

Pupil premium strategy statement

2022-25

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.

This strategy statement also includes our use of our PESG for this period

School overview

Detail	Data
School name	Venture Academy
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	E Hopkins-Hayes
Pupil premium lead	James Bowater
Governor / Trustee lead	Sue Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22870
Recovery premium funding allocation this academic year	£12462
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
PESG	£7000
Total budget for this academic year	£ 42332

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What?

We want to ensure that disadvantaged pupils benefit from an enhanced offer of precision teaching and support to close their gaps in learning.

We want our pupils to experience quality first teaching focussed on their needs and ambitions.

How?

By employing a primary practitioner who is experienced in literacy and numeracy intervention delivery, we hope to reach more pupils, through both direct delivery and through the sharing of good practice that this brings.

By having an interventions specialist that will also teach full class timetabled lessons, the impact will be further embedded in our daily offer to all pupils creating deepened learning for our vulnerable pupils.

Our key principles are:

Plan to close gaps in prior learning through precision teaching

Drive up whole school awareness of intervention strategies to widen impact

Review our practice to ensure our investment is returned in outcomes for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter our school with low reading ages compared with ARE
2	Pupils often join the school having missed significant periods of their education and therefore gaps from ARE are broad in core learning areas.
3	The school has a high number of pupils in receipt of PPG for whom expectations (in previous settings) have historically been low.
4	Pupils have low educational resilience and require higher than usual levels of support and intervention to address gaps in knowledge and skills
5	Gaps in early reading can create a barrier to engagement that is seen as 'patronising' or 'babyish' by older pupils who need to build phonics knowledge
6	Previous intervention models in the school have not had the desired impact for pupils needing to close the gaps in their knowledge

7	The school needs to use phonics with greater consistency and impact with all pupils who are at the early stages of reading and oracy
8	The sequencing of the curriculum in Literacy/English and Numeracy needs to develop to support pupils at the early stages of reading.
9	First day responses to absence can be inconsistent in some cases and we wish greater rigour on this.

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
<i>Impact upon engagement in phonics based approaches</i>	A clear school wide phonics programme in use and staff confident to use it Pupils accessing phonics based support sessions.
Enhance staff confidence in supporting early readers	More staff are engaged in reading in and out of lessons. Techniques and support used outside the classroom, positively impact on engagement and learning. Delivery of staff CPD in line with our ambition and the training calendar.
Improve the links between 'withdrawal' based interventions and the practice in classrooms	Teacher planning clearly reflects the ability of staff to 'weave' intervention strategies into every day quality first teaching.
Deliver early numeracy support to pupils in the curriculum and through 1:1 support	More PP pupils will close the gaps in their literacy knowledge and skills
Improve functional literacy and numeracy in our pupils	More PP pupils meet their targets in their EHCPs for Literacy and numeracy
Improve pupils progress	SOLAR data will show an improved % of PP pupils making expected or better progress in 2/3 of their core learning.
Improve pupils attendance on site	Study bugs is supporting parents to share better information and school to track trends and interventions.

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: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD as a key focus to improving outcomes through enhanced competence and confidence in our staff.	Raise awareness of techniques that can help to address the barriers to learning that our most vulnerable learners may have. EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1,3,5,6
Phonics programme roll out for the whole school with techniques/principles to be used in the curriculum.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3
Provision of a dedicated teacher for early literacy and oracy who can further embed practice across the curriculum through collaborative working	Oral language interventions EEF (educationendowmentfoundation.org.uk)	7,8
Enhance our breadth of study in P.E. and school to ensure that skills for personal safety and development are developed at all ages for our most vulnerable learners.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Swimming and Water Safety in Schools Swim England	3,4

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

Budgeted cost: £ 16500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that reading is a daily activity for pupils	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,4, 5
Ensure that all PP pupils have access to either 1:1 or small group intervention and/or tutoring	EEF KS3 KS4 LITERACY POSTER.pdf (d2tic4wvo1iusb.cloudfront.net)	3,4,5

support in core learning		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve our internal tracking of attendance and absence	Linking Getting to School With Going to School - Michael A. Gottfried, 2017 (sagepub.com)	9
Further develop our pupils gross motor skills by improving our provision of physical activity and PE that aids sensory regulation for pupils	Frontiers The Development of Motor and Pre-literacy Skills by a Physical Education Program in Preschool Children: A Non-randomized Pilot Trial (frontiersin.org)	3,4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 pupil premium plan had some success. Particular success was in the delivery of land based and music provision for 4 learners, each of whom gained a formal qualification at BtEC level from entry to level 1.

Additionally we were able to maintain the placements of 3 pupils struggling with attendance through the provision of alternative provision in land based studies through flourish at the farm. In all cases this has reduced the likelihood of placement breakdown through permanent exclusion and enabled us to maintain positive relationships with families and keep pupils engaged with us in some way.

The use of accelerated reader data has identified a majority of targeted students receiving interventions for reading have closed their gaps in learning and skills, however this has not yet translated across the curriculum, which highlights a need to embed these strategies more widely in quality first teaching approaches.

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
Accelerated Reader	Renaissance Publishing
Mentoring Support	Lifespace Charity
Landbased Learning	Flourish at the Farm and Seedling Productions
Music Technology	Leamington LAMP

Service pupil premium funding (optional) N/A

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

Measure	Details
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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?	

Further information (optional)

This programme will see the school develop it's use of third party technology through early reading/phonics programmes and the use of 'Study bugs' to support attendance.