



# Boston Endeavour Academy: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Boston Endeavour Academy
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 30 <sup>th</sup> 2025
Statement authorised by	Aaron Bloodworth-Flatt
Pupil premium lead	Amanda Brooks
Governor / Trustee lead	Craig Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,170 (£63,890 PP; £10,280 post LAC)
Recovery premium funding allocation this academic year	£0 n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,170

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium spending for the year 2024-2025 is firmly aligned along two complimentary axes. Firstly, to enable the school to maintain its proud tradition of there being no measurable gap in outcomes between pupils defined as disadvantaged according to pupil premium criteria and their peers. Secondly, for disadvantaged pupils to have full access to a newly revised curriculum which is firmly focused from ages 4-19 on:

- Acquisition of key academic knowledge and skills
- Employability
- Independence within the community

The school expanded by 40% when it moved to a new site in the Summer of 2021. The school increased again by 26% in September 2022, 16% in September 2023 and 6.1% in September 2024. We are investing in the training and development of staff new to the school to deliver evidence based, targeted support to disadvantaged pupils.

We recognise the crucial importance of language development and reading as underpinning factors for future learning, independence and employability and as such these are a key element of our strategy for maximising the opportunities for disadvantaged pupils.

We are investing in increased opportunities for work experience and employer links at our new site to enable disadvantaged pupils to develop work-based knowledge and skills. Most specifically, in the areas of retail, hospitality and horticulture.

We recognise from data collected during 2020-2021 and 2021-2022 that community access was particularly impacted by Covid and associated remote learning. Community access has begun to improve and many of our pupils now have regular access to local facilities and settings. Practical application of new knowledge and skills in the community is central to our curriculum approach and the reduction in opportunities has impacted most significantly on disadvantaged pupils.

Our strategy recognises the continuing mental health impact of Covid and the continuing rising cost of living on our disadvantaged pupils in particular and the need for additional training, resources and interventions for pupils related to these needs.

## Challenges

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

Challenge number	Detail of challenge
1	The pupils are working significantly below the levels of their peers in mainstream educational settings in reading, writing and mathematics.
2	Our observations and conversations with families, has clarified the negative impact derived from the lack of social opportunities and access to local facilities during and post lockdown. We found this is particularly prevalent for those students who joined us in academic years 2022/23, 2023/24 and 2024/25.
3	The current economic and energy crisis has left many of our families concerned about their financial position. Additionally, water and sewerage services prices have increased significantly. Identified issues include reduced opportunities for parents to take their children out in the community due to financial constraints, significant parental concerns regarding their ability to provide for their families and an increased requirement for mental health support.
4	Language barriers for families with EAL including where there is not a shared language for parents.
5	Our observations and conversations with families have clarified the reduced levels of access to community facilities and resources (cinemas, recreation, transport) of our disadvantaged pupils compared to their peers.
6	Our observations and conversations with families have clarified the extent to which access to textual material in the homes of our disadvantaged children is much lower than for their peers.
7	Analysis of academic data from 2023-2024 showed that there was a small gap in attainment for Maths and Literacy.

## 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>Access to quality first teaching for all pupils leading to improved outcomes for disadvantaged pupils in mathematics, reading and writing.</p> <p>Further close the gap for pupil progress for CiC/LAC pupils and pupil premium in Maths and Literacy for the most able.</p>	<p>Our range of assessment measures including Evidence for Learning, MAPP, AQA, NCFE and ASDAN evidence show no gap in attainment in mathematics, reading and writing for disadvantaged pupils compared with their peers.</p> <p>Observations and learning walks conducted by both internal school staff and visiting professionals will evidence increased teacher confidence and knowledge and understanding of the curriculum and assessment systems, including the ability to articulate how lessons sequentially follow previous lessons and build on knowledge.</p> <p>Use of the 'Spotlight' quality assurance system alongside the subject deep dive model to ensure that both the quality of the curriculum and its implementation are quality assured effectively.</p>
<p>Access to professional development opportunities for class teachers and class leads, specifically focusing on developing and improving the teaching of reading and Mathematics.</p>	<p>Observations and learning walks conducted by Senior Leaders and Subject Leaders will evidence increased teacher confidence and knowledge and understanding of Reading/Phonics and Mathematics programmes as appropriate to classes and individual pupils, including, the Phonics programme Read Write Inc, Accelerated Reader, The Reading and Language Intervention for Children with Down Syndrome programme (RLI) and the White Rose Mathematics curriculum.</p> <p>Use of the 'Spotlight' quality assurance system.</p>
<p>Disadvantaged pupils will continue to display improved vocabulary knowledge and ability to comprehend language and communicate using their dominant methodology.</p>	<p>Standardised measures of progress through the school's assessment measures display no gap in communication levels between disadvantaged and all pupils.</p>

