



# Grant Funding strategy statement (Including Pupil Premium Funding)

This statement details our school's use of pupil premium 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  | 48              |
| Proportion (%) of pupil premium eligible pupils                         | 69%             |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027       |
| Date this statement was published                                       | November 2024   |
| Date on which it will be reviewed                                       | September 2025  |
| 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                                    | £41,149        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| PESG   | £5000          |
| <b>Total budget for this academic year</b>   | <b>£46,149</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

**Intention:**

- 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 we will achieve this:**

- 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 continue the good work using phonics to ensure the impact for pupils who are at the early stages of reading and numeracy is maintained.   |
| 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  |
| 12               | Many pupils arrive with a history of poor attendance that was not effectively challenged in previous settings. Families often need support to build strategies that encourage regular attendance and re-engagement with school.   |
| 13               | Some pupils struggle with confidence due to higher academic expectations, especially when previous settings did not challenge or support them effectively.  |
| 14               | Some pupils and their families have experienced educational trauma in previous settings and require tailored support to fully access the provision and build trust in the school environment.                                     |
| 15               | Some pupils have limited understanding of the world around them, as reflected in their EHCPs. They need structured support to develop life skills, plan for their next steps, and engage meaningfully with their wider community. |

## 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   |
| Impact upon engagement in phonics based/ early reading approaches | A clear school wide phonics programme in use and staff confident to use it<br>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.   |

|   |  |
|---|--|
|   | Techniques and support used outside the classroom, positively impact on engagement and learning.<br>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 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 numeracy knowledge and skills   |
| Key staff are trained of high-quality baseline assessments which include reading, mathematics, English, science and PAS | Staff will be able to identify the gaps in knowledge of students and plan effective strategies to support their learning (improve SOLAR Data) |



|  |  |
|--|--|
| Key staff have been trained in the delivery of SEND assessments including dyslexia and dyscalculia and are able to desegregate training to all staff | Staff will be able to plan impactful interventions within lessons to support learners. (improve SOLAR Data)                            |
| Pupils receive additional targeted tutoring support to help them to close gaps in learning   | Identified pupils are paired with tutors<br>Data shows gaps in learning are closing over time<br>In some cases, gaps may close rapidly |

**Wider Strategies/Outcomes**

| <b>Intended outcome</b>                                  | <b>Success criteria</b>  |
|--|--|
| 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, Music lessons for KS2 – KS3 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.<br>Targeted students given the opportunity to engage with the clinical psychology service   |

|   |   |
|---|---|
| Improve pupil's attendance on site  | Study bugs is supporting parents to share better information and school to track trends and interventions.<br>Improved relationships with families for those at risk of or with persistent absenteeism<br>Vulnerable learners panel meets regularly to discuss interventions for individuals. |
| 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.  |
| Improve our preparation for life beyond Venture provision for PP students                     | Pupils will take part in ASDAN qualifications "Ready for life" across all key stages  |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,500

| 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.   | Raise awareness of techniques that can help to address the barriers to learning that our most vulnerable learners may have.<br><a href="#">EEF-Effective-PD-Recommendations-Poster.pdf</a><br>( <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a> )               | 1,3,5,6,10,11       |
| Phonics programme roll out for the whole school with techniques/principles to be used in the curriculum.  | <a href="#">Reading comprehension strategies   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )<br><a href="#">Phonics   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) | 1,2,3               |
| Provision of a dedicated teacher for early literacy and numeracy who can further embed practice across the curriculum through collaborative working                   | <a href="#">Oral language interventions   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  | 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. | <a href="#">Outdoor adventure learning   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )<br><br><a href="#">Swimming and Water Safety in Schools   Swim England</a>  | 3,4                 |



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

Budgeted cost: £10,824

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure that reading is a daily activity for pupils  | <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  | 2,4, 5, 13,14                 |
| Ensure that all PP pupils have access to either 1:1 or small group intervention and/or tutoring support in core learning  | <a href="https://d2tic4wvo1iusb.cloudfront.net">EEF KS3 KS4 LITERACY POSTER.pdf (d2tic4wvo1iusb.cloudfront.net)</a>   | 3,4,5,13,14                   |
| Pupils to carry out a baselining activity at the beginning and the end of the academic year to support raising attainment | <a href="https://gl-assessment.co.uk">Using proven data to support and report progress at St Mary's Diocesan School in Ireland - GL Assessment (gl-assessment.co.uk)</a><br><br><a href="https://gl-assessment.co.uk">Using GL Assessment data with educators and leaders to drive high achievement - GL Assessment (gl-assessment.co.uk)</a> | 1,2,3,13,14                   |

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

Budgeted cost: £10,824

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Improve our internal tracking of attendance and absence  | <a href="https://www.sagepub.com">Linking Getting to School With Going to School - Michael A. Gottfried, 2017 (sagepub.com)</a>  | 9, 12                         |
| Further develop our pupils gross motor skills by improving our provision of physical activity and PE that aids sensory regulation for pupils | <a href="https://frontiersin.org">Frontiers   The Development of Motor and Pre-literacy Skills by a Physical Education Program in Preschool Children: A Non-randomized Pilot Trial (frontiersin.org)</a> | 3,4,10,11                     |
| Improve the engagement in leisure and wellbeing activities to support building self-esteem and regulation skills                             | <a href="https://d2tic4wvo1iusb.cloudfront.net">Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</a>   | 10,11                         |



|   |   |    |
|---|---|----|
| ASDAN “Ready for life” qualification is rolled out across the school to be tracked upon SOLAR | <a href="#">ASDAN Website   Personal effectiveness qualifications to foster self-awareness for future success</a> | 15 |
|---|---|----|



**Total budgeted cost: £46,149** 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 2023 to 2024 academic year.**

Over the past academic year, Venture Academy has embedded several key elements of its pupil premium strategy into the core offer for all learners, resulting in significant improvements in academic progress, engagement, and wellbeing.

