

Pupil premium strategy statement – The CE 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.

The money allocated to us at The CE Academy is spent creating a culture of quality first teaching and then on strategies, provisions and programs that enable our young people to build the relationships, emotional stability, resilience and self-esteem to be able to access that teaching in a safe and nurturing environment.

School overview

Detail	Data
Number of pupils in school	220 place AP academy
Proportion (%) of pupil premium eligible pupils	65.67%
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)	22/23 23/24 24/25
Date this statement was published	21/11/2024
Date on which it will be reviewed	30/11/2025
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	£71,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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>	£77.000

Part A: Pupil premium strategy plan

Statement of intent

For all our students, irrespective of background or income to achieve meaningful outcomes at the highest level possible, with a particular focus on Maths and English

The Pupil Premium Funding allocated to The CE Academy is spent creating a framework and culture of quality first teaching and on wider strategies that enable our young people to build the relationships, emotional stability, resilience and self-esteem to be able to access that teaching in a safe and nurturing environment.

The key principles are that each student at The CE Academy is treated as an individual with individual needs. This bespoke approach enables us to make sure that the young person is able to have the clearest and most beneficial access to quality first teaching delivered through our Teaching & Learning Framework (*Knowledge, Relationships, Delivery*)

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. The expansion of the SEND team and the creation of a more robust and accessible SEND register are helping us to monitor and assist where it is needed most.
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

	<p>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, especially in the short space of time that they are with us, is a huge challenge. We have incorporated attendance into the Safeguarding team meaning that one single group of dedicated staff have an overview of those students whose attendance is slipping so that any declines can be arrested.</p>
4	<p>Literacy Needs.</p> <p>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.</p>
5	<p>Mental Health & Well-Being.</p> <p>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 has a waiting list of up to two years, so it is up to us to act. We have extended the SEND team who also incorporate mental health and well-being as part of their remit. The addition of new staff to the SEND team allows an extra 30 hours of nurture and the promotion of healthy minds across the week at CE.</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
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.	Over 75% of pupils improve their attendance in comparison with data from mainstream schools nationally and APs nationally.
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 and Attainment 8/Attainment 5 data for disadvantaged students in excess of similar schools nationally. (FFT data)
Continue to support pupils so that they leave the CE Academy with 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 at least 85%
To develop a range of pupil characteristics (for example resilience, communication, teamwork, independence) and promote and improve pupils' wellbeing so that they can access education and make improved progress.	For over 80% of pupils to illustrate improvements with a range of pupil characteristics. GCSE outcomes in Maths and English to be above National average (similar schools nationally) for both PP and non PP pupils.

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: £12,915.40p

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Interventions (Lucid test completed before entry; repeated every 6/12 months depending on need); bespoke literacy plans/guidance; dedicated literacy session (all KS3); one-to-one literacy sessions, dependent on need, at KS4;	EEF Toolkit - Feedback: + 6 months; individualised instruction : + 4 months; oral language interventions: + 6 months; phonics: + 5 months; reading comprehension strategies: + 6 months; reducing class size: + 2 months; small group tuition: + 4 months;	1,2,3,4
The CE Academy Teaching & Learning Framework (<i>Hook, Hold, Develop</i>) and building a culture of excellence, CPD, plan/do/review; professional development around this;	EEF Toolkit - Feedback: + 6 months; individualised instruction: + 4 months; teaching assistant interventions: + 4 months;	1,2,3,4

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

Budgeted cost: £ 14,495.00

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 (Lucid Exact test; Reading Wise - decoding; First News - comprehension and cultural capital)	EEF Toolkit - Feedback: + 6 months; phonics: + 5 months; reading comprehension strategies: + 6 months; small group tuition: + 4 months;	1,2,3
Strengths & Difficulties Questionnaire (completed before entry to allow CE to determine appropriate provision and intervention)	EEF Toolkit - behaviour interventions: + 4 months; individualised instruction: + 4 months; metacognition and self-regulation: + 8 months; social and emotional learning: + 4 months;	1,2,4,5
Healthy Minds (structured program to enhance the mental health and well-being of our young people)	EEF Toolkit - individualised instruction: + 4 months; metacognition and self-regulation: + 8; social and emotional learning: + 4 months;	1,2,4,5

