

Pupil premium strategy statement

At Esteem South Academy, we recognise the significant barriers faced by our disadvantaged students, particularly in light of the disruptions caused by the COVID-19 pandemic and ongoing challenges related to mental health and well-being. Our Pupil Premium Strategy aims to address these barriers through a comprehensive approach that aligns with our vision of Respect, Resilience, and Responsibility. By focusing on high-quality teaching, targeted academic support, and wider strategies, we can create an environment where all students can thrive and achieve their full potential.

School overview

Detail	Data
School name	Esteem South Academy
Number of pupils in school	23 (PAN 26)
Proportion (%) of pupil premium eligible pupils	78.3% (at time of writing)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	Termly
Statement authorised by	Gareth Allen
Pupil premium lead	Gareth Allen
Governor / Trustee lead	Elaine Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10930
Recovery premium funding allocation this academic year	£
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	£10930

Part A: Pupil premium strategy plan

Statement of intent

At Esteem South Academy, we are committed to ensuring that our Pupil Premium students receive a curriculum that is tailored to their specific needs and empowers them to achieve their full potential. Given the school's context of high pupil premium and a transient population, we have developed a bespoke curriculum that addresses the social, emotional, and mental health (SEMH) needs of our students, while also providing them with the academic knowledge and skills they need to succeed.

1. Metacognition and Self-Regulation
 2. Reading Comprehension Strategies
 3. Feedback together with Oral Language Interventions
 4. Social and Emotional Learning
 5. Careers
- **Metacognition and self-regulation** - The metacognition and self-regulation component of our curriculum empowers students to take ownership of their learning, by teaching them strategies for planning, monitoring, and evaluating their progress. This aligns with the school's vision of developing resilient and responsible learners, as outlined in our vision and values
 - **Reading comprehension strategies** - The reading comprehension strategies element of our curriculum ensures that all students, including those with literacy difficulties, have the tools they need to access the wider curriculum. This is particularly important given the school's transient population and the need to provide a solid foundation in literacy skills.
 - **Feedback** - The feedback and social and emotional learning components of our curriculum are designed to support the SEMH needs of our students, helping them to develop the self-awareness, self-management, and interpersonal skills they need to succeed both in and out of the classroom.
1. **Social and emotional learning (SEL)** - interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.

SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.

Three broad categories of SEL interventions can be identified:

- School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;
- Universal programmes which generally take place in the classroom with the whole class; and
- More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.

2. Individualised Curriculum around Careers and aspirations.

Finally, the careers element of our curriculum is tailored to the individual interests and aspirations of our students, providing them with the knowledge and experiences they need to make informed choices about their future. This aligns with the school's improvement priorities and the new OFSTED expectations around pupil choice and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Loss of education caused through the Lock Down during the academic years of 2019-2020 and 2020-2021 due to Covid-19 Pandemic and subsequent further disruption in relation to this with regard to families and their mental health and wellbeing in line with the impact of this pandemic. Missed opportunities at all staged of education between 2019-2021 have left last behavioural and engagement issues amongst the cohort we serve.
2	The student offer of being exposed to a wide variety of extra-curricular and curricular experiences, outside of the curriculum requires development. To enhance pupils' spiritual, moral, social and cultural development developing opportunities for Extended Schools, residential and trips the school needs to develop a roadmap thoroughly integrated into the curriculum. A keen focus on RE and acceptance of different faiths and cultures will be a key aspect of this.