<p>The school's wellbeing strategy and access to mental health support will enable all disadvantaged pupils to develop and maintain regulation and resilience skills.</p>	<p>Through achievement of SEMH EHCP targets and case studies of targeted disadvantaged pupils.</p>
<p>Disadvantaged pupils will have access to high quality careers and vocational education leading to increased independence outcomes in line with individual interests and preferences.</p>	<p>Assessments of progress towards personal independence targets on EHCPs.</p> <p>Assessment of the eight essential skills using the Skills Builder programme. Continued assessment of the 8 Gatsby Benchmarks using the Compass+ tool from The Careers &amp; Enterprise Company which supports us to benchmark, manage, track and report on our school's careers programme.</p> <p>Cookery, PE and Forest Schools outcome measures, NCFE, ASDAN and AQA will show no gap between disadvantaged pupils and their peers.</p>
<p>Disadvantaged pupils access high quality preparation for adulthood through detailed pathway planning, engagement with external providers of education, social care services and employment and improved accreditation opportunities.</p>	<p>All disadvantaged pupils have vocational and work experience opportunities that are in line with individual aspirations.</p> <p>All disadvantaged pupils will have a vocational profile.</p> <p>All disadvantaged pupils have ambitious pathway plans in place in line with those of their peer group.</p> <p>All disadvantaged pupils will access Careers Related Learning opportunities in line with those of their peer group. To include but not restricted to a series of employability workshops delivered by the DWP. Access to support and advice from a range of employers, further education settings, day opportunity settings and independent training providers.</p>
<p>Disadvantaged pupils further develop knowledge of community resources and the skills to access these.</p>	<p>Disadvantaged pupils make progress in key life skills including road safety, making purchases, using libraries, supermarkets, cafes, cinemas, public transport and leisure facilities.</p>
<p>Disadvantaged pupils have access to sporting activities, resources and facilities and develop habits of physical activity to aid life-long wellbeing.</p>	<p>Outcomes specified within Physical and Sensory elements of EHCPs are met for disadvantaged pupils.</p>

	Disadvantaged pupils engage in physical activities including extended range of physical therapies.
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## 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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Forest Schools TA2 teacher to deliver high quality vocational lessons. Maintenance of quality Forest Schools environment including resource purchases. Coordination of work experience visits and collaborative working with a local allotment.	Teachers of vocational subjects need to have skills in vocational area and the skills of pedagogy.  Ofsted: Educational effectiveness research and further education and skills (2019)	2, 5
Continued training and development work with Ruth Miskin Consultant Trainers to develop phonics teaching in school.  Staff training and development on the delivery and implementation of NCFE qualifications in Mathematics and English.  Further staff training to deliver the White Rose Mathematics scheme using the accompanying resources.	Full implementation of Read, Write, Inc. <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Implementation of the White Rose Mathematics scheme.  <a href="#">How to prepare for quality assurance reviews   NCFE</a>	1, 2, 6, 7
Development of knowledge of Careers Related Learning for Post 16 class	Ensure that the school is fully engaged and compliant with the Gatsby framework outlining the requirements of quality careers guidance.	5

<p>leads supported by the school's Careers Lead.</p> <p>Access to specialist external careers development organisation.</p>	<p>Use of Compass+ to benchmark, manage, track and report on Boston Endeavour Academy's careers provision at individual student level.</p> <p>Continued use of the CDI Career Development Framework to develop the six career development skills that are identified that learners need to have positive careers. Evaluation of the framework's learning outcomes.</p> <p>Implementation of Skills Builder Universal Framework. Evaluation of the framework's essential skills.</p> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p> <p><a href="https://resources.careersandenterprise.co.uk/resources/new-cdi-framework">https://resources.careersandenterprise.co.uk/resources/new-cdi-framework</a></p>	
<p>Development of a TA2 post with responsibility for maintaining the school library and supporting reading in school through 1:1 reading interventions, clubs and lessons.</p>	<p>Targeting the development of reading comprehension is a vital part of the reading process particularly for second language learners and those with Autism</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 4, 6</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards employment of an additional TA in classes to cover teachers to enable them to deliver quality sports and exercise programmes and for the purchase of associated equipment.</p> <p>Spending on tennis, swimming external coaching</p>	<p>Beyond the wider evidence base for the benefits of exercise, specific interventions such as sensory circuits and sensory integration have wide anecdotal evidence base in regulation and preparedness for learning for pupils with additional needs, particularly Autism although the academic evidence base is not yet strong.</p> <p><a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a></p> <p><a href="https://www.rcot.co.uk/practice-resources/library-resources/evidence-spotlights">https://www.rcot.co.uk/practice-resources/library-resources/evidence-spotlights</a></p>	<p>2, 3, 4</p>

Employment of a TA3 to delivery targeted therapies including hydrotherapy and Rebound therapy and purchase of associated equipment.	These therapies are well established as having beneficial impact for pupils with reduced mobility and hence reduced access to other physical activity options <a href="https://www.reboundtherapy.org/edu/">https://www.reboundtherapy.org/edu/</a> <a href="https://www.evidence.nhs.uk/">https://www.evidence.nhs.uk/</a>	4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£24,170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full time home / school liaison officer to enhance parent engagement and access to community services including EAL teaching for parents, Social Care support, Transport training	This wide-ranging role has a strong evidence base for breaking down barriers between home and school, especially for disadvantaged families <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 4
Release time for the development of the role of Mental Health lead in school	We have a member of staff completing a Masters in mental health. 2 members of staff have trained in the delivery of the DFE funded training for designated MH leaders in schools. <a href="https://www.ncb.org.uk/what-we-do/research-evidence">https://www.ncb.org.uk/what-we-do/research-evidence</a> 1 member of staff is now a fully trained Emotional Literacy Support Assistant (ELSA) who delivers the focus intervention using clear aims that are specific to individual pupils. <a href="https://www.elsanetwork.org/wp-content/uploads/2023/08/ELSA-Evaluation-Report-Pembrokeshire.pdf">https://www.elsanetwork.org/wp-content/uploads/2023/08/ELSA-Evaluation-Report-Pembrokeshire.pdf</a>	3
Further training and resourcing for the continued roll out across school of the	We have found clear evidence of pupils making progress on PSD measures of self-regulation. <a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a>	2



Zones of Regulation approach.		
Implementation of tailored therapy sessions to support the mental health and promote emotional wellbeing of disadvantaged pupils.	<p>Named Teaching Assistants to undertake research and training on Lego therapy.</p> <p>Introduction of the Careers Hub Lego Project through the Lincolnshire SEND Community of Practice.</p> <p>Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>Lego helps to increase a child's underlying motivation and interest for engaging in social interaction and establishing peer relationships.</p> <p><a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot">https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>All class based staff to be trained on the Curiosity Programme.</p> <p><a href="https://learningjournals.co.uk/what-is-the-curiosity-approach-and-why-is-it-important/">https://learningjournals.co.uk/what-is-the-curiosity-approach-and-why-is-it-important/</a></p>	2