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

Budgeted cost: £ 47,640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adventure Ways / Saints / Govilon Residential (building resilience, appreciating failure; working collaboratively; following instructions and seeing pathways to success) - building the foundation for success in the classroom;	EEF Toolkit - Collaborative learning approaches: + 5 months; peer tutoring: + 5 months; physical activity: + 1 month;	1,2,3,4,5
Well-being support (via SEND team + staff understanding of need)	EEF Toolkit - feedback: + 6 months; individualised instruction: + 4 months; mentoring: + 2 months; metacognition and self-regulation: + 7 months; one-to-one tuition: + 5 months; social and emotional learning: + 4 months;	1,2,3,4,5

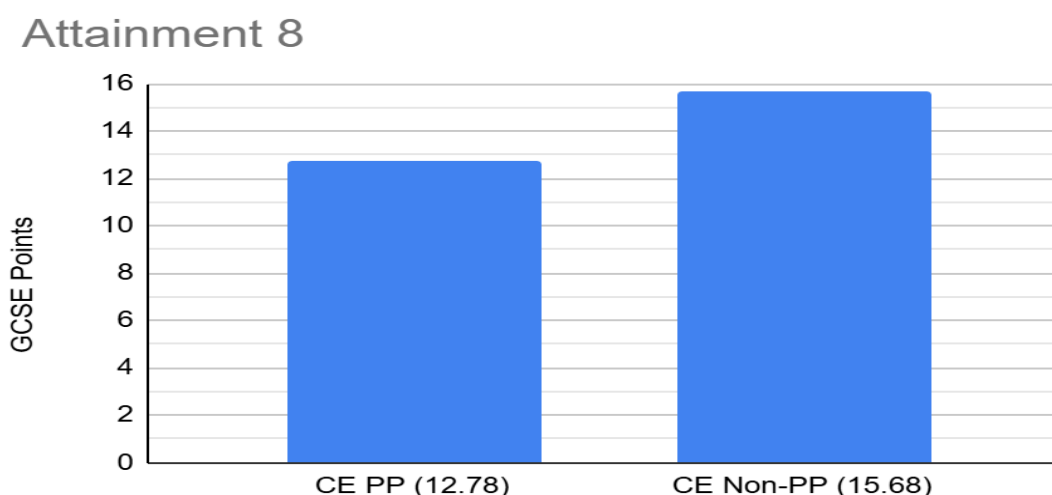
Total budgeted cost: £75,050.40p

Part B: Review of the previous academic year

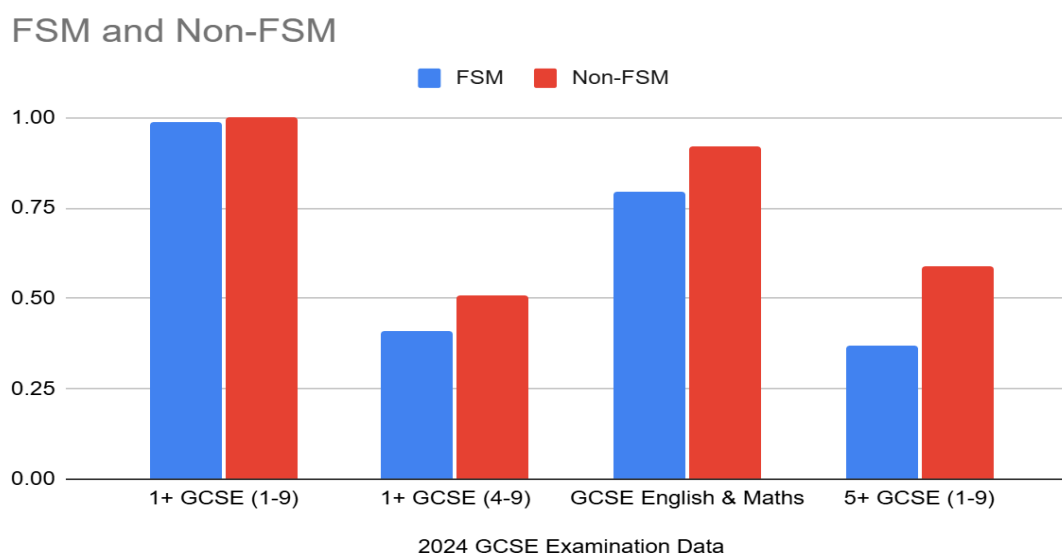
Outcomes for disadvantaged pupils

GCSE Outcomes

Our exam results at CE continue to be above the national average for similar schools in all aspects. The graph below shows that for Attainment 8 for similar schools nationally, although there is a gap between PP and non-PP, both are well in excess of National data (8.05)

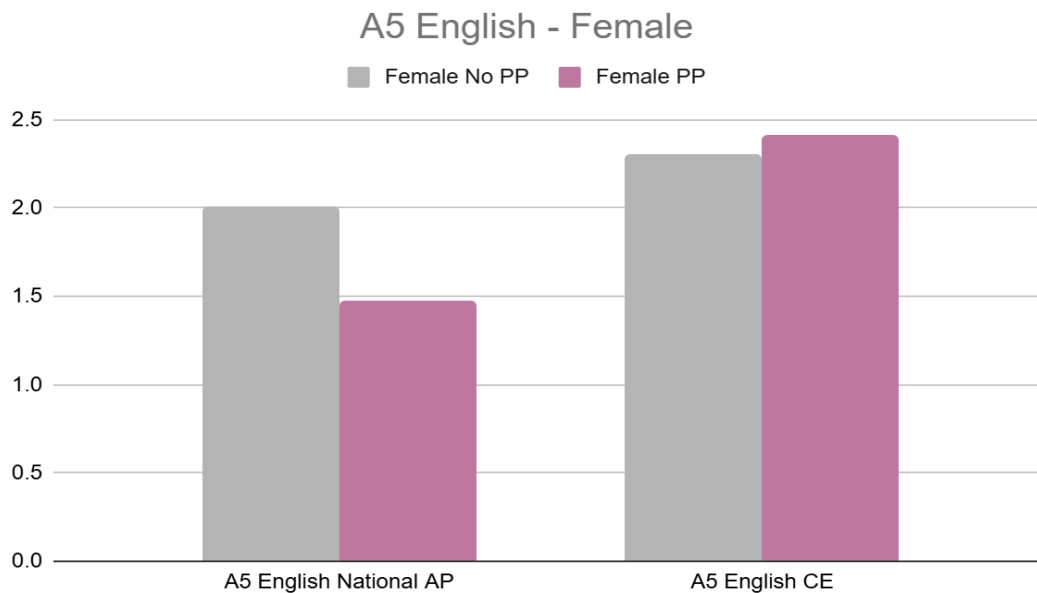
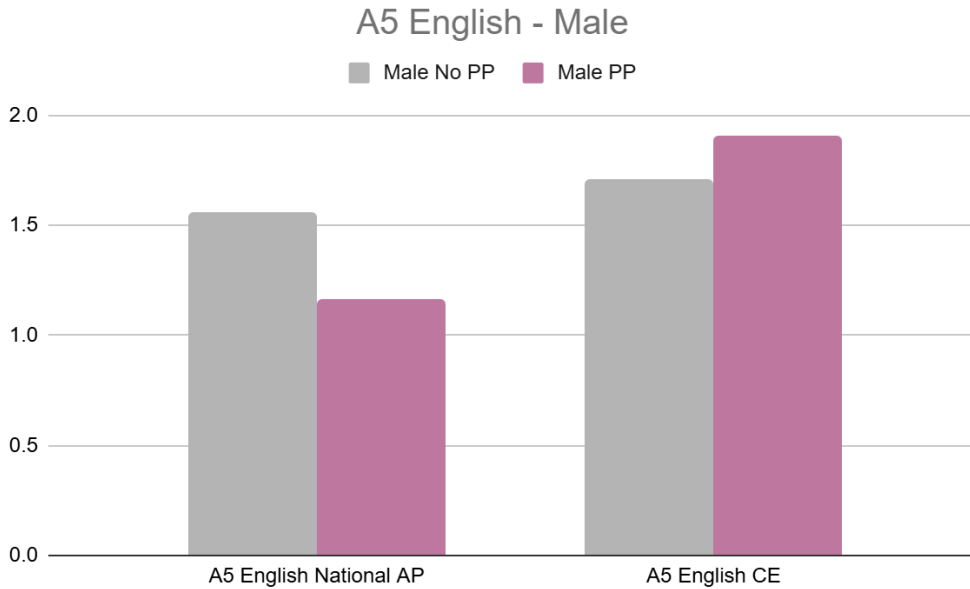


