

Pupil premium strategy statement – CE Academy

School overview

Detail	Data
School name	CE Academy
Number of pupils in school	200 Place AP Academy
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23, 23/24, 24/25
Date this statement was published	31 st October 2022
Date on which it will be reviewed	31 th October 2023
Statement authorised by	James Thomas
Pupil premium lead	James Thomas
Governor / Trustee lead	Julie Swales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,564 (predicted)
Recovery premium funding allocation this academic year	£54,648 (confirmed)
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	£111,042 (predicted)

Part A: Pupil premium strategy plan

Statement of intent

Pupils who attend the CE Academy are either permanently excluded from school, at risk of permanent exclusion or school aged parents. They often come from dysfunctional families and have suffered from negative experiences in their lives, usually a combination from home, school and the local community.

We take a holistic approach to the education of all pupils regardless of their pupil premium status. All of our pupils are by definition 'vulnerable' with an increasingly high percentage open to social care involvement or other professionals. Therefore the strategies that we employ are targeted to help all pupils regardless of their official Pupil Premium status.

Our aim is that irrespective of background, their adverse childhood experiences should not have a long term impact on the life chances of our pupils, and that they can achieve meaningful qualifications equivalent to their peers. The focus of our strategy is to enable all pupils, regardless of starting points to make rapid academic progress whilst developing all the softer skills required for everyday life.

All pupils are treated as young people with individual needs and have access to all of the schools' resources. We focus on delivering a high quality first teaching experience in the classroom, employing qualified teaching staff with specialist subject knowledge. Alongside this we focus upon building and maintaining trusted respectful relationships with young people.

The areas where we have focussed our use of Pupil Premium Funding are those areas in which 'disadvantaged' pupils require the most support, at the same time benefiting the whole school community at CE Academy.

Our strategy is about ensuring that pupils have access to all the opportunities they need to thrive in school. The aim is that all pupils continue to make progress, recognised through improved attainment outcomes supported by well-being and destinations data.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Past Experiences / Build Trust and Respect</p> <p>The majority of pupils and families arrive at CE Academy feeling rejected and disillusioned by the education system. They have limited respect for those in authority and are distrusting of professionals. Building relationships, trust and respect with pupils and families is at the heart of our approach.</p>
2	<p>Complex Needs</p> <p>The needs of our pupils are increasingly complex in nature. In addition to Covid-19 lockdowns all of our pupils have experienced disruptions to their schooling in one way or another through, exclusion, attendance concerns or pregnancy. The vast majority of pupils have experienced multiple adverse childhood experiences, and their emotional and mental health is fragile. As a consequence a high percentage of families are open to support from social care and other agencies – communicating and liaising with these agencies is an increasing challenge</p>
3	<p>Attendance</p> <p>Over 90% of pupils referred to the CE Academy are designated as persistently absent from their mainstream schools. Attendance concerns are often ingrained within families – our focus needs to be on building relationships so we can challenge pre-conceptions regarding absence from school. The CE Academy continues to have a significant challenge in improving school attendance and focuses efforts on improving attendance in comparison with mainstream school. This has been further exacerbated during disruptions caused by Covid.</p>
4	<p>Literacy Needs</p> <p>An increasing number of pupils are joining CE with significant gaps with their Literacy skills. This is typified with low reading ages but we also have a high percentage of children who have a large disparity between their reading age and their comprehension age. Closing these gaps will improve access to education, qualifications and career opportunities.</p>
5	<p>Mental Health & Well-being</p> <p>An increased proportion of pupils at CE Academy have significant mental health needs. This is often recognised with a diagnosis of ADHD, ODD or ASD but is often manifested in the trauma experienced from the impact of previous negative life experiences. These are undiagnosed but present as Attachment disorder, PTSD, Conduct disorder or other mental health conditions. Waiting lists at CAHMS can be as long as 2 years with support needed straight away.</p>

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
<i>Continue to close the gap between pupils' Reading age and Chronological age</i>	Reading Age data – based on Lucid Exact Literacy Assessments (Gap closes by at least 6 months)
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	Attendance data <ul style="list-style-type: none"> Percentage of pupils who improve their attendance Comparisons with data from similar schools nationally (At least 5% higher)

<i>Continue to focus on all pupils achieving GCSE qualifications, with a focus on ensuring no gap exists between those pupils eligible for Pupil Premium Funding and those who are not in receipt of Pupil Premium Funding</i>	GCSE outcome measures continue to be in excess of similar school Nationally. This will include Attainment 8 and GCSE examination passes.
<i>Maintain NEET statistics at current levels by ensuring that at least 90% of pupils have a destination when they leave school.</i>	Destinations data – The percentage of Year 11 pupils who have secured a destination for September after they leave school to be at least 90%.
<i>Achieve improved well-being for all pupils including those who are disadvantaged</i>	Mental Health & Well-Being (WEBWBS) Baseline data – Data available 2023 THRIVE – Initial SEMH Screening tool Impact measured using MOHOST
<i>To develop high quality trusting respectful relationships between staff, young people and families</i>	Outcome of a study from the 'Relationships Foundation' into the impact of relationships on outcomes for pupils at Alternative Provision.

