

# Pupil premium strategy statement – Esteem Valley Academy

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	92
Proportion (%) of pupil premium eligible pupils	65
1	2023/2026 (costings for 2023/24 only)
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Kevin Wildrianne
Pupil premium lead	Kevin Wildrianne
Governor / Trustee lead	Tom Bingham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,940
Recovery premium funding allocation this academic year	£46,789
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <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>	£109,729

## Part A: Pupil premium strategy plan

## Statement of intent

At Esteem Valley Academy, we believe that all pupils have the potential to succeed, regardless of their background. Our vision is driven by aspiration, relationships, and opportunity, and we are committed to using our pupil premium funding to ensure that all pupils have the opportunity to reach their full potential.

Our pupil premium strategy is based on the following principles:

- Early intervention & Support: We identify our pupils needs on entry and continually assess during their time at the academy to ensure we provide them with the support they need to succeed.
- High-quality teaching and learning: We ensure that all pupils have access to high-quality teaching and learning in all subjects.
- Parental engagement: We work closely with parents and carers to support their children's learning.
- Raising Aspirations: We support all pupils to raise their aspirations, developing their confidence and self-belief.

Our pupil premium strategy will focus on the following areas:

- Aspirations: We provide pupils with opportunities to develop their aspirations. This will include exposure to positive role models, broaden cultural capital and support them to develop their academic and personal skills.
- Relationships: We will build strong relationships with our pupils and their families, providing effective and appropriate support and guidance, working with them to develop their social and emotional skills.
- Opportunity: We will provide our pupils with access to a wide range of opportunities, both inside and outside the classroom. This includes enrichment activities, educational visits, team / peer bonding experiences and opportunities to develop their leadership and citizenship skills.

We are committed to working together with all our pupils and their families to ensure that they succeed at Esteem Valley Academy and beyond.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in pupil knowledge as a result of regular fixed term suspensions, gaps in education post permanent exclusion and historical poor attendance.
2	Adverse experiences of educational establishments resulting in disengagement, decreased motivation, disruptive behaviour and irregular attendance.
3	Poor mental health, wellbeing and social skills impacting on engagement, attendance and hindering learning.
4	Undiagnosed needs where pupils have not received appropriate and effective support leading to perceived failure, behavioural challenges and an increased risk of mental health issues such as anxiety, depression and low self esteem.
5	Low aspirations stemming from a lack of exposure to positive role models, belief in their own ability, and knowledge and experience of the opportunities available to them.

## 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
All pupils will have the same opportunities to catch up on missed learning as their peers, and their attainment will improve.	<ul style="list-style-type: none"> <li>Reduced rates of fixed term suspensions and permanent exclusions for all pupils.</li> <li>Improved attendance rates for all pupils.</li> <li>All pupils making at least expected progress in their learning, as measured by standardised tests, teacher assessments, and progress towards their individual education plans (IEPs).</li> <li>PP pupils closing the attainment gap with their peers.</li> </ul> <p>Measured by: PP academic outcomes compared to peers in Summer 2024.</p>
Develop a learning environment that is rich with literacy resources and experiences, where students are encouraged to read and write regularly, and where literacy skills are	<ul style="list-style-type: none"> <li>All pupils will develop their communication skills and improve their reading ages.</li> <li>Pupils with knowledge and/or skills gaps will receive targeted support to help them reach age-expected levels.</li> </ul>