In terms of how many students passed GCSEs results for both PP and non PP pupils are once again in excess of national average for similar schools (AP & Hospital Schools) with non-PP only really outstripping PP students on the measure of 5+ GCSEs (1-9):

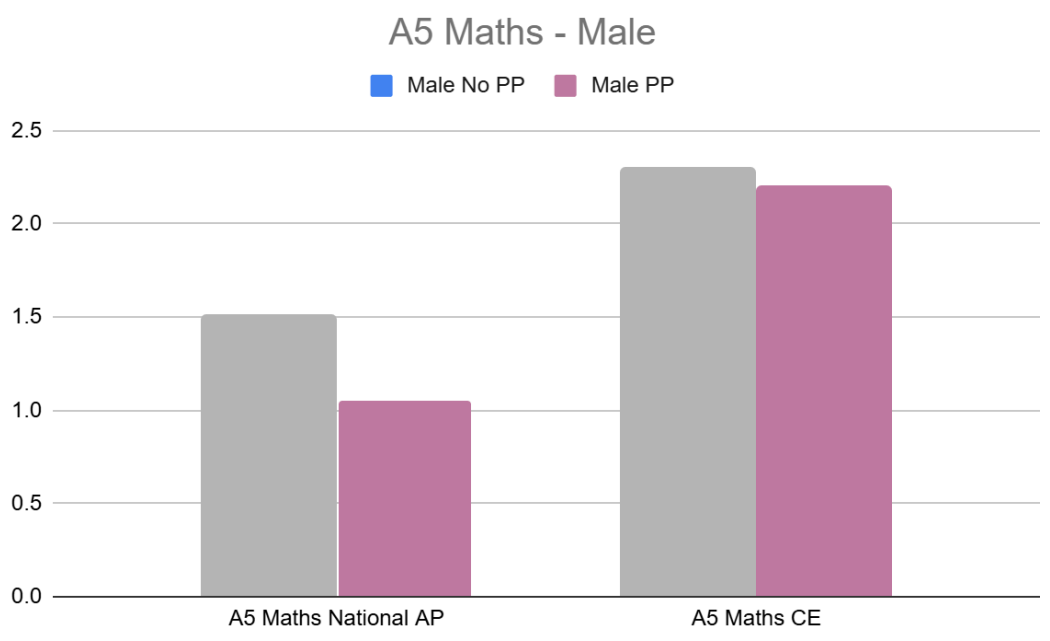
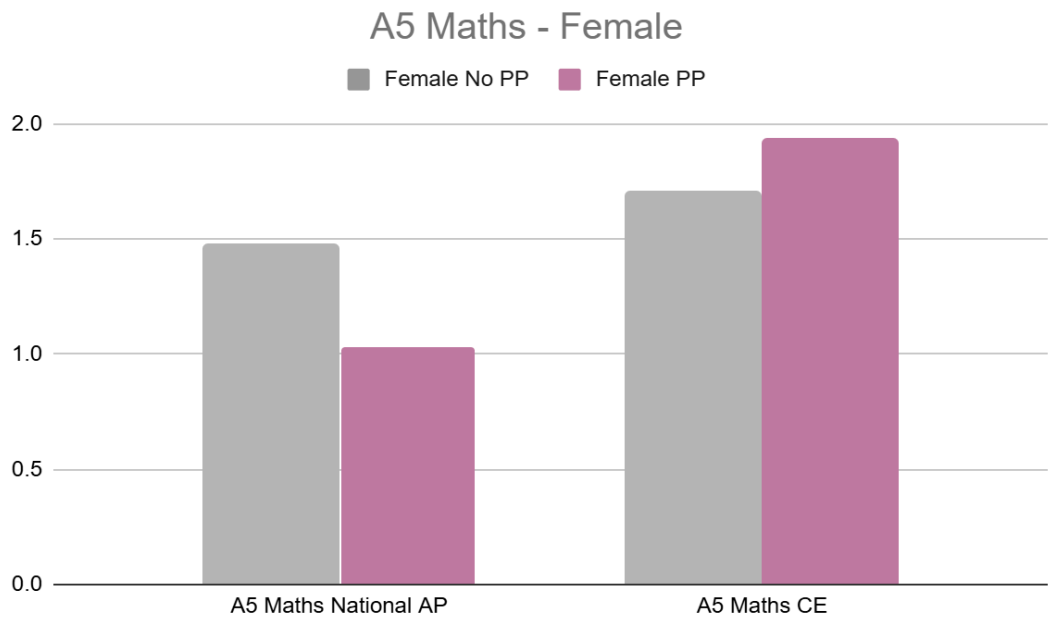