### **Baseline Assessments and Curriculum Planning**

All students have now been baselined in core subjects including reading, mathematics, English, science, and PAS. This is now an embedded part of our curriculum planning process. Short-, medium-, and long-term plans are written with baseline data in mind, allowing for precision teaching and targeted interventions that support closing gaps in prior learning. Tools such as SOLAR and White Rose continue to support this approach, ensuring that learning is appropriately pitched and progress is measurable.

### **Reading Culture and Literacy Development**

Reading is now a daily activity across the school. Staff have received training on how to deliver effective reading sessions, and we have invested significantly in high-quality reading materials for both the school library and individual classrooms. This has helped foster a culture of reading and improved engagement, particularly among early and reluctant readers.

### **Swimming and Physical Education**

Swimming remains a core part of our personal development curriculum. We have now appointed a dedicated member of staff to lead the swimming programme, replacing external coaches with a familiar and trusted adult. This has improved pupil confidence and consistency in delivery. Our PE curriculum has also expanded to include dance, outdoor education, and the WILD Passport programme—a five-year outdoor learning curriculum covering 125 learning objectives across five skill areas:

- Shelter Building
- Tool Use
- Fire Craft
- Nature Awareness
- Rope & Knots

All learners now have the opportunity to work towards a qualification in outdoor education through the WILD Passport, and our residential offer has been extended to ensure nearly every student can participate in both days of the experience.

### **Targeted Academic and Pastoral Support**

All pupil premium students have been offered 1:1 academic support, and many have also received additional pastoral support integrated into their weekly timetable. This has helped address both learning gaps and emotional resilience, contributing to improved classroom engagement and reduced time out

of lessons.

### Attendance Strategy and Impact

Our internal tracking and attendance strategy has been a major success. Attendance at Venture Academy is now at its highest level since the school opened. This improvement is directly linked to the investment in pupil premium-funded strategies that have built student resilience, self-esteem, and a sense of belonging. The Warwickshire Attendance Team has commended our approach and invited us to support other schools in developing their own attendance strategies. Academic Achievement

We are proud to report our highest ever set of GCSE results this year. This success is a direct result of the comprehensive support enabled by pupil premium funding, including:

- High-quality baseline assessments
- Daily reading and literacy interventions
- 1:1 tutoring and mentoring
- Enhanced PE and outdoor education
- Swimming programme led by internal staff
- Improved attendance and wellbeing support
- Use of platforms such as SOLAR, Mathletics, Reading Wise, Twinkl, and White Rose

| Activity                   | Breakdown   | Cost  |
|----------------------------|---|-------|
| Swimming Lessons           | Delivered to KS2–KS4 pupil premium students (12 learners), now led by a dedicated staff member to improve consistency and pupil confidence. | £520  |
| Residential                | All 29 pupil premium students were offered residential experiences to support resilience, independence, and social development.             | £5800 |
| Purchase of mountain Bikes | Purchased for use in Bikeability training, supporting physical development and independence (12 students).                                  | £1500 |
| Clinical Psychologist      | Staff training on social media and wellbeing; individual casework for 2 students.   | £4512 |
| Art Therapy                | Access provided to 10 pupil premium students to support emotional regulation and self-expression.   | £4779 |
| Occupational Therapy       | All pupil premium students received individual OT assessments with published reports to inform support plans.                               | £2090 |
| Drum Therapy               | 20 of 29 pupil premium students accessed sessions to support sensory regulation and engagement.   | £4284 |



|  |  |               |
|--|--|---------------|
| SALT                                   | 14 pupil premium students undergoing assessment to support communication needs.  | £4068         |
| Staff Training                         | MIDAS training carried out by staff so they were able to transport students to residential ADHD show All staff attended<br>Year 6 moderation training<br>PE teacher development in Ultimate Frisbee to teach across the curriculum (29 Pupil premium students) | £5713         |
| GL Assessment/Curriculum Subscriptions | GL assessments completed for all pupil premium students to support academic planning and progress tracking.  | £4344         |
| Library and Literacy                   | School library refurbished with new shelving and seating; books purchased for library and classrooms to promote reading.   | £1842         |
| School Trips                           | Pupil premium students accessed curriculum-linked trips at no cost   | £1509         |
| Equine Therapy                         | 20 students accessed equine therapy to support emotional wellbeing and confidence  | £1170         |
| Breakfast Club Expenses                | Daily breakfast provided for all pupil premium students to support readiness for learning.   | £1459         |
| Learning and Resources                 | Sensory resources purchased based on OT recommendations to support access to learning.   | £4000         |
| <b>TOTAL SPEND:</b>                    |  | <b>£47590</b> |

## Externally provided programmes:

| <b>Programme &amp; Subscriptions</b>  |
|---------------------------------------|
| Mathletics                            |
| SOLAR                                 |
| Class Dojo                            |
| Twinkl                                |
| White Rose Maths                      |
| White Rose Science                    |
| Widget/In Print                       |
| Read Write Inc                        |
| Fresh Start                           |
| Reading Wise                          |
| Ready to Progress                     |
| Maths Mastery                         |
| Pearson Science Active Hub            |
| Coventry Outdoors Learning Curriculum |
| Timetable Rockstar's                  |
| Jigsaw                                |
| ASDAN Curriculum                      |
|                                       |