used to support learning in all subjects.	Measured by: Progress made in reading from pupil starting point using NGRT baseline assessment, pupils voice, learning walks, application of phonics/phonics tracking, entry and exit scores, % uptake and participation with interventions.
Pupils feel safe and supported at school, engage positively and are motivated in their learning.	<ul style="list-style-type: none"> <li>• All pupils reporting that they feel safe and supported at school.</li> <li>• Positive relationships are evident across the school community.</li> <li>• All pupils actively engaging in their learning.</li> <li>• All pupils demonstrate improved behaviour and self-regulation skills.</li> </ul> <p>Measured by: Well-Being questionnaire, Boxall profile, class dojo behaviour score, attendance data.</p>
Pupils have positive mental health and wellbeing and develop strong social skills.	<ul style="list-style-type: none"> <li>• All pupils report and exhibit signs and behaviours associated with positive mental health and wellbeing.</li> <li>• Pupils develop positive relationships with a range of individuals, actively engaging with school life and it's wider community.</li> <li>• All pupils demonstrate good social skills, communicating effectively, cooperating with others, and developing the emotional resilience and literacy to engage in conflict resolution where necessary.</li> </ul> <p>Measured by: Well-Being questionnaire, Boxall Profile, student voice.</p>
All pupils will have their needs identified and assessed early, and will receive the appropriate and effective support to meet those needs.	<ul style="list-style-type: none"> <li>• Initial needs assessment completed on entry as part of baseline data collection.</li> <li>• Appropriate and effective support is in place to meet the needs of all pupils.</li> <li>• All pupils make at least expected progress in their learning, as measured by standardised tests, teacher assessments, and progress towards their individual education plans (IEPs).</li> <li>• All pupils demonstrate improved behaviour and self-regulation skills.</li> <li>• All pupils report improved mental health and wellbeing.</li> </ul> <p>Measured by: Appropriate targets set and progress monitored using PIP documents. Uptake and engagement in interventions.</p>

<p>All pupils will have high aspirations and believe in their ability to succeed. They will be aware of the opportunities available to them and will have access to the support they need to achieve their goals.</p>	<ul style="list-style-type: none"> <li>• Pupils develop high aspirations and belief in their own ability.</li> <li>• Pupils develop a wider understanding of the opportunities available to them.</li> <li>• All pupils have access to the support they need to achieve their goals, such as careers advice, mentoring, and work experience.</li> <li>• Positive destinations achieved for all pupils, entering further education, employment, or training post 16.</li> </ul> <p>Measured by: Quality of curriculum offer, parental and pupil voice, student council feedback, % of pupils engaging with offsite activities and work experience, QA of work experience</p>
<p>Improved attendance of pupils</p>	<ul style="list-style-type: none"> <li>• Pupils at EVA have higher attendance and lower persistent absenteeism than the national average.</li> <li>• Pupil premium pupils will have attendance rates that are in line with their peers.</li> <li>• Most pupils will make positive progress from their starting point or historical attendance data.</li> </ul> <p>Measured by: PP attendance figures and persistent absenteeism, attendance progress data using prior attendance figures.</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: £26,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Library	There is a growing body of research that suggests that CPD libraries can have a positive impact on the development of teachers' pedagogical knowledge and understanding.	1

	<p>Studies suggest that CPD libraries can have a positive impact on the development of teachers' pedagogical knowledge and understanding by providing them with access to a wide range of resources, by supporting their independent learning, and by fostering collaboration and knowledge sharing.</p> <p>By providing teachers with access to a wide range of resources and supporting their independent learning, CPD libraries can help teachers to develop the knowledge and skills they need to improve their teaching practice.</p>	
Purchase of diagnostic assessments	The use of BKSBS for baseline testing and GL Assessment for formative assessment of pupils, to identify gaps in knowledge. Results from testing will inform teaching and learning strategies and identify where additional support is required.	1, 4

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

Budgeted cost: £26,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention & Engagement Officer	<p>EEF Teaching and Learning Toolkit: reading comprehension strategies can offer very high impact (+6 months) for very low cost, based on extensive evidence.</p> <p>Targeted interventions: phonics, literacy, reading &amp; SEND specific.</p>	1, 2, 4
Behaviour and Resilience Mentors: Think for the Future	<p>EEF: evidence suggests that the average impact of behaviour interventions is four additional months' progress over the course of a year.</p> <p>Behaviour and Resilience mentors to work with targeted disengaged pupils to improve attainment and help to develop resilience.</p> <p>Think for the Future's 'Impact Platform' will evidence impact and progress.</p> <p>Reduced behaviour incidents over time.</p>	1, 2, 3, 4, 5