**Total budgeted cost: £74,170**

## 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.

Aim	Outcome
<p>Access to quality first teaching for all pupils leading to improved outcomes for disadvantaged pupils in mathematics, reading and writing.</p> <p>Further close the gap for pupil progress for CiC/LAC pupils and pupil premium in Maths and Literacy for the most able.</p>	<p>Pupils assessed through BEA's curriculum Discoverers, Explorers, Investigators or Adventurers stages met or exceeded their curriculum targets. Most Pupil Premium pupils assessed through BEA's curriculum Discoverers, Explorers, Investigators or Adventurers stages achieved their end of year reading and writing targets in line with non-PP pupils.</p> <p>All PP students achieved or partially achieved their EHCP outcomes in Communication and Interaction and Cognition and Learning.</p> <p>All PP students in the Post 16 Department achieved ASDAN Personal Progress 2020 achieved entry 1 level extended certificates or AQA certification at pre-entry or entry level in line with non-PP students.</p> <p>A small gap in attainment was identified in reading and maths for disadvantaged pupils compared with their peers.</p> <p>NCFE has been implemented. Two quality assurance visits have been conducted and no actions were identified.</p>
<p>Access to professional development opportunities for class teachers and class leads, specifically focusing on developing and improving the teaching of reading and Mathematics.</p>	<p>The maths lead is undertaking the National Professional Qualification in Leading Primary Mathematics (NPQLPM).</p> <p>The Reading lead is undertaking the National Professional Qualification in Leading Literacy (NPQLL).</p> <p>The Early Years lead is undertaking the Early Years National Professional Qualification (NPQEY).</p> <p>Class based staff receive regular training on the delivery of RWI.</p>
<p>Disadvantaged pupils will continue to display improved vocabulary knowledge and ability to comprehend language and communicate using their dominant methodology.</p>	<p>Reviews of individual pupils Communication and Interaction EHCP outcomes showed that all outcomes were fully or partially achieved.</p>
<p>The school's wellbeing strategy and access to mental health support will enable all</p>	<p>All PP pupils achieved or partially achieved their SEMH EHCP targets. Case studies of</p>

Aim	Outcome
disadvantaged pupils to develop and maintain regulation and resilience skills.	<p>targeted disadvantaged pupils highlight the effectiveness of the implementation of the Zones of Regulation.</p> <p>Ongoing work is required on the writing of layered SEMH EHCP outcomes to make them more measurable, achievable and in line with individual vocational pathways to support the emotional wellbeing of all pupils and to keep in line with their changing aspirations.</p> <p>A member of staff was trained to deliver the ELSA programme.</p>
Disadvantaged pupils will have access to high quality careers and vocational education leading to increased independence outcomes in line with individual interests and preferences.	<p>All PP pupils made progress with their cookery outcomes with no identifiable gaps between PP and non-PP pupils.</p> <p>All PP students in the Post 16 Department achieved ASDAN Personal Progress 2020 achieved entry 1 level extended certificates or AQA certification at pre-entry or entry level in line with non-PP students.</p> <p>NCFE qualifications were successfully introduced and both quality assurance visits were successful.</p> <p>A successful ASDAN quality assurance review took place in November 2023.</p> <p>All pupils with transition outcomes in the EHCP fully or at least partially achieved their EHCP outcomes.</p>
Disadvantaged pupils access high quality preparation for adulthood through detailed pathway planning, engagement with external providers of education, social care services and employment and improved accreditation opportunities.	<p>All disadvantaged pupils have vocational and work experience opportunities. Additional work experience placements have been sourced and accessed.</p> <p>All disadvantaged pupils have ambitious pathway plans in place in line with those of their peer group.</p>
Disadvantaged pupils further develop knowledge of community resources and the skills to access these.	<p>All disadvantaged pupils make progress in key life skills including road safety, making purchases, using libraries, cinemas, public transport and leisure facilities. Those disadvantaged pupils with road safety EHCP outcomes have all partially or fully achieved their outcomes.</p>
Disadvantaged pupils have access to sporting activities, resources and facilities and develop habits of physical activity to aid life-long wellbeing.	<p>All disadvantaged pupils have achieved or partially achieved their Physical and Sensory EHCP outcomes. All disadvantaged pupils have engaged in physical activities including extended range of physical therapies.</p>

# Externally provided programmes

Programme	Provider

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We have previously used the EEF's families of schools database to look at the performance of disadvantaged pupils in schools like ours. Unfortunately, this service has since been paused due to Covid 19.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice. We have also put a sharp focus on supporting teachers and teaching assistants to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.