3	<p>Students mental health, resilience and well-being can prevent them from accessing and/ or engaging with the curriculum. This has been significantly exasperated by the disruption to their education over the timeline of their experiences in mainstream. With multiple isolations and exclusions meaning substantial amounts of time on top of the pandemic have been missed socially and academically.</p> <p>Students often find it difficult to process their sensory needs which leads to them not accessing the curriculum. Student can often find it difficult to communicate their needs, preferences and concerns.</p>
4	<p>Students often struggle to have high aspirations around the future as they don't have working family members. Pupils haven't had individualised support around their needs and careers. Pupils need to be encouraged to break family tradition and aspire to be a positive contributor to society to ensure engagement and good mental health.</p>

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
<p>Assess, plan and mitigate the effects of missed learning caused by, suspensions and exclusions.</p> <p>Utilise high-quality feedback mechanisms that are tailored to individual student needs, ensuring that feedback is specific, actionable, and encourages self-reflection. This can significantly improve learning outcomes. EEF</p> <p>Foster a culture of reading for pleasure by integrating diverse reading materials into the curriculum and providing dedicated time for independent reading. This can enhance comprehension skills and foster a love for learning. EEF</p>	<p>Students make expected progress based on their starting points in line with the academies expectations. Planning will highlight how we plan to close any gaps in progression with a focus on primary learning gaps being filled in for pupils achieving baselines on entry level 3 or below.</p> <p>A culture of Reading for pleasure is endemic.</p>

<p>Assess, plan and mitigate the effects (social/ mental health/ behaviour) of the Covid-19 suspensions and exclusions with a specific focus on the loss of learning.</p> <p>Develop a robust attendance and engagement strategy that includes incentives for improved attendance and participation in school activities, addressing barriers that may prevent students from fully engaging with their education. EEF</p>	<p>Students have improved decision-making skills, interaction with others and their self-management of emotions. Students develop and increase self-belief, self-awareness and the ability to build strong lasting relationships. Students are resilient in the face of adversity, willing to accept challenge and persist in all endeavours they encounter. By focusing on an individualised behaviour program based around their needs.</p>
<p>An enriched curriculum offer that embeds cultural capital and allows students, especially those who are disadvantaged, to gain access and be exposed to, a wide variety of extra-curricular and curricular experiences, outside of the curriculum requires development. To enhance pupils' spiritual, moral, social and cultural development developing opportunities for Extended Schools, residential and trips the school needs to develop a roadmap thoroughly integrated into the curriculum.</p> <p>Art and RE will stand alone on the timetable and a focus on culture rich experiences.</p>	<p>Students are exposed to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.</p> <p>Pupils have transferable skills in a wider range of subjects to support smooth transition back into mainstream or special settings where appropriate.</p>
<p>Implement one-to-one and small group tutoring sessions that focus on core subjects, particularly for students who have fallen behind due to missed learning opportunities. This targeted support can help close the attainment gap. EEF</p> <p>Provide training for teaching assistants to deliver targeted support effectively, ensuring they are equipped to assist students with specific learning needs and</p>	<p>Throughout the year, learning and feedback is designed around the needs of the student to help them to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>Students are able to be responsive to feedback and improve engagement.</p> <p>TA's feel confident enough to make decisions and employ strategies to</p>

<p>to reinforce classroom learning. Leeds for Learning</p> <p>Incorporate technology-based learning tools, such as iXL and Century Tech, to provide personalised learning experiences that adapt to individual student progress and needs. Century Tech</p>	<p>support the learning needs of the pupils with support from teaching staff.</p>
<p>Careers lead to train to level 6 to support pupils effectively to receive individualised and tailored Careers opportunities.</p> <p>Work experience opportunities researched and collaborative work with Esteem North and Esteem alley to be done to standardise the work experience offer.</p> <p>Create partnerships with local businesses and organisations to provide work experience opportunities that align with students' interests and aspirations, fostering a sense of responsibility and future planning. EEF</p>	<p>Bench marks achieved for all pupils in line with age appropriate expectations.</p> <p>Work place experiences and immersive opportunities are evidenced and used to build pupils own opinions and ownership of their own end goals.</p> <p>Open Awards vocational certificates achieved by all in an area of interest to support pupil's development for the future.</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: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Approach Training and including Specialist Practitioners and a Mental Health TA – Thrive</p> <p>Thrive leadership course for new leadership</p> <p>Careers intervention and staff training around careers. Careers lead training.</p>	<p>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 needs and providing therapeutic strategies and techniques (Howarth, 2013). https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> <p>Research suggests that robust careers intervention has a positive impact academically, economically and socially. SYM873648_Careers-Education-Infographic</p>	<p>1, 3,4</p>