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: £ 12,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD – Teaching & Learning / Literacy</i>	EEF Toolkit – Behaviour interventions + 4 months Social & Emotional learning + 4 months	1,2,3,4,
<i>Fermyn Woods</i>	EEF Toolkit – Arts Participation + 3 months	1,2,3,4,

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

Budgeted cost: £ 17,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Individual tuition</i>	EEF Toolkit - One to one tuition + 5 months	1,2,3
<i>Literacy Interventions</i>	EEF Toolkit – Phonics + 5 months, Comprehension + 6 months	1,2,3

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

Budgeted cost: £ 81,245

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

Total budgeted cost: £ 111,042

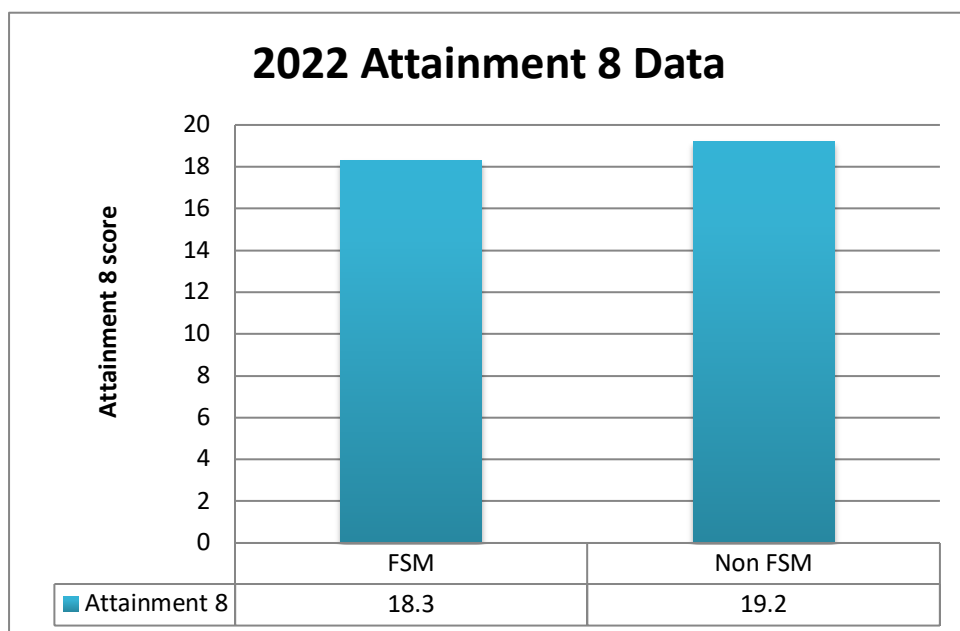
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The non-availability of published performance measures within AP Provision continues to be the norm. Therefore CE has continued to analyse outcomes using the same format as previous years. This approach draws comparisons with the most recently available DfE data for similar schools nationally (Hospital Schools, PRU's and AP Academies)

As with previous years there was no significant gap within GCSE results between the performance of pupils eligible for Pupil Premium Funding and those who are not eligible for funding.

In recent years we have seen approximately the same level of performance between those pupils in receipt of pupil premium funding and those not in receipt of the funding.

