



MacIntyre Academies Venture Academy

Pupil premium strategy statement

This statement details Venture Academy'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	Venture Academy
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	65.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 (until reviewed)
Date this statement was published	October 2022
Date on which it will be reviewed	February 2022
Statement authorised by	LAB Chair
Pupil premium lead	Beverley Cross
Governor / Trustee lead	TBC/Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (In pink)	£ 20270
Recovery premium funding allocation this academic year (In blue)	£ 6670
Projects Part Funded by both funds or with a different source are in purple	
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	£ 26940

Part A: Pupil premium strategy plan

Statement of intent

We want to use our pupil premium fund to:

- Increase attendance as we know that this will in turn impact on pupil attainment and enhance their safety
- Enhance access to the curriculum by further supporting and encouraging reading and impacting positively on attainment
- Increase our understanding of the barriers to learning our pupils experience and in turn our responsiveness to them to increase attainment
- Enhance the opportunities for our pupils to achieve externally accredited outcomes and by so doing build self-esteem and prepare them for their next steps in education, training and employment by increasing attainment
- Encourage our pupils to trust a wider network of safe adults and in so doing be able to communicate their feelings and build self-esteem through self-advocacy
- Acknowledge and support families through what continues to be a challenging and unprecedented time, through being flexible in our approach to their circumstance and wellness

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Low Reading age as a barrier to learning
3	Accreditation that meets individual needs
4	Creative and outdoor learning opportunities to better meet sensory, learning and social needs in pupils
5	Low parental engagement in the life of the school for some
6	Specific staff expertise in PDA and ASD for more staff
7	Low self-esteem and previous negative experiences of education
8	Support for families facing hardship in finance, housing or mental wellness in order to help them support their child

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
Increased attendance across the year for PP recipients	Increased overall school attendance towards 90% 85% attendance for PP recipients
Tangible improvements in reading age and confidence in pupils	Reading assessment data shows increase in reading ages over the year for over 85% of pupils The gap in reading age vs ARE is clearly closing for over 90% of PPG recipients undergoing testing 95% of pupils receiving reading interventions show improvement in reading age over the year. Reading is more prevalent in lessons Pupils choose more reading materials
The offer of accreditation and work experience better supports the aspirations and abilities of pupils	Increased range of off-site accreditation options for KS4 pupils to include music, equine studies and land based learning Increased opportunities for accreditation in KS3 with pupils gaining Princes Trust Achieve units
Enable pupils to use their physical skills as an outlet and to explore their potential in this regard and learn how to assess risk to themselves and learn self-discipline and self-regulation	Offer boxing/personal development sessions to targeted pupils Offer climbing activities to targeted pupils
To offer land-based learning opportunities on site to all pupils in key stage 3 in order to meet their learning styles and for some their sensory needs	Forest schools delivery in key stage 3 Attendance at forest school lessons is well over 90% of possible attendances for pupils Pupils make progress in their land-based learning and community safety To offer 'sports club' for half of the school year focussed on CLA and FLA pupils being able to attend with friends do develop social and support network
To increase positive parental engagement with the school	Increase % return of parental engagement surveys from less than 30% to over 80% Provide opportunities for on site face to face parental meetings when safe to do so Provide 1 parent training course in the academic year in the summer term.
Enhance staff knowledge and responsiveness in regard to pupils with ASD and PDA traits	2 staff trained in PDA to level 2

	<p>5 staff training in ASD to at least diploma level</p> <p>Whole staff training regarding PDA from the EP service to ensure new staff are brought up to standard</p> <p>The school begins to work toward Autism School Charter Mark in the academic year</p>
To build the self-esteem and resilience of identified learners with previous adverse experience of education and low self-esteem	<p>3 pupils to attend mentoring support sessions</p> <p>90% of sessions attended</p> <p>Pupils show progress in their self-evaluations in terms of self-esteem and resilience</p> <p>Parent and Pupil feedback of the intervention is positive</p>
Increased reading for pleasure in more pupils	<p>An updated bank of library resources being accessed by more classes</p> <p>A monthly delivery of magazines for classes to read in registration time to encourage reading around favoured subjects.</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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PDA Level 2 training for 2 identified staff £500</p>	<p>We have at least 40% of our cohort identified as PDA or having such traits and this is clearly evident in their workbooks and evidence of their achievements, despite the current best endeavours of staff. We want to do more guarantee their access and success</p> <p>We have 2 staff who have a keen interest in this area: 1 pastoral and 1 class based we hope this will ensure that recommendations from the whole school light training will be embedded in plans and practice.</p>	<p>40% of cohort</p>