GCSE - Maths and English Outcomes

We have also conducted some analysis in terms of average Maths and English grades. This involves breaking this data down by gender and drawing comparison with national data.



With English (average grade) both male and female pupils achieved in excess of national data (both disadvantaged and non-disadvantaged) with disadvantaged students out performing non-disadvantaged students.



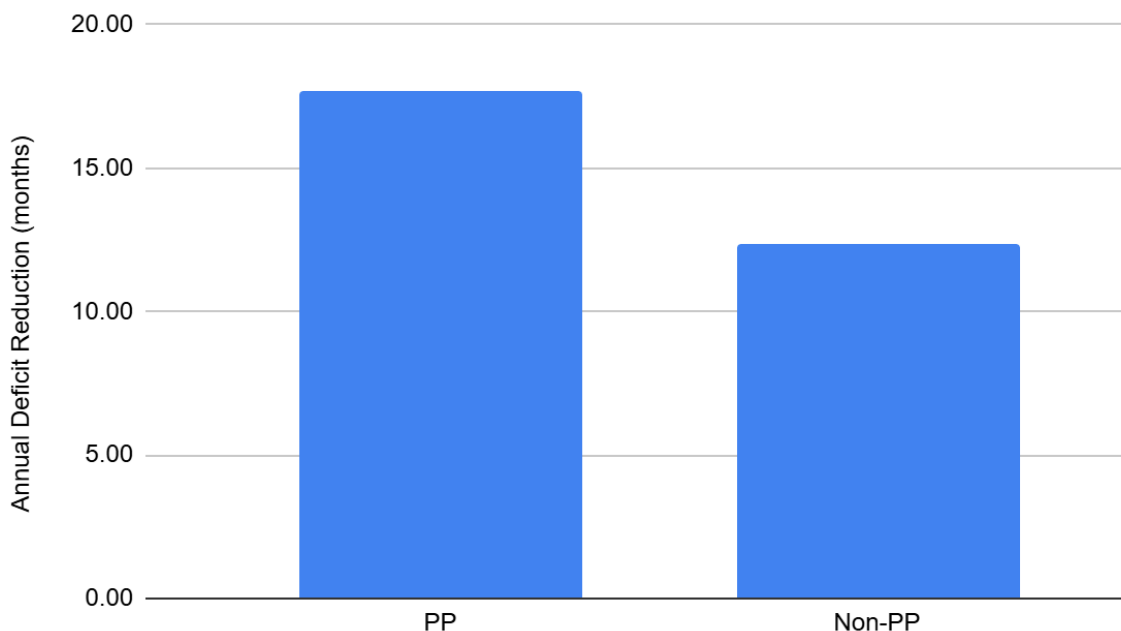
With Maths (average grade) both male and female pupils achieved in excess of national data (both disadvantaged and non-disadvantaged)