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

Budgeted cost: £6100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of high-quality Feedback and Progression policy that provides a standardised methodology whilst being adaptable to student's needs.</p>	<p>Education Endowment Fund – Feedback https://bit.ly/2Hipqsx</p> <p>Feedback studies tend to show very high effects on learning. There is a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information.</p>	<p>1, 4,</p>
<p>Reading Comprehension Strategies including iXL and Century Tech</p> <p>Phonics and reading intervention TA with RWI training</p>	<p>Education Endowment Fund – Reading Strategies https://bit.ly/3miJbz1</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves (see also Metacognition and self-regulation).</p> <p>https://uk.ixl.com/membership/teachers/research iXL</p> <p>https://www.century.tech/about-us/ Century Tech</p>	<p>1</p>
<p>Student devices to access for in school and home learning to support revision and IT curriculum development and curriculum delivery and engagement</p>	<p>Bridging the digital divide: evidence and advice on remote learning and digital equality</p> <p>https://bit.ly/3iy5Sjb</p>	<p>1,4</p>

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

Budgeted cost: £2030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment curriculum and extended experiential learning roadmap	For a summary of the evidence for Evidence supporting the benefits of learning outside the classroom, please look here https://bit.ly/3oy7sW1	2,3

Total budgeted cost: £10930

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 2024 to 2025 academic year.

Students make good progress given their starting points. This is evident in both the progression across KS2 to KS4 and the end of key stage 4 results in 2022.

Year 11 Pupil Premium eligible students results for summer 2024 were exceptional with:

- 100% of students gaining a pass in maths or English at GCSE

There have been only 0 NEET students all students applied for and were enrolled on post 16 courses.

While there is still work to be done, these results demonstrate that the pupil premium funding has been effectively targeted and is having a positive impact on the outcomes of our disadvantaged students.

Looking ahead, we will continue to review and refine our pupil premium strategy, drawing on best practice and the latest research to ensure we are providing the most impactful support possible.

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
Thinking Schools	Thinking Matters
iXL	iXL Learning
Century Tech	Century-Tech Limited
BKSB	BKSB Ltd
White Rose Maths /Science	Trinity MAT

Accelerated Reader	Renaissance Learning
myON	Renaissance Learning
Read Write Inc	
Star reader	
Oxford Owl	
Compass	
Entry level and Open awards	Open Award

Further information (optional)

When making decisions about pupil premium funding it is important to consider the context of the school and the subsequent challenges pupils may face. Esteem South Academy is an Alternative provision Academy for children aged 5-16 for children you have, or are at risk of permanent exclusion. ESA caters for pupils with a diverse range of Special Educational Needs (SEN) and as such the additional support we offer to each PP pupil is uniquely tailored to their individual needs and barriers to learning. We recognise that at ESA pupil attainment is predominantly influenced by pupils' ability to access to education, together with social deprivation. But staff at ESA are committed to all pupils achieving their full potential, regardless of SEN or background and always look for new and innovative ways pupils can be supported and challenged.

To make effective use of PP funding ESA analyses pupils' attainment data to identify trends and spend the funding most effectively in areas it is needed. However, we recognise that some pupils at ESA have complex backgrounds. As a result of this, many factors, including external factors, can influence pupils' attainment. Therefore, to ensure we gain a holistic and accurate picture of pupils' barriers to learning, we also analyse pupils' behaviour, vulnerability, attendance and engagement. This way we ensure that pupils are thriving socially and emotionally, as well as academically. Our priority is to ensure every pupil continues to make progress and is able to live as independently as possible when they leave ESA.