Increase the number of staff trained in Phonics	EEF Recommendation with regards phonics: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 3, 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports & Fitness Coaches: Ryley Sports	<p>Research has shown that teenagers with access to positive role models have higher self-esteem, better academic performance, and are less likely of engaging in risky behaviours.</p> <p>The use of external sports and fitness coaches delivering weekly sessions ensures pupils have additional positive role models in school. Exposure to a wide range of positive role models from a variety backgrounds and cultures supports improved behaviour and engagement in and out of the classroom</p>	2, 3, 5
Training of a Thrive practitioner who will embed the Thrive approach	Thrive is a school-based intervention developed by Banks, Bird, Gerlach and Lovelock in 1994 (Thrive, 2014). It was previously known as Emotional Needs, Achieving, Behaving and Learning in Education (ENABLE). The aim of the intervention is to develop children's social and emotional wellbeing so that they can engage with life and learning (Thrive, n.d.). Thrive proposes to support children through increasing adults' understanding of their	2, 3, 5



across the school	<p>needs and providing therapeutic strategies and techniques (Howarth, 2013).</p> <p><a href="https://www.thriveapproach.com/aboutthrive/impact-of-thrive">https://www.thriveapproach.com/aboutthrive/impact-of-thrive</a></p>	
Social, Emotional and Mental Health Assessment	<p>EEF: Social and Emotional Learning</p> <p>All pupils will have an online assessment of their social, emotional and mental development. Results of the assessment identify pupils' strengths and difficulties. Teachers to use the practical strategies and techniques from the toolkit to help with pupil development.</p>	3, 5
Rewards, Educational and socially beneficial trips and experiences with a particular focus on careers	<p>Positive experiences in schools are essential for student success. When students have positive experiences in school, they are more likely to achieve academically, have good mental health and wellbeing, develop strong social and emotional skills, and be motivated and engaged in their learning.</p> <p>Enabling students to experience success and achievement through daily and weekly rewards, as well providing access to a variety of educational and socially beneficial experiences supports the broadening of cultural capital and the development of a mentally healthy school community.</p>	1, 2, 3, 4, 5

**Total budgeted cost: £62,940**



## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

A key performance indicator (KPI) for pupils at Esteem Valley Academy is the percentage of young people who move on to a positive destination when they leave the academy. This includes further education, employment, or apprenticeships. For year 11 leavers in the 2022-23 year 11 cohort, accessing our Sawley site 100% of pupils have a planned destination for post 16. This is a very positive trend and indicates that Esteem Valley Academy is doing a good job of preparing its pupils for their future. Overall, NEET figures including our year 11 students accessing our APT package remain consistent and this is an area for development.

Of our Year 11 APT students completing functional skills exams our pupil premium students achieving English and Maths qualifications (77%) fell slightly below the overall achievements of our cohort where 87% of students achieved those qualifications. This indicates there is work to be done however we continue to close the gap and are conscious that with such a small number of students (30) 1 or 2 not making expected progress and reaching their potential can have a significant impact on our figures.

	Number of students in Y11	Number and % of Students who have Achieved the Functional Skills Qualification		
		English & Maths	English	Maths
<b>Total year group</b>	30	26 (87%)	26 (87%)	26 (87%)
<b>Boys</b>	26	23 (88%)	23 (88%)	23 (88%)
<b>Girls</b>	4	3 (75%)	3 (75%)	3 (75%)
<b>FSM</b>	23	20 (87%)	20 (87%)	20 (87%)
<b>Non FSM</b>	7	6 (86%)	6 (86%)	6 (86%)

		Number and % of Students who have Achieved the Functional Skills Qualification		
	Number of students in Y11	English & Maths	English	Maths
<b>EHCP</b>	11	7 (64%)	7 (64%)	7 (64%)
<b>Non-EHCP</b>	19	19 (100%)	19 (100%)	19 (100%)
<b>LAC</b>	4	1 (25%)	1 (25%)	1 (25%)
<b>PP</b>	27	21 (77 %)	21 (77%)	21 (77%)

With regard behaviour we have been delighted with the development of a calm environment and a positive, inclusive culture across our school community. Since the introduction of Class Dojo after February half term, our new positive, rewards-based behaviour management system, alongside a new behaviour policy we have seen an overall reduction in negative behaviours and exclusions have reduced.

Our attendance figures have begun to improve and are slowly creeping closer towards national averages particularly when we consider our contextual attendance figures. A real positive aspect of our attendance is our percentage of students who have improved their attendance on entry where 70% of our students are making positive progress.

## 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)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*