Reading Ages (Literacy)

Another strong measure of success at CE Academy is identified by measuring the reduction in deficit between chronological and reading ages in our young people. We feel that this is the most accurate measure of progress for our pupils.

PP students - who are tested as part of our baseline assessments - come to CE with an average deficit of a reading age 34 months below their actual age (non-PP start with -25.86 months) but leave CE with a reading age, on average, 7 months higher than their chronological age.

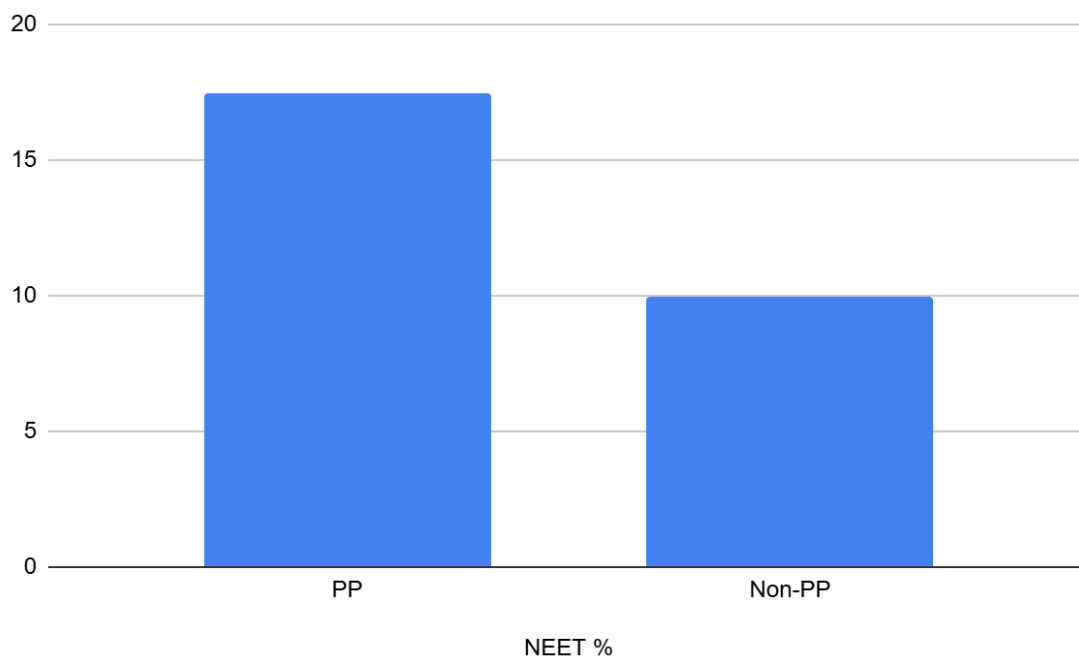
Deficit Reduction (2022 - 24)



This data illustrates that PP students make more progress in terms of closing the gap between their reading and chronological age than non pp students.

The average stay of a student at CE is just over 9 months. The chart below shows the average deficit reduction across the life of this current PP strategy.

Destinations Data



The most recent Destinations data from Alternative provision suggests sustained destinations of around 58%, 42% NEET. Whilst there is a gap in NEET data between PP and non PP pupils who attend CE Academy both are significantly better than the most recently available National figures

Attendance Data

On referral to CE Academy over 90% of pupils are designated as persistently absent from school. This is the case for both pupils with and without PP funding.

