

ContinU Plus Academy 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	ContinU Plus Academy
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sara Devo, Headteacher
Pupil premium lead	Aimee Wootton- Assistant Head & SENCo
Governor / Trustee lead	Julie Reilly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,578 + £9.279 (from other schools)
Recovery premium funding allocation this academic year	£6,000
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	£34,857

Part A: Pupil premium strategy plan

Statement of intent

The ContinU Plus Academy works with young people who are excluded, or at risk of exclusion. The CPA provides a menu of short and long-term programmes geared to effecting high quality productive post-16 progression or effective reintegration into mainstream schools. Our practice is rooted in the belief that creative and targeted interventions, delivered in a caring and productive environment with high expectations, can change lives. Pupils arrive at the CPA having been referred by their home school or referred by the local authority as a P-Ex. Pupils are referred throughout the year primarily to improve behaviour, wellbeing and often at a point of crisis. We induct pupils, to baseline them and ascertain key information from them, to align with referral information from referring schools. Identification of gaps is important. Because of this, we want to establish stability, if possible, for our pupils so that they can achieve the very best outcomes for them, to secure a positive destination at post 16 and to improve their life expectations and mental and physical health as a result.

At The CPA we strongly believe that all our students should have an equal entitlement and opportunity to a wealth of experiences that develop their skills and abilities, build their confidence and resilience, support their mental health and wellbeing and also prepare them for a happy and successful life beyond their time at our school.

It is our aim to ensure that all students, irrespective of their social or economic background, should thrive and have access to opportunities that allow them to excel.

The government allocates additional money to our school called 'Pupil Premium' to help us improve the outcomes for students who:

- ☐ are currently eligible for free school meals
- ☐ have been eligible for free school meals in the last 6 years
- ☐ 'Looked after children', or those who have been a 'looked after child'
- ☐ have a parent serving in the armed forces

We use this funding as effectively as possible to improve the achievement of all students who may be disadvantaged.

The purpose of the grant is to provide additional support to eligible students in order to reduce inequalities and narrow the gap in attainment between those students and their peers. Schools themselves can determine how they spend the funding, which best meets the needs of their students. Our vision goes beyond just narrowing this gap and we are determined to ensure that all students, irrelevant of background or prior attainment, have the qualifications and attributes necessary to succeed and reach their full potential post CPA.

Some examples of how the funding is used would include: additional maths and English interventions to support attainment, support with curriculum-based trips that will help develop self-esteem and life skills and to support mental health and overall wellbeing etc. To see a breakdown of our reviewed and planned Pupil Premium expenditure and plan, please see the document that follows.

For a student to attract Pupil Premium funding for disadvantaged children, their parent or carer must be in receipt of a qualifying benefit and a request must have been made for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment, particularly in literacy and numeracy, often due to gaps in schooling
2	Social, emotional and mental health issues, resulting in high stress levels
3	History of poor engagement and behaviour difficulties, resulting in exclusions
4	Historical poor attendance
5	High levels of deprivation, with various outside agency involvement needed
6	Some pupils need to travel long distances, often resulting in poor attendance
7	Many pupils do not have access to a wide range of additional opportunities and experiences

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
Improved attainment	<ul style="list-style-type: none">PP students to make progress, at least, in line with peers.

	<ul style="list-style-type: none"> ● KS4 Result
Reduction in levels of stress and poor behaviour incidents	<ul style="list-style-type: none"> ● SDQ data, to reflect an improvement in mental health. ● Closing the gap between PP and non-PP in recorded behaviour incidents
PP Students to achieve attendance levels in line with whole school target	<ul style="list-style-type: none"> ● Overall attendance improves to 85%
Raise aspirations	<ul style="list-style-type: none"> ● Improvement in engagement, achievement and attendance
Continue to extend additional opportunities, so that pupils access a broad range of experiences, through an enriched curriculum.	<ul style="list-style-type: none"> ● A wide range of skill-based activities and experiential learning available to pupils through the completion of skills passports. ● Improvement in engagement levels and life skills
To provide the best support for pupils to be not NEET at post 16.	<ul style="list-style-type: none"> ● All pupils with a positive Post 16 destination in June, a portfolio of recognised qualifications in August and the means to make a secure start in September.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed School training for individual lead staff and whole school staff.	2 days of training for SLT overview 10 days of training plus project leading to Level 5 qualification for Mental Health Lead Mental Health Lead created as a post in school	2,3,5
Mental Health Lead created as a post in school	Discrete Mental Health Awareness lessons at KS4 Sessions for Wellbeing, counselling for pupils with specific health needs	2,3,5,7
Appointment of Assistant SENDCo to increase intervention	Additional member of the team with Safeguarding, SEND and counselling experience Sessions for Wellbeing and Literacy intervention taking place.	1,2,3,
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,2,3,4
CPD and Training	Improving knowledge and skill set of staff through various means. Training and CPD involved. Social Progress - Food prep, nutrition and planning, Ofsted and SEN Safeguarding - Safeguarding, DSL, Autism training, PACE for	1,2,4,6