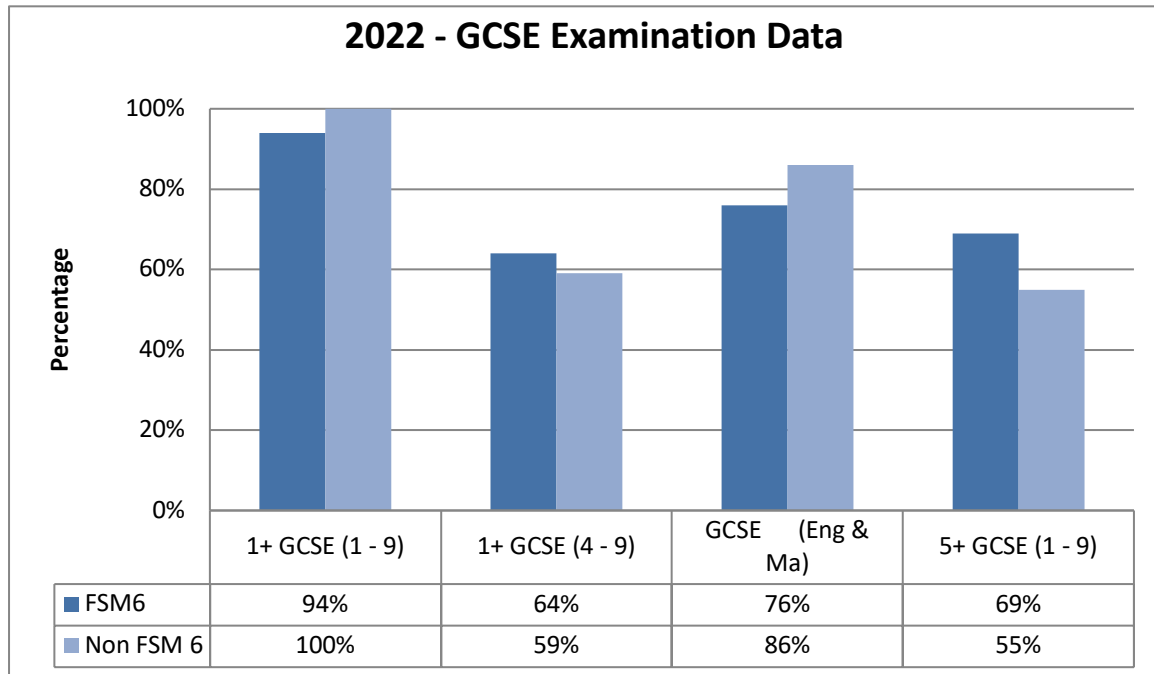


In 2022 we saw both pupil premium and non-pupil premium cohorts achieve Attainment 8 data slightly below 2021 outcomes but still in excess of 2019 results.

This is a significant achievement as these measures are far in excess of data for similar schools nationally. Using this measure those not in receipt of Pupil Premium Funding achieved marginally better than those in receipt of the funding, identifying no real gap between the cohorts.

In fact amalgamated data over the past decade shows that these two cohorts of pupils perform at an almost identical level over a significant period of time.

Looking at other measures the CE Academy has no significant attainment gap between pupil premium and non-pupil premium pupils. Some measures show slightly in favour of one cohort in comparison with another and others the other way round. In reality these slight differences boil down to two or three pupils. Both cohorts significantly outperform similar schools for all headline measures.



This data shows that the performance of pupils with and without FSM identified at very similar levels with those in receipt of FSM funding ahead in some measure and behind in others. All measures show performance in excess of national data for similar schools.

The data below was provided by Fischer Family Trust Early Results Service – This data shows value added examination data for pupils at The CE Academy. For overall value added FSM6 pupils performed on average 0.1 grades better than their counterparts where as those identified as Non FSM6 performed marginally better in core subjects. This shows no significant gap exists.

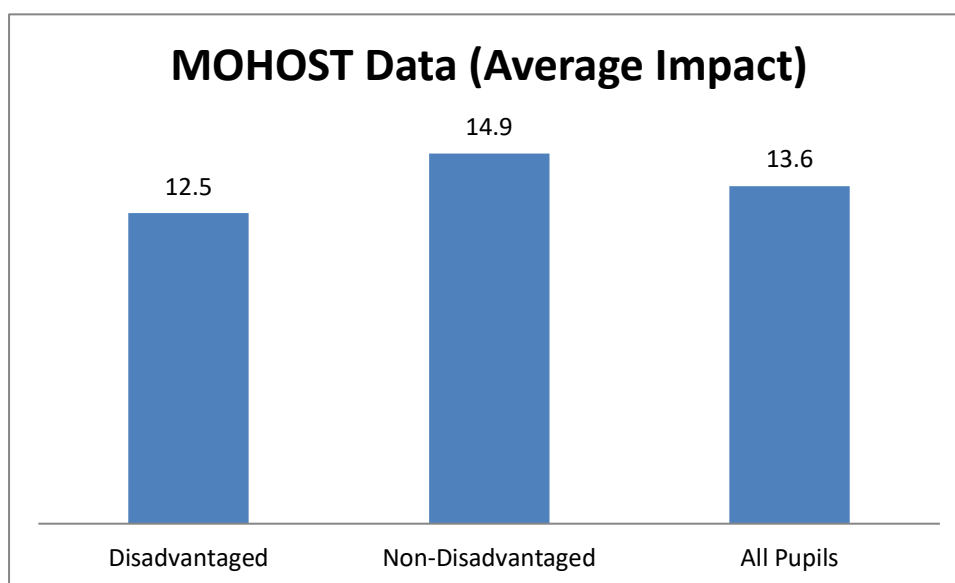
2022	All Pupils	FSM 6	Not FSM 6
Average GCSE Value Added	0.7	0.8	0.7
Mathematics	0.2	0.1	0.4
English	0.2	0.2	0.3