Attendance of PP pupils and non PP pupils are both above the National average for Alternative Provision.

In terms of other measures, 72% of our PP students have improved their attendance from their mainstream provision.

Case Studies

Case Study One - KS4, FSM - excluded for a physical assault on another student.

This student came to us as a highly anxious, socially withdrawn young person with very low mood. A targeted approach was used. We gave the young person a place at our Overleys campus, which is a more nurturing environment with smaller class sizes. We placed him on a course at Northampton Town FC, designed to build social skills and confidence. We put him through his Food Hygiene certificate, which not only started his CV but showed him that he can succeed. A bespoke timetable, a bespoke literacy intervention and regular contact with our Mental Health team saw him blossom. He left CE with 89% attendance, six GCSEs (4 at 4-9) and two vocational qualifications. He even came to the Prom - something that would have been considered impossible even twelve months earlier.

Case Study Two - KS4, FSM - excluded for verbal abuse, threatening behaviour, intimidation of staff and a refusal to follow instructions.

This young person was permanently excluded at the end of Year 9. It was clear to us that there were undiagnosed SEND but we still felt that he could be managed at the Forest Gate campus in Corby. Via a series of assessments, we were able to offer him a bespoke timetable with a bespoke literacy and behaviour plan, created with the Literacy Lead, Mental Health Lead and SENDCo. This did not stop his very challenging behaviour but allowed us to manage it better and him to understand it better. His timetable included a focus on creative and expressive GCSEs plus Adventure Ways, an outdoor provision designed to increase social skills, team work and resilience. Eventually we were able to get him an EHCP which will help him post-16. He left us with a place at college, 8 GCSEs (a at 4-9) and two vocational qualifications.

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)

<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)

All pupils at The CE Academy have either been permanently excluded from school or are at risk of permanent exclusion from school. As such they have all experienced significant disadvantages during their lives.

As part of our admissions process all students who attend The CE Academy are asked to complete some diagnostic baseline tests and contribute to a pupils profile. This provides a baseline document for all staff working with that child. Each child has a bespoke timetable created, here required they have individual literacy plans and specific resources.

A key focus is to restore the young people's trust in adults, and their engagement with education. Without this explicit work on trust and relationships, our young people will not have the foundation to build upon and will not be able to take advantage of the quality first teaching on offer. This approach is backed up by the latest research (see 'Pupil Premium & SEND: learning without labels', Potter, Rowland).

Work on these relationships begins before students even come onto our roll, during meetings with parents and baseline testing (Lucid and SDQ) and the use of a Pupil Passport. This leads to the creation of a Baseline which is distributed to all staff three working days before the young person starts in one of our campuses - allowing all staff to prepare appropriate resources and cater for their individual needs.

Throughout a pupils' time at CE our staff work constantly on building this trust and positive relationship. To support this approach all students are allocated a key worker who establishes clear lines of communication with both the young person and their parents/carers; staff spend social times with our young people to work on socialisation and oracy; timetables include external provisions designed to increase resilience, resourcefulness, trust and self-esteem; hot drinks and toast are offered to all students, as are free resources, PPE and school trips; we provide a wide range of GCSEs.

At KS3 all students are offered half an hour of dedicated literacy time in the mornings, working on bespoke plans; this is carried through to KS4 where there is a recognised need. In addition all students have access to our SEND team, which includes our mental health lead, SENCO and team of tutors.

We have daily debrief sessions where all students are discussed and their progress recorded. This allows sharing of good practice and strategies to work with specific young people. In addition we have campus meetings where staff review progress as a team and individual pupil reviews that are held by key tutors with families.

Through engaging with external provisions our pupils have opportunities to build on their cultural capital and develop pupil characteristics that support them to engage better with their academic education. This includes opportunities to develop skills in metacognition, oracy and teambuilding.