

# Pupil premium strategy statement – The CE Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	200 place AP academy
Proportion (%) of pupil premium eligible pupils	62.12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26
Date this statement was published	30/09/2025
Date on which it will be reviewed	15/09/2026
Statement authorised by	James Thomas
Pupil premium lead	Gary Morton
Governor / Trustee lead	Barney King

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,688.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£110,688.00

# Part A: Pupil premium strategy plan

## Statement of intent

*The CE Academy is an Alternative Provision for students at Key Stages 3 and 4 who have been either permanently excluded from school or are at risk of permanent exclusion. Many of our young people have had difficult, disjointed or dysfunctional upbringings - a large number of which include trauma.*

*Our approach to the challenges that these students have faced is to treat all students as requiring a bespoke approach - not just those with Pupil Premium status. The progress of Pupil Premium students is recorded and monitored using inward facing data but as an Academy we aim to treat all students as individuals with individual needs.*

*We strongly believe that all young people can have the highest aims and ambitions and that their adverse childhood experiences should not have a long term impact on their life-chances, experiences or opportunities to gain qualifications. Besides these aspects we work every day to help our young people develop the soft skills required for everyday life.*

*Our aim is always to offer the highest quality education that we can, ensuring that lessons are delivered by qualified teaching staff with specialist subject knowledge and a knowledge of each young person's bespoke needs.*

*Our use of Pupil Premium funding is, consequently, focussed on those areas where disadvantaged students require the most support to compete equally with their peers and so the entire CE Academy community can benefit.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance.</b></p> <p>Whatever other strategies are outlined in this document, they can only be effective if the students attend and are engaged with school.</p> <p>Pupils referred to the CE Academy have a history of persistent absence; true in 90% of cases on average.</p> <p>This is caused by a number of factors:</p>

	<p>Significant barriers to engagement, including undiagnosed SEND and other needs; issues around punctuality; familial issues, including a history of negative experiences of school; lack of parental skills, wherewithal and knowledge; low value of education in the home; students struggling to access full-time education through need or habit; issues in the community; erosion of trust in schools/adults and the educational system as a consequence of permanent exclusion.</p> <p>By identifying barriers; continuing to work closely with parents and foster strong relationships; by educating parents as to the importance of school; by working alongside parents - for example introducing the MCAS app; by making fuller use of BromCom, including linking student timetables to BromCom; by implementing and reviewing plans for individual students; by ensuring that a standardised process is followed; by continuing to challenge school transport; by helping student who have little experience of bus travel; by filling in forms with parents; by sharing information linking attendance and outcomes; by sending postcards rewarding attendance and acknowledging efforts made; by increasing CPD for attendance officers we hope to raise the attendance for our cohort.</p>
2	<p><b>Meeting Bespoke Needs.</b></p> <p>Our students do not simply carry the tag of "excluded" - they are the product of a multitude of complex social, mental, physical and familial issues that combine to create obstacles that are not easily overcome. Consequently many of our families are open to social care or are known to the police. Disruptions to schooling are common, whether through attendance, substance misuse, pregnancy, exclusion / isolation, physical and mental ill-health and now the impact of COVID-19 and lockdown. We accept that this leads to a host of external agencies being linked with our students and so we need to communicate and liaise with these organisations in order to best serve our young people. The expansion of the SEND team and the creation of a more robust and accessible SEND register are helping us to monitor and assist where it is needed most. All of our students are baseline tested before they come onto roll. These tests are: a Lucid test (reading, comprehension, spelling and dictation) and an SDQ (anxiety, self-worth, relationships and perception by others). A numeracy screener is to be investigated and introduced. This data forms a baseline sent to all staff three school days before that student starts on roll and is reviewed either annually or every six months depending on need. All new students are placed on 'Triage' on the SEND register for at least twelve weeks to give us time to identify any needs or barriers as yet unrecorded. This information is fed back to all staff via a Pupil Passport, a literacy plan, Progress Summaries and through our daily debrief, as well as being discussed termly with all relevant staff at a campus meeting. The Mental Health/Well-being team has been expanded with two new appointments ensuring that all the students at CE who require access to this can be accommodated. The introduction of trackers, monitoring the acquisition of skills and knowledge through the curriculum allows teachers and support staff to recognise gaps whilst leaders can identify strengths and weaknesses in the curriculum. We have created a role within the English/Literacy curriculum group looking to build a more connected Literacy programme aimed at finding the skills and knowledge common across all subject groups (e.g. through command words, etymology, basic skills and vocabulary). We are investing in CPD to increase our staff's knowledge and understanding of adaptive teaching, ensuring that more students feel that their bespoke needs are being met in the classroom and that they will not be left behind. The purchase of StepLab will also help quality assure that teaching at the CE Academy making sure that staff are aware of our processes and our Teaching &amp; Learning Framework (<i>Hook, Hold, Develop</i>) and that they are being implemented in the most effective manner.</p>
3	<p><b>Building Resilience.</b></p> <p>Our students are often inclined to give up or become antagonistic when faced with challenges - which is not surprising as they found that many adults whose role it was to help them also gave up or rejected them, especially as a consequence of permanent exclusion. Academic success and building the foundations for a more secure future</p>

	<p>does present multiple challenges, however, and so it becomes imperative for us to ensure that we are building independent resilience within our young people and giving them the knowledge - including metacognitive knowledge - that the challenges ahead are not insurmountable but can be overcome. We are using the new literacy coordinator to develop ways of building cultural capital and metacognitive understanding in our young people using a cross-curricular approach - and we are pushing the teaching of Citizenship to build this knowledge. Increased cultural capital means that knowledge in lessons is easier to hold onto and process, helping us to hold and develop the young people in the classroom and increase their resilience. Use of external providers, such as The Saints Foundation or Adventure Ways; internal vocational provisions; bespoke timetabling; our expanded Mental Health &amp; Well-Being Team; adaptive, high quality teaching; a focus on relationships via the CE Teaching &amp; Learning Framework; the SEND register and use of baseline assessments are all designed to build this resilience within our young people. Empathetic and bespoke planning for Post-16; carefully designed curricula, the linking of themes and skills across curricula and the increased ability of staff to adapt to the developing needs of the young people all help to convince the student that the problems that lie ahead can be overcome with the right support and approach.</p>
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## 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>Continue to close the gap between pupil's Reading Age and Chronological age</i>	Lucid Exact reading age data - deficit to close by at least 6 months
<i>To continue to push for improved attendance outcomes for our cohort.</i>	% of pupils who improve their attendance. Comparison with data from similar schools nationally (5% higher).
<i>To continue to push to remove the gap - especially in terms of value added , between those students who are eligible for PP funding and those who are not, as reflected in the gaining or qualifications - especially GCSEs - and the number of students leaving CE with qualifications and with a secure place post-16.</i>	GCSE passes; Attainment 5 data; NEET data; GCSE entry levels; BTEC/C&G entries and passes;
<i>Destinations - to continue to ensure that our cohort have a secure and viable and achievable destination post-16.</i>	Over 90% in a destination; over 70% in a sustained destination.

## Activity in this academic year

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

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD on Marking &amp; Feedback; Mental Health &amp; Well-Being; Adaptive Teaching; Using the Teaching &amp; Learning Framework; developing understanding of Metacognition; Melsa and Access Arrangements training;</i>	Metacognition and Regulation (EEF +8 months); Feedback (EEF +6 months); teaching assistant interventions (EEF +4 months);	1,2,3
<i>Member of staff to coordinate and ensure literacy strategy throughout the curriculum</i>	Metacognition and Regulation (EEF +8 months); Reading Comprehension Strategies (+6 months); oral language interventions (+6 months);	1,2,3
<i>Developing improved tracking systems for staff to record progress</i>	Metacognition & Regulation (EEF +8 months); Feedback (EEF +6 months); teaching assistant interventions (EEF +4 months); Small Group tuition (EEF +4 months); Individualised Instruction (EEF +4 months);	1,2,3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individual Tuition and targeted small group work, including grouping by need in literacy;</i>	EEF Toolkit - Feedback + 6 months; One-to-one tuition + 5 months; Individualised Instruction + 4 months	1,2,3
<i>Literacy Interventions (Reading Wise, First News, Etymology. Hand-Eye</i>	EEF Toolkit - Feedback: + 6 months; phonics: + 5 months; reading comprehension strategies: + 6 months; small group tuition: + 4 months;	1,2,3

<i>Coordination; building cultural capital)</i>		
<i>Creation of two extra staff roles to work with young people on regular sessions for mental health, well-being &amp; metacognition;</i>	Metacognition (EEF +8 months); Feedback +6 months); Oral Language Interventions (EEF +6 months); Individualised Instruction (EEF +3 months); Social & Emotional Learning (EEF + 3 months);	1,2,3

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

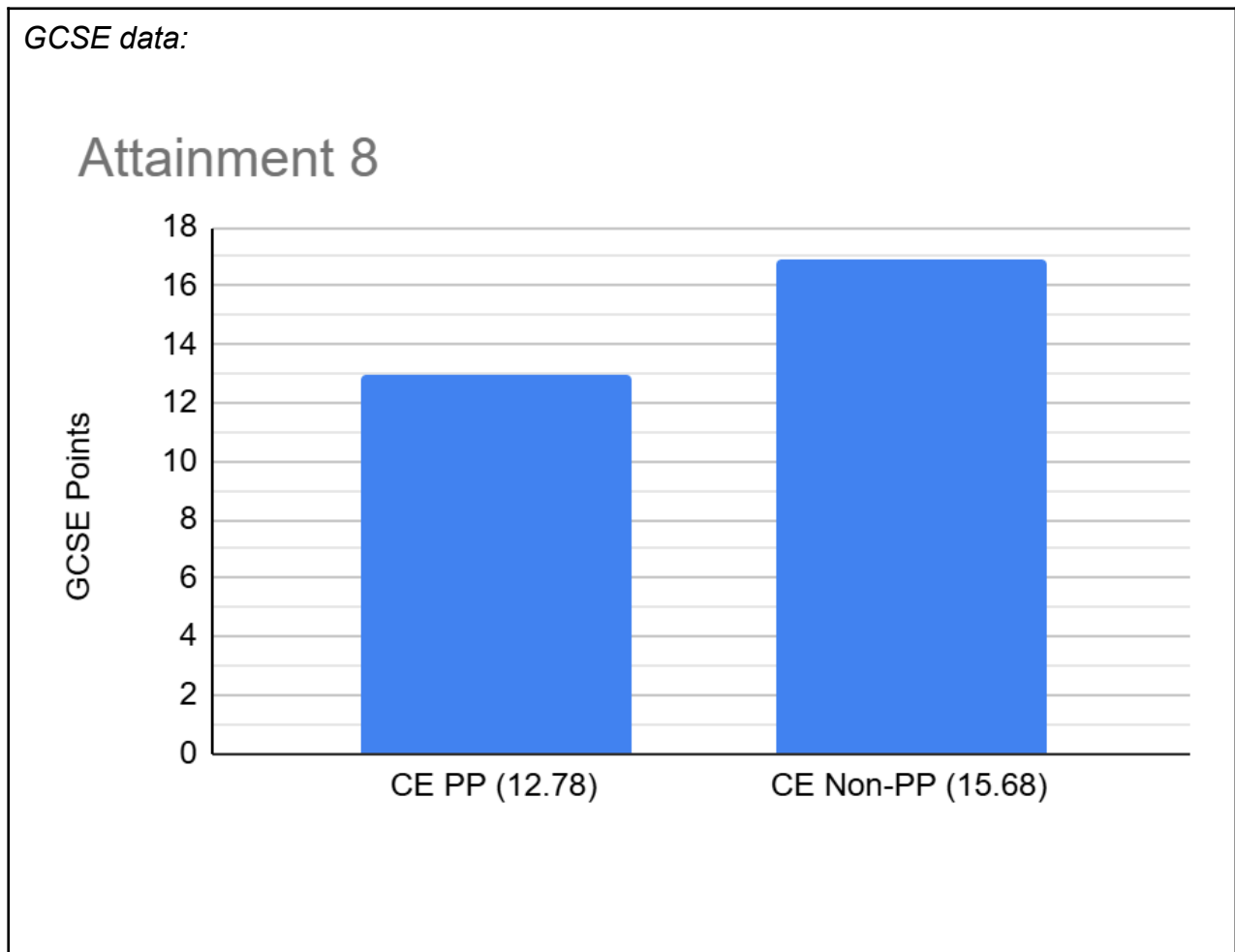
Budgeted cost: £50,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Adventure Ways / Saints / Govilon Residential</i>	EEF Toolkit - Collaborative learning approaches: + 5 months; peer tutoring: + 5 months; physical activity: + 1 month;	1,2,3

