

Pupil premium strategy statement

Academy overview

Metric	Data
Academy name	Esteem Valley Academy
Pupils in academy	126
Proportion of disadvantaged pupils	84 pupils
Pupil premium allocation this academic year	£82, 740
Academic year or years covered by statement	2021-23
Publish date	31/9/21 (reviewed and re-published 26/6/23)
Review date	31/9/22 & 31/9/23
Statement authorised by	Kevin Wildrienne
Pupil premium lead	Kevin Wildrienne
Governor lead	Tom Bingham

Disadvantaged pupil barriers to success

Gaps in pupil knowledge due to historical poor attendance
Poor engagement and behaviour which lead to further gaps in pupil knowledge
Poor mental health, wellbeing and social skills which hinders learning

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils to have bespoke timetables available to them to meet their needs	- Individualised timetables to be devised to meet individual pupils needs as part of a supported induction process.	December 2022
	- Improved engagement and behaviour over time.	April 2022
	- Outcomes and progress in line with non PP pupils.	July 2023
	- Increased attendance over time.	
Pupils to meet their individual ILP/PIP – Commissioning Agreement	- Pupils will have educational experiences that supports ambitious destinations for P16.	
	- Pupils meeting ILP/PIP targets, making progress in line with non PP pupils and KS4 outcomes on in line with the rest of the cohort.	December 2022 April 2023

and academic targets and achieve outcomes		July 2023
Pupils to have a broad range of lessons delivered with high quality resources, equipment and facilities to increase engagement in learning	- Broadened curriculum offer in Foundation Subjects. Increased engagement and achievement through high quality lesson planning across a variety of subjects.	December 2022

Strategy aims for disadvantaged pupils – wider outcomes

Aim	Evidence of impact	Target date
To improve attendance of pupils allocated to PP funding	- Overall attendance for pupils eligible for PP to improve in line with the whole academy %.	December 2022
	- Improved attendance over time for PP pupils	April 2023
	- Reduction in the number of persistent absentees for PP pupils	July 2023
To improve the behaviour of pupils allocated to PP funding	- Think for the Future intervention – Social and Emotional Learning (Mondays)	December 2022
	- Fewer behaviour incidents recorded for these pupils over time. Pupils to have reduced suspensions whilst on roll compared to when they were in mainstream.	April 2023
	- Increase merits/DoJos allocated over time. Points allocated to be in line with non PP pupils.	July 2023
	- Robust and supportive behavioural intervention plans to be in place for these pupils with associated CPD for staff to ensure policy and practice is consistent .	
To enhance the wider engagement of pupils in the curriculum	- Sports Coach; boxing and fitness training	December 2022
	- Class DoJo supports pupils engagement and reward and recognition is embedded across the curriculum	April 2023
	- Mindfulness ensures that pupils are ready to learn and the right support is identified for pupils who experience difficulty	July 2023
	- Resilience activities for KS2 and KS3 support pupils to be able to learn from mistakes and failure	

	<ul style="list-style-type: none"> - Behaviour reflections are built in to the timetable and allow pupils to learn how to respond more positively in the future - KS4 enrichment; sport and cooking support pupils to be recognised for positive engagement in the curriculum and wider curriculum - Reward and recognition strategies 	
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Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve the quality of 1:1 teaching by increasing internal staff numbers to reduce commissioning of external 1:1 tuition. More TAs and expanding the APT Team.
Priority 2	Introduce a range of interventions specific to pupils needs; DoJo, mindfulness, behaviour reflections, Lego therapy
Priority 3	Expand the subjects on offer and provide more varied resources to enrich the curriculum and be able to plan high quality, engaging practical lessons. E.g. PE, Art and Science
Barriers to learning these priorities address	Attendance – re-engaging hard to reach disaffected pupils back into education
Projected spending	£63, 615

Wider strategies for current academic year

Measure	Activity
Priority 1	'Think for the Future' behaviour mentoring and Therapeutic Counselling offered.
Priority 2	Mental Health First Aid staff training and work to achieve the Carnegie Mental Health Award for the academy. Increased use of rewards to praise improved attendance and behaviour to support a positive ethos.
Priority 3	Provision of breaktime facilitates to encourage pupils to engage in social time together.
Barriers to learning these priorities address	Poor mental health and/or wellbeing, poor self-regulation, low confidence and self- esteem, lack of resilience. Poor historical attendance and lack of ability to behave to acceptable standards in society.
Projected spending	£19,125

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to induct new staff, expand teams and provide support to allow for staff professional development. Offering new subjects of high quality by ensuring that specialist staff are employed.	<ul style="list-style-type: none"> - Use of INSET days and additional contracted time offered to subject specialists already within the academy. - Part time SLT offered increased hours to ensure staff oversight.
Targeted support	Intervention strategy training to be shared across all sites is a challenge due to the nature of our multi sited academy. Range of key stages and wide breadth of pupil need, means a variety of interventions required.	<ul style="list-style-type: none"> - INSET days allocated to staff CPD training around interventions. Time allocated for staff training on Reading, numeracy and interventions such as class DoJo.
Wider strategies	Dual registered pupils, part timetables, pupils off site at vocational APs and across our 4 teams across the county	<ul style="list-style-type: none"> - Revised SLT roles. Combined expectations set across all EVA sites and APs. - Online progress data management system introduced to track evidence for all pupils regardless of site or timetable offer.