**Pupil premium strategy statement 2023-24**

This statement details Reach Academy’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 effect that last year’s spending of pupil premium had within our school.

**School overview**

|  |  |
| --- | --- |
| **Detail** | **Data** |
| School name | Reach Academy |
| Number of pupils in school | PAN of 42 |
| Proportion (%) of pupil premium eligible pupils | 77.78% (Summer Term 23) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022- 2024/2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Hannah Lord  Head Teacher |
| Pupil premium lead | Hannah Lord |
| Governor / Trustee lead | TBC |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11,385 |
| Recovery premium funding allocation this academic year (including tutoring) | £6,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £17,385 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

Reach Academy is a 21 place KS3 Alternative Provision for pupils in Kirklees, educating and supporting pupils who have been permanently excluded from their mainstream settings (until December 23). Reach Academy are also commissioned by Kirklees to offer 26 long term placements for pupils in KS3 who have an EHCP with their primary area of need being SEMH.

With an ever-changing cohort, the number of pupils eligible for pupil premium funding varies throughout the year, however we consider all our pupils to be disadvantaged and support their learning and SEND needs on an individual, needs led basis. At Reach Academy we target the use of pupil premium funding to ensure that all of our vulnerable and disadvantaged pupils receive the highest quality of education to enable them to become engaged, confident learners and active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our objectives are to:

* Remove barriers to learning created by poverty, family circumstance and background;
* Improve pupil attendance and remove any barriers to attendance;
* Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally;
* Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
* Develop confidence in their ability to communicate effectively in a wide range of contexts;
* Enable pupils to look after their social and emotional wellbeing and to develop resilience;
* Access a wide range of opportunities to develop their knowledge and understanding of the world;
* Ensure all pupils move onto their next educational provision equipped with the support and skills needed to successfully continue their learning journey.

 To achieve our objectives and overcome identified barriers to learning we will:

* Provide all teachers with high quality CPD to ensure that pupils access high quality first teaching;
* Ensure appropriate, accurate baseline assessment of pupil need at the start of their placement and at timely intervals thereafter;
* Provide targeted intervention and support, as identified through baseline assessment outcomes, to quickly address identified gaps in learning including the use of small group work and 1:1 support where needed;
* Allocate an attendance lead to monitor and improve pupil attendance;
* Target funding to ensure that all pupils have access to educational visits and first-hand learning experiences;
* Provide opportunities for all pupils to participate in enrichment activities including sport and music;
* Ensure all pupils have daily access to a nutritional breakfast and lunch to ensure no child goes hungry;
* Ensure all staff have access to high quality CPD to support pupils’ wide ranging SEND requirements, with an emphasis on supporting pupils social, emotional and mental health (SEMH) needs;
* Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, taking into account their SEMH needs.

**Challenges**

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

|  |  |
| --- | --- |
| **Challenge number** | **Detail of challenge** |
| 1 | **Social, emotional and mental health difficulties** impact on pupils' ability to access learning as identified through pupils’ Boxall profiles. Pupils’ Boxall profiles indicate all pupils are working below or significantly below the expected ‘norms’ when compared to their peers. Research suggests that pupils need to be functioning close to the ‘norms’ within at least strands A to E in order for them to be able to access learning and support. |
| 2 | Baseline assessments at the start of a pupil’s placement indicate that **pupils have wide ranging gaps within reading, writing and maths.** Pupils' entry data suggests 95% of pupils are working at least 1 chronological year below their expected age with some pupils up to 6 years below. |
| 3 | There has been an increase in the number of **pupils with speech, language and communication difficulties**. Where needed, pupils are referred and supported by the Complex Communication and Interaction (CCI) team or Speech and Language service. |
| 4 | **Attendance is a significant barrier to learning:** In Summer Term 2023, average attendance was 60.06%, with a value added score of -0.30%. |
| 5 | Due to the complexity and vulnerability of many pupils and their families at Reach Academy, their **access to wider opportunities within their community and beyond is limited,** resulting in low aspirations and limited engagement levels within school and beyond. |

**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** |
| Improve social, emotional and mental health of all pupils | All pupils will demonstrate progress with their SEMH needs as measured through their Boxall profiles.  Pupils will successfully engage with purposeful, targeted intervention to support their SEMH needs. |
| Reading, writing, maths | Academic attainment will improve, narrowing the gap between baseline data and current attainment.  All pupils will make progress across the curriculum in line with their individual targets. |
| Speech and language | Disadvantaged pupils will have access to speech and language therapy. This will ensure that they can fully access their curriculum offer and narrow academic gaps. |
| Attendance and punctuality | Our academy aims for all pupils to have an attendance mark of at least 90%, with all pupils demonstrating increased attendance (value added) throughout their placement). |
| Access to wider opportunities | Pupils will have a wide and varied access to educational visits and visitors, broadening their experiences and improving aspirations.   All pupils will access a high-quality careers programme that supports the development of high aspirations and improved life chances. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | High levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. |

