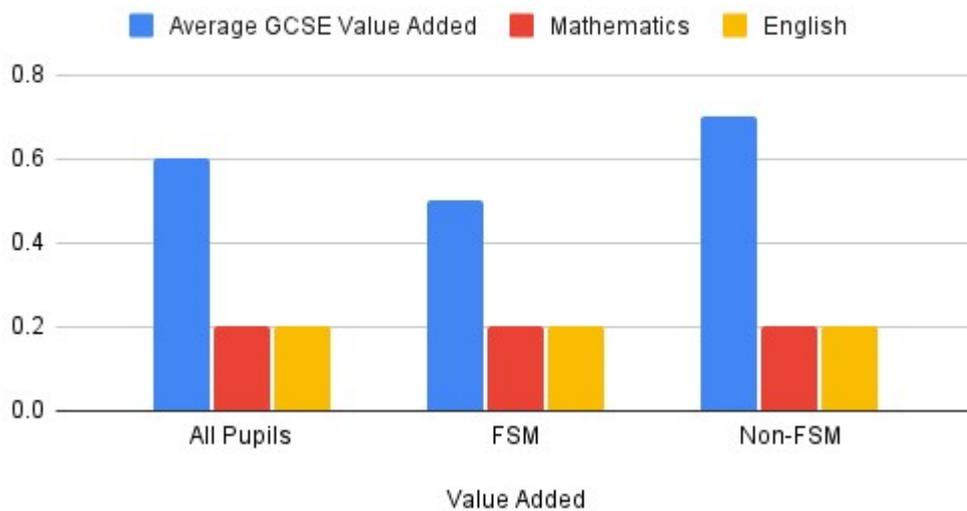
FSM and Non-FSM



This data shows that there is a similar level of achievement – occasionally an equal level of achievement – between the two cohorts, with performance still in excess of national data for schools judged as similar to ours by the DfE (although this includes Special and Hospital Schools).

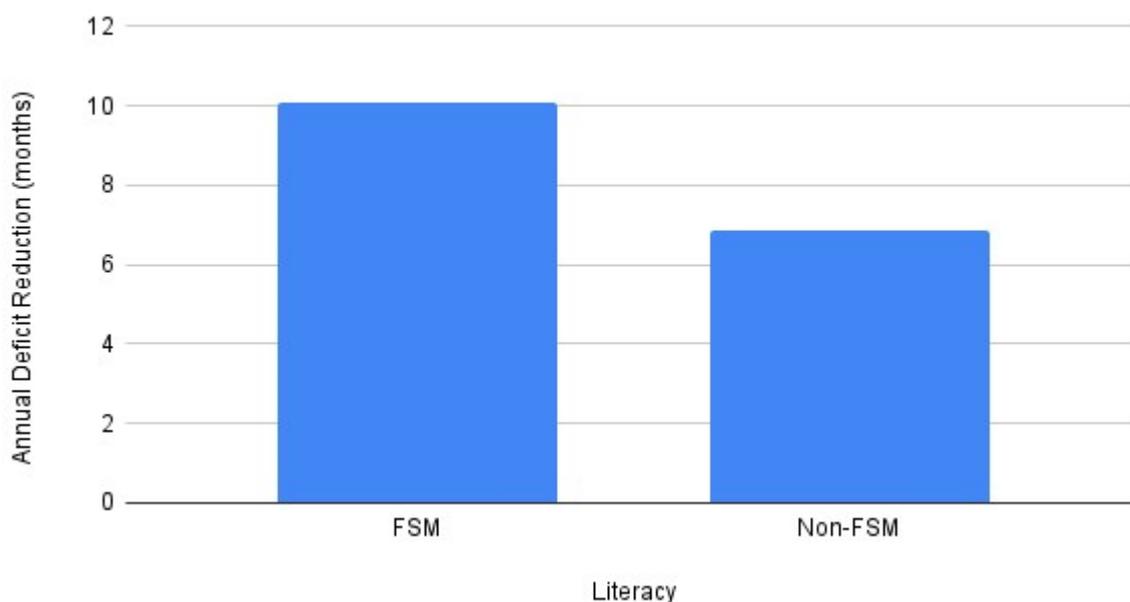
The data below was provided by the Fischer Family Trust Early Results Service, which shows the value added examination data for The CE Academy. The data, which we feel is a fairer measure of our work, shows no discrepancy between the two sets of students.

CE Academy GCSE Value Added



The remaining graph is a measure of the impact of our Literacy strategy. All students at CE are given a baseline test of their reading, spelling and comprehension age and then subsequently given a bespoke Literacy Plan designed to fill gaps, support specific needs and aid development. The measure that we use to show the effectiveness our strategy is to measure the deficit between the students physical age and their chronological age. This allows us to ensure that our students are making genuine, not just superficial progress.

Reading Ages



If a student's deficit reduction is zero, it would show that their Reading Age is keeping pace with their chronological age. Any number higher than zero shows the amount that we are closing the gap annually on top of that. For example, a student eligible for Pupil

Premium who came to us with a deficit of 2 years (24 months) would find that the deficit is reduced to only 2 months after a year (12 months + 10 months). Both cohorts of students are performing well in this regard.

Case Studies

Case Study - KS4 (FSM) – Excluded for persistent verbal abuse and abusive behaviour.

This student, who - the period between exclusion and joining CE was receiving two hours' tuition a day - first came to our KS3 campus, William Knibb, before being transferred to our KS4 Corby campus, Forest Gate. An initial Lucid test showed a low reading age and issues with comprehension that suggested difficulty in focus and organising thoughts. She really struggled during COVID and lockdown, which occurred almost immediately after her arrival at CE. On her full return, she was offered a bespoke package including Adventure Ways (to aid with relationships and self-esteem); time with our resident Occupational Therapist to develop a metacognitive approach to school and keeping safe; a bespoke Literacy plan aiming to fill gaps left in her development plus time in the campus to engage with lessons. To this timetable - at KS4 - was added time on the internal Beauty course once she has decided that she would like to become a nail technician. Attendance went up (peaking at 97%) and was recorded on average as being 10% higher on days when she attended Adventure Ways. Staff there noted that she developed into a leader of the group and would often encourage others to participate. She completed her Beauty course which enabled her to get a place at college, eventually sitting 7 GCSEs. Staff said of her: "The bespoke timetable and lessons put in place for this young person allowed them the time and space to get comfortable with staff and a new environment. When attending Adventure Ways, you could see her growing in confidence week by week and beginning to understand the role that she could play in the adult world."

Case Study - KS4 (FSM) - Permanent exclusion for persistent disruptive behaviour.

Initially struggled in the campus and started a number of chat groups on WhatsApp designed to target and victimise specific individual students. Struggle to settle in lessons, wandering and disruptive in class. A bespoke timetable was created which included vocational courses (Motor Mechanics at Centurion) and Adventure Ways, along with specific strategies – including working with parents to help understand and manage their ADHD. Attendance at Adventure Ways was high (98%) and he started to grow and mature in ways that may have seemed unimaginable at the point that he was permanently excluded. Allied to this anecdotal evidence is a recent survey that we conducted, asking students with Pupil Premium funding whether Adventure has taken them out of their comfort zone to make them work as a team, to which 97% said that they had with a further 57% stating that their time at Adventure Ways has made them feel more independent.

In the end, staff saw his sense of empathy increase to the point that he withdrew from the online groups that he had created and even admonished peers for their treatment of others. He chose his destination (a college course based on the motor vehicle course that he had taken with us, going on to sit and gain 5 GCSEs.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
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 or recovery premium funding.