PDA training light for all staff £1000	In order for our 2 colleagues above to have maximum impact we need all staff to have a solid grounding in PDA and the impact it has on our pupils and their work Many strategies will also help our pupils who do not have formal recognition of PDA but perhaps show traits due to their educational history	All staff
ASD Training £1500	To deliver ASD training to development POD groups in order to ensure that all staff are at a minimum expected standard and from there select staff to progress their knowledge further with AET in the years ahead	All staff

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

Budgeted cost: £ 20940

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading interventions outside lessons £2500	Pupils largely enter our school at least 2 years adrift of age related expectations (in some cases they have been as much as 5-6 years adrift). Through careful assessment and targeted intervention we aim to further close this gap and remove barriers to other further learning.	12 across the year
Physical activity and self-discipline support £3000	To bring in a boxing/personal training coach and opportunities for climbing skills to be developed by identified pupils	12
Achieve Accreditation Pilot £750	To pilot the use of the Princes Trust Achieve Programme to enable pupils to gain accreditation in Key Stage in order to better prepare them for KS4 and to ensure that they have a chance to receive accreditation when they have previously missed out on entry level learning, especially during the pandemic.	20
Mentor Support Programme £2750	To provide reactive mentoring support to identified pupils in line with student voice and parent/carer voice where this is considered helpful and supportive of their self-	3

	esteem and emotional growth. This will particularly be focussed at pupils who have missed time in the building during the pandemic.	
ECHP Co-ordinator parental engagement for parent surveys £750	In 2020 parent engagement in the school and our annual survey was very low – in part due to the lack of attendance for onsite activities and meetings. While we continue with a hybrid approach to on and off site contact we will utilise the annual review process to garner views about the work of the school and it's impact on our pupils. This in turn will shape our work for our pupils.	30
Update Library Resources to ensure they meet the interests of pupils £1750	We know from feedback that pupils can find set texts challenging and lacking in interest in some subject areas. We wish to harness pupils voice through the student council to allocate a library budget that that the council can 'spend'	23+
Monthly magazine drop £1750	Provide a range of reading materials on topics of pupils interest for use in tutor and unstructured time in the school.	23+
Offer responsive AP with Flourish at the Farm £3250	Using AP in a timely and short term manner can help to integrate or reintegrate learners into school a fund to do this in a reactive manner as an early intervention is more likely to support other school attendance.	1
Enhance work related and accredited opportunities through partnership with LAMP & Seedlings £4440	Due to the size of our school we know we are unable to meet the creative aspirations of some pupils with internal resources alone. Pupil voice has identified these 2 partnerships will enable pupils to gain work related or accredited pathways in areas that match their aspirations.	4 pupils

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a uniform & food fund for families facing hardship £1000	We have a number of families who have faced hardship during the last 20 months on an unprecedented scale and have supported in numerous ways. This demand is not ceasing and will take time to reduce.	16 minimum
Provision of an activity fund to help at risk families spend time together in a social setting to include cinema vouchers or activities such as sports parks £750	We have families who are experiencing financial hardship and/or mental health crises and/or housing issues that impact on their wellbeing and family cohesion. We will provide activity vouchers to encourage targeted families to socialise and be active together in their communities.	10 families
Use of WCC attendance service for 12 months £1250	We know that persistent absence is more likely in our most vulnerable families and will use the attendance service to work in a more in depth way to support improved attendance.	4

Total budgeted cost: £ 26940

Teaching	£3000
Targeted academic support	£20940
Wider strategies	£3000

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 previous PPG strategy was delivered and the provisions were made as specified, with one minor adaptation due to a GDPR issue we identified. However, outcomes were mixed due to inconsistent pupil attendance and engagement especially in remote learning.

Reading data showed that interventions supported pupils to close the gaps in their reading ages, when they attended and were supported consistently.

Indications from our use of EduLARP and Land Based Learning was that pupils showed high level of engagement, excellent attendance and in 2 cases gained entry level qualifications previously unobtainable on our core offer.

End of key stage EHCP review data indicated that all pupils reaching end of key stage made at least partial or expected progress in terms of end of key stage objectives. Going forward SOLAR for school will give us greater comparative data in order to further target interventions.

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
EduLARP	Seedling Productions

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
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