Page Break

**Activity in this academic year**

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

**Teaching**

Budgeted cost: £ 4000

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| B-squared | Assessment tracking for pupils across all subject areas using frameworks to evidence ARE and against SEND frameworks. | 1, 2 |
| Maths online baselines | Evidenced based assessments providing standardised age and scaled scores alongside question level analysis that can be used by teachers to plan and adapt learning accordingly. | 1, 2 |
| Power of Reading resources | P of R is a longstanding reading approach underpinned by research from CLPE with proven results. To imp[rove engagement and reading progress | 1, 2, 4, 5 |
| SEN diagnostic and intervention support resources | YARC, C & I resources, sensory room resources, staff training | 2, 3, 4, 5 |

**Targeted academic support**

Budgeted cost: £4285

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *Prison Me? No way* | Pupils will have an understanding of the dangers of making the wrong choices and the impact this can have on their future life. | 1,5 |
| Personal development and enrichment activities including gym sessions, boxing | A wide range of enrichment activities will be made available to pupils throughout the year. This will enable us to deliver cultural capital, widen their horizons and ensure that they are prepared for life in modern Britain. | 1,4,5 |

**Wider strategies**

Budgeted cost: £ 3100

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *Parent engagement activities* | Increase number of parental engagement sessions and support parents access to this to develop home/school relationships | 4,5 |
| *Careers visits* | These visits will be used to ensure pupils have a realistic view of the workplace in modern Britain.  Pupils will gain a clear plan of what they need to do to achieve the next steps of their career goals. | 1,4,5 |
| *Staff training – linked to pupils SEN needs including tourettes, ADHD, ASC* | Staff skills audits and analysis of data from previous academic used to identify training needs for individuals and groups of staff | 1, 2, 3 |
| *Purchase of therapeutic resources* | Nurture based research evidences the need for safe spaces and access to resources that support sensory needs  Development of 3 sensory spaces, Lego sets for each classroom and other therapeutic resources needed | 1, 2, 3 |

**Total budgeted cost: £ 11,385**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

|  |  |
| --- | --- |
| **Impact** | |
| Throughout the year, attendance for our pupil premium pupils has consistently improved, over their attendance at their previous educational setting. Value added in the summer term was -1.47% for PP pupils. However, in Autumn it was 13.72% and 9.04%. A late influx of PP pupils refusing placements impacted on the summer term value added.  The SEMH needs, measured using Boxall, of this cohort have improved over the year. We have successfully narrowed the gap for these pupils, moving them towards the ‘norm’ throughout placement:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Strand A** | **Strand B** | **Strand C** | **Strand D** | **Strand E** | | **Baseline average** | 14 | 8 | 7 | 13 | 5 | | **Summer re-assessment average** | 15 | 9 | 8 | 14 | 5 | | **NORM** | 19 | 11 | 10 | 17 | 8 |   Suspension data has decreased term on term throughout the year, indicating the impact of personal development sessions and an alternative curriculum pathway:   |  |  | | --- | --- | | **Term** | **Days lost to suspension** | | **Autumn** | 54 | | **Spring** | 21.5 | | **Summer** | 12 | | |
| **Target** | **Impact** |
| **Outdoor Education Curriculum development** | Outdoor Ed instructor now able to offer kayaking and climbing as he is fully trained having attended the appropriate training courses, funding by Reach Academy. All pupils have accessed weekly sessions with a high level of success. Pupils have developed confidence, learnt new skills and developed an increased understanding of activities available to them in their wider communities. |
| **Development of vocational curriculum** | This has had limited success due to the highly complex SEMH needs of some pupils that caused health and safety concerns with some of the activities offered. This target was reviewed and deemed unsuitable to continue. |
| **Curriculum development training/subject leader training** | Power of reading training for all teachers – impact to be seen next academic year.  Ofsted subject leader training attended by SLT supported recent Ofsted visit with school achieving ‘good’ in all areas. |
| **Reading resources** | Bedrock online reading package had a positive impact on reading engagement and supported the reading incentive schemes. Reading progress data for last academic year showed xxx of pupils made reading progress. |
| **Prison me? No way** | PMNW: offered pupils the opportunity to gain an insight into personal situations and learn from the experiences of incarceration from real people. Very powerful and impactful for pupils. |
| ***Forest school resources*** | All pupils accessed a weekly forest schools session using the resources purchased. These included a swing, cooking equipment, hammock and tools. Behaviour data shows positive impact of forest schools on lesson engagement. |
| **Personal development and enrichment activities including gym sessions, boxing** | Pupils accessed boxing, Parkour, skateboarding/scootering sessions throughout the year to support engagement in lessons.  Other end of term rewards, some linked to topic learning, included visits to YSP, YWP, Cannon hall, Ninja Warrior and supported engagement and enabled pupils to experience different social settings and improve their confidence with unfamiliar adults. |
| **Parent engagement activities** | Throughout the year, we had a number of parent engagement sessions. This enabled us to share success with parents and to equip parents with the skills, knowledge and confidence to support their child at home. |
| **SENDCo training** | Member of staff awaiting her final results but throughout the year they have used the skills and knowledge developed through the course to support pupils and other staff. Visits to other similar settings as part of the course has enabled her to observe good practice and this has been cascaded to other teachers, with resources and curriculum opportunities developed for all pupils as a result of practice observed during the visits. |
|  |  |

**Externally provided programmes**

|  |  |
| --- | --- |
| **Programme** | **Provider** |
| Mountain Biking | South Leeds urban Bike Park |
| Boxing | Training Cave |
| Skating, biking, scootering | LS10 Hunslet |
|  |  |

**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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |