

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Engage Academy
Number of pupils in school	28
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Ward, Head Teacher
Pupil premium lead	Gemma Fellows, Head Teacher
Trustee lead	Donna Tandy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£6000
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	£19,450

Part A: Pupil premium strategy plan

Statement of intent

We have adopted a tiered approach towards the pupil premium spending in 2020/21 and have focused on ensuring that each pupil receives effective quality first teaching through improved professional development for teaching staff and recruitment of additional inclusion staff to support teaching and learning in the classroom.

Alongside this, funding will also be used to support the barriers that are commonly linked with pupils who are eligible for pupil premium including:

- Attendance
- Wellbeing
- Confidence
- Engagement
- SEND

At Engage Academy we have a high intake of pupils whose attendance is below the national average. Through various supportive programmes we work hard to improve the attendance of all pupils. PRU-based attendance for 2020-21 was 88.1%, 22% above the national average of Pupil Referral Units of 66.1% (DfE, 2018) despite Covid-19.

Wellbeing, confidence and engagement are factors all pupils struggle with upon entry. Through a number of programmes that target well-being (some of which are listed in the Pupil Premium Report below) we work daily to build their confidence, resilience and engagement in their education.

We have a high intake of pupils who have a range of special educational needs. Where appropriate, specialist interventions to assess and address those needs are implemented through a documented cycle of Plan-Do-Review as per the SEND Code of Practice (2015).

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oracy skills and vocabulary gaps.
2	Our assessments (including Boxall profile), observations and discussions with pupils and families have further identified social and emotional issues for many pupils and a lack of enrichment opportunities throughout Covid.

3	Assessments, observations, and discussions with pupils demonstrate difficulties in phonics, maths and writing with all pupils requiring intervention to prevent them falling further behind age related expectations.
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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 access a high-quality curriculum and effective quality first teaching.	<p>All pupils have access to excellent quality first teaching from experienced teachers within a personalised curriculum including extensive outdoor learning opportunities.</p> <p>All staff are trained and confident in supporting pupils in learning across the curriculum.</p>
All pupils have access to support for both their academic and SEMH interventions.	Improved outcomes in reading, writing, maths, oracy and Boxall.
Engagement of parents with their child and their learning.	Improved relationships with parents and carers resulting in higher levels of engagement in events and home learning to support pupils' SEMH and academic progress.
Improved oracy skills and vocabulary in all pupils	Assessment using the oracy progression maps indicate significantly improved oracy skills amongst all pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>
<p>Embedding the culture of oracy including progression tracking across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Voice 21 research into the teaching of Oracy and further development of our participation in the Get Talking in Pru's project.</p>	<p>1</p>

Update of Read, Write Inc resources to ensure a systematic approach to teaching phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Development of the outdoor learning opportunities, including a trained member of staff, for all pupils to support resilience and engagement in curriculum.	Research demonstrates increased confidence, self esteem and resilience through access to forest schools and outdoor learning. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	2

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education and progress towards EHCP/MSP targets has been most	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	3

impacted by the pandemic.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Targeted intervention to support academic and SEMH progress by an additional member of staff 2 days per week.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £ 2450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on metacognition strategies and ADHD to further support all staff to meet the needs of pupils.	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1,2
Engagement of parents with their child and their learning. Additional transport to be provided for hard to reach parents to enable them to access parent/pupil sessions. Funding of resources for parent/child ses-	<p>EEF evidence suggests that parental engagement has a positive impact on average of 4 months' additional progress, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2

<p>sions eg baking ingredients and craft supplies.</p>		
<p>Contingency fund for acute issues eg additional counselling or a more bespoke teaching packages for pupils with exceptional needs.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 19,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our analysis of the year 2020/21 suggested that the impact of Covid-19 primarily affected pupils' SEMH needs further with more support needed to meet their physical and mental health and wellbeing. Despite being open to all pupils throughout lockdown, and attendance being very high, pupils now attending Engage following accessing remote education with their previous mainstream schools have significant gaps in their learning across the curriculum.

Pupils premium funding was intended to be used for improving parental engagement though this was still actioned we were not able to have parents onsite to support this which is something that we intend on further improving using funding this year.

Funding was also used to enhance our quality first teaching offer with additional well-trained staff to support pupils' physical and mental health and wellbeing through the introduction of a bespoke outdoor curriculum. This is also continuing into this year as detailed in the current plan.

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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