For those pupils who have a long term intervention with our Occupational Therapist a baseline measure is taken, with re-assessment taking place at the end of their time at CE Academy or when they no longer require intensive input.

We do not dictate an intervention time and only re-assess when it is in the best interest of the pupil. Therefore we do not have strict parameters for the data collected. None the less we believe it is of use to analyse the impact.

Our Occupational Therapist has chosen to use the MOHOST model for this purpose.

Of the 14 pupils with a long term intervention last academic year 50% were Pupil Premium Pupils, including 2 looked after children.



The data helps to illustrate the positive impact of this intervention for all pupils. Data for non-disadvantaged pupils is marginally better than for disadvantaged pupils. We find it useful to have data to measure impact on pupils' well-being but also show progress through case studies.

Case Studies

Case Study – KS4 Pupil (FSM) – Excluded for bringing a weapon on school site.

This pupil was referred to the CE Academy whilst he was in Year 10 and originally attended our Cromwell Campus in Northampton. They were very nervous to attend Cromwell Campus and refused to engage with lessons in the campus. During Covid Lockdown their mental health began to suffer significantly. They were offered places on vocational courses in both outdoor learning and Motor Vehicle Maintenance and began working with our Occupational Therapist and were offered some individual tuition sessions.

After a failed reintegration to Cromwell they were offered a place at our Overleys Campus. This was a positive move and saw a real upturn in engagement with academic work. They also excelled on their Motor Vehicle course. With support they kept focused on their academic work. In June they successfully sat seven GCSE's all at grade 4 and above and a Level 1 IMI Award in Motor Vehicle. They successfully gained an apprenticeship in the motor industry.

Case Study – KS4 (FSM) – Dual Registered / EHCP Plan - SAM

This pupil, a school age mother was referred to our Overleys Campus during Year 10. There were many concerns about how she would cope as she presented with many needs both, physical, emotional and learning. The pupil was able to bring her baby to school who was looked after by a nursery nurse onsite which enabled the pupil to achieve 7 GCSE's including a grade 9 in photography.

In addition to academic work, additional support, advice and guidance was given including support with parenting and independent living skills such as cooking and nutrition, the use of public transport and everyday routines for her and her baby. Intensive weekly support was given by our Occupational Therapist with a focus on improving communication skills and emotional and physical well-being.

The pupil engaged well at Seeds of Change achieving a City and Guilds qualification and where she was encouraged to develop team work skills and was offered an opportunity to look at the behaviour of horses and making similarities to human behaviour, all aiding personal development.

An EHCP was pursued by The CE Academy in partnership with the dual registered school whilst the pupil was in Year 11, with the aim to have support available at post 16 provision. Following achieving 7 GCSE's the pupil successfully progressed to college to study Art, Design and Photography where she continues to make progress.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

Further information (optional)

From 2019 - 2021 the Government had provided Alternative Provision with the opportunity to utilise Yr.11 Transition Funding to support our pupils in securing and maintaining a destination for the following academic year.

Funding Allocated £ 16,500

Adventure Ways supports young people to develop confidence from taking part and achieving at adventurous activities. They provide young people with the opportunity to discover new environments and explore opportunities for personal development. This promotes self-esteem and builds skills in teamwork and collaboration.

CE Academy has worked in partnership with Adventure Ways to develop and deliver a course based on developing the essential life skills and knowledge that young people require to be successful in adult life. This includes developing skills and knowledge in completing job applications, understanding a pay slip (tax, pension, etc.) and the costs and processes involved with living independently.

To engage hard to reach young people the content of this course is delivered either alongside or through a wide variety of adventurous activities.

Had this funding been available again we would have liked to have chosen to continue this partnership with Adventure Ways – targeting those young people who were most at risk of not sustaining their post-16 destination