

Grant Funding strategy statement (Including Pupil Premium Funding)

2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	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 2023
Date on which it will be reviewed	September 2024
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	£30,240
Recovery premium funding allocation this academic year	£23,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
PESG	£6000
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	£ 59770

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 adaptive teaching focussed on their needs and ambitions.

We want to increase engagement in the curriculum and reduce the risk to progress that disengagement can cause.

How?

By ensuring that key staff have been trained in the delivery of high-quality baseline assessments which include reading, mathematics, English, science and PAS to ensure that we can identify any gaps in knowledge and plan the whole school curriculum effectively.

By using research-based support and interventions including third party platforms such as apps

By ensuring that key staff have been trained in the delivery of SEND assessments including dyslexia and dyscalculia and are able to desegregate training to all staff, so they can plan high quality interventions based around identified needs

By ensuring that students' academic and emotional needs are met by creating support mechanisms including, mentors, tutors and when required a clinical psychologist.

By ensuring that pupils have access to education outside of the classroom (off and on site) environment where they can enhance their self-esteem. Including an opportunity to take part in a outdoor adventurous activities and swimming.

Our key principles are:

Plan to close academic gaps in prior learning through precision teaching.

Plan to enhance the self-esteem of learners through well thought out and planned outdoor adventurous activities including swimming

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 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 numeracy
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.
10	Students have low self-esteem and struggle to be in a classroom environment for extended periods of time.
11	Students struggle to regulate their behaviour in a school environment without opportunities outside of the classroom including rooms to break out into

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.

Teaching	
Intended outcome	Success criteria
<i>Impact upon engagement in phonics based/ early reading 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 support in and out of lessons.

	<p>Techniques and support used outside the classroom, positively impact on engagement and learning.</p> <p>Delivery of staff CPD in line with our ambition and the training calendar.</p>
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 everyday quality first teaching.
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 confidence in supporting pupils in swimming	Pupils will feel supported to gain their 25 m swimming certification with the right staff support

Targeted Academic Support	
Intended outcome	Success criteria
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
<i>Key staff are trained of high-quality baseline assessments which include reading, mathematics, English, science and PAS</i>	Staff will be able to identify the gaps in knowledge of students and plan effective strategies to support their learning (improve SOLAR Data)
<i>Key staff have been trained in the delivery of SEND assessments including dyslexia and dyscalculia and are able to desegregate training to all staff</i>	Staff will be able to plan impactful interventions within lessons to support learners. (improve SOLAR Data)
<i>Pupils receive additional targeted tutoring support to help them to close gaps in learning</i>	Identified pupils are paired with tutors Data shows gaps in learning are closing over time In some cases, gaps may close rapidly

Wider Strategies/Outcomes	
Intended outcome	Success criteria
Improve engagement in leisure and wellbeing activities	A variety of special interest groups to be run with equipment to be provided. Activities including lunch time clubs, music therapy, swimming lessons and other extra-curricular activities such as OAA.
Improved self-regulation for social and emotional issues	Clear programmes of support in place overseen by compassionate school's coach and AP Pastoral.

	<p>Soft playroom improved based on the needs of the learners and pupil voice</p> <p>Targeted students given the opportunity to engage with the clinical psychology service</p>
Improve pupils attendance on site	<p>Study bugs is supporting parents to share better information and school to track trends and interventions.</p> <p>Improved relationships with families for those at risk of or with persistent absenteeism</p> <p>Vulnerable learners panel meets regularly to discuss interventions for individuals.</p>
To give pupils opportunities outside of the classroom to support the building of self-esteem.	Contribution made to ensure students are able to take part in residential outdoor adventures activity.

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: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s)
Staff CPD as a key focus to improving outcomes through enhanced competence and confidence in our staff.	<p>Raise awareness of techniques that can help to address the barriers to learning that our most vulnerable learners may have.</p> <p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,3,5,6,10,11
Phonics programme roll out for the whole school with techniques/principles to be used in the curriculum.	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
Provision of a dedicated teacher for early literacy and numeracy who can further embed practice across the curriculum through collaborative working	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	7,8,10,11
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.	<p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Swimming and Water Safety in Schools Swim England</p>	3,4

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

Budgeted cost: £ 16385

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 support in core learning	EEF_KS3_KS4_LITERACY_POSTER.pdf (d2tic4wvo1iusb.cloudfront.net)	3,4,5
Pupils to carry out a baselining activity at the beginning and the end of the academic year to support raising attainment	Using proven data to support and report progress at St Mary's Diocesan School in Ireland - GL Assessment (gl-assessment.co.uk) Using GL Assessment data with educators and leaders to drive high achievement - GL Assessment (gl-assessment.co.uk)	1,2,3

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

Budgeted cost: £ 16,385

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)	3,4,10,11
Improve the engagement in leisure and wellbeing activities to support building self- esteem and regulation skills	Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)	10,11

Total budgeted cost: £59,770 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 2022 to 2023 academic year.

Our previous pupil premium plan had great success. Particular success was in the delivery of 1;1 support for targeted learners outside of the classroom. Intervention logs have been created and shared with all teaching staff who are able to contribute to the plan going forward 19 students over the year accessed some form of 1:1 support.

Case study A

Child A started interventions with in September 2022. The focus for intervention was reading and writing. Child A was unable to write their own name, and was very reluctant to read or write in English lessons.

Child A had 4 intervention sessions a week during the Autumn term which has since been lowered to 2 intervention sessions a week. This was to allow the child to demonstrate his learning in English lessons.

This child has since achieved Entry Level 1 in English.

Case study B

Child B started interventions in Spring term 2023 after receiving a SALT report that had sentence structure targets. The child struggled with writing complex sentences, and basic English skills e.g. capital letters and full stops.

Intervention started with introducing him to using capital letters and full stops, then we moved on to the use of basic conjunctions. Throughout the sessions we would identify spellings he needed support with. This would be passed on to form tutors, who would facilitate the practice of those spellings.

Child B recently wrote 4 sentences independently using different conjunctions, capital letters and full stops. Surpassing his SALT targets

Case Study C

Child C started interventions in Spring term after a conversation with form tutor and Mum. The intervention focus was letter formation and writing on the line.

Child C has had a weekly intervention session focusing on specific letters that he needs support with. These were mostly descenders.

Child C can now successfully form some of his letters, but will need further support with other letters. He is now writing on the line and at an appropriate size.

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 & Subscriptions
Accelerated Reader
Lifespace Charity (Mentoring)
Mathletics
SOLAR
Class Dojo
Twinkl
White Rose Maths
White Rose Science
Widget/In Print

Further information (optional)

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