	professionals, Mental Health and wellbeing, GET & FGM training General - Attendance and Inclusion seminar, NQT Training, AQA English webinar, SENCO Qualification	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up Literacy	<ul style="list-style-type: none"> Eight sessions a week. Catch up literacy and Maths Buster. A rigorous baseline (WRAT4) assessment for Maths, English and spelling highlights pupils who are eligible for intervention. This helps them catch up and increase progress. Pupils to be re-assessed after half termly sessions 	1,3
Educational Psychologist	<p>Ed psych as an available resource to help with emergency response to safeguarding incidences.</p> <p>Ed psych bought in at point of need to work with each individual student.</p> <p>Ed psych documentation to be used in support of any educational, health and care plan/multi-agency referrals.</p>	1,2,3
Counselling Psychologist- Access arrangements	<p>To support pupils in their final examinations and ensure fair access</p> <p>Pupils have varying and complex needs that can be amplified in an exam situation. A detailed assessment of their needs ensures that difficulties with their emotional and mental health are supported through the exam process.</p>	1,2,3
Teaching Assistant Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3

Behaviour interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3
Social and emotional learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3,
Outreach working and one to one tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3
Physical Activity for well being	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5,7
CPD and Training	Improving knowledge and skill set of staff through various means. Training and CPD involved. Social Progress - Food prep, nutrition and planning Safeguarding - Safeguarding, DSL, Autism training, Mental Health and wellbeing, GET & FGM training General - Attendance and Inclusion seminar, Covid training and testing webinar	1,2,4,6

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

Budgeted cost: £10,857

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outreach visits- EWO	Staff visit pupils at home to support attendance in school, support academic work and to support families and mental health issues.	2,3,4,5,6
Top Adventures	Opportunity for pupils to socialise, in a very different environment. Therapeutic intervention for some SEN pupils	1,2,3,4,5,7
Equestrian Intervention	Extensive research indicates a positive impact on mental health and stress levels, through Equine Therapy.	1,2,3,4,5,7

	Opportunity to gain a Level 1 & 2 qualification in British horse care	
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Total budgeted cost: £34,857

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.

Year 11 Results	2020-21
Average Number of Qualifications	7.8
Average Number of Different Qualifications	5.8
%Pupils achieving 5 or more different Level 1 qualifications	67%
%Cohort Achieving Level 1 GCSE EMS	78%
%Cohort Achieving Level 2 GCSE EMS	19%
%Cohort Achieving GCSE English	78%
%Cohort Achieving GCSE Maths	85%
%Cohort Achieving GCSE Science	85%

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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
To provide outdoor activities	Top Adventures
Programme of equestrian support	Country Treks
Counselling services	M S Thresh
Drumming lessons	D Donovan
Climbing sessions	Creation Climbing Centre
Careers collaboration service	Severn Academies

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

Further information (optional)

As a school the CPA looks to take full advantage of the opportunities available to pupils from the local community. The CPA is active in ensuring that multi-agency meetings are always attended and looks to provide regular updates to all agencies involved. The CPA is proactive in engaging all multiagency at point of need and works closely with the local authority and home-school to ensure comprehensive knowledge and use of all services available to support our pupils. Due to the nature of the pupils at the CPA, the school has taken the decision to hire a private counsellor to meet with the most vulnerable pupils within the school. In conjunction with this, the CPA works closely with the local police to ensure the safety of pupils within our care.