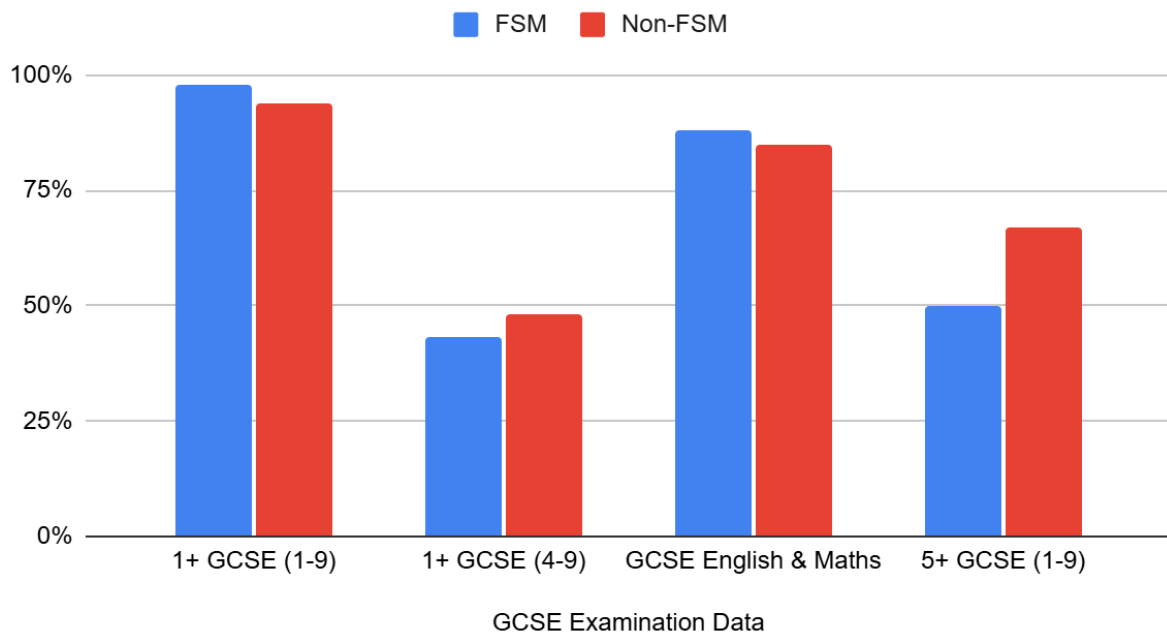
**Total budgeted cost: £110,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils



## FSM and Non-FSM

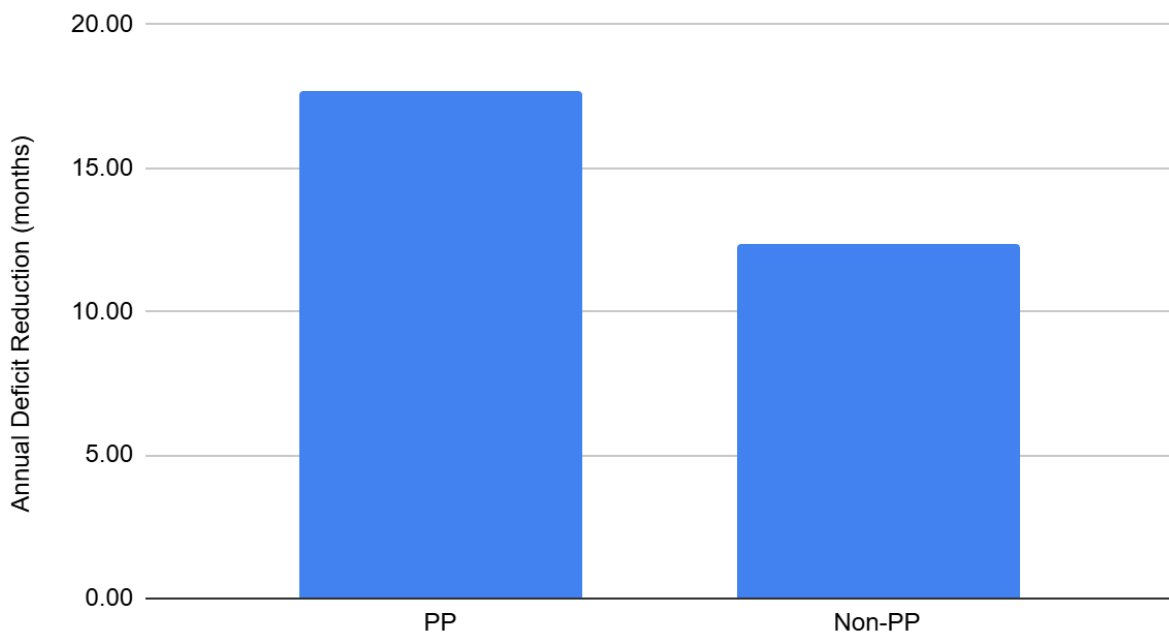


### *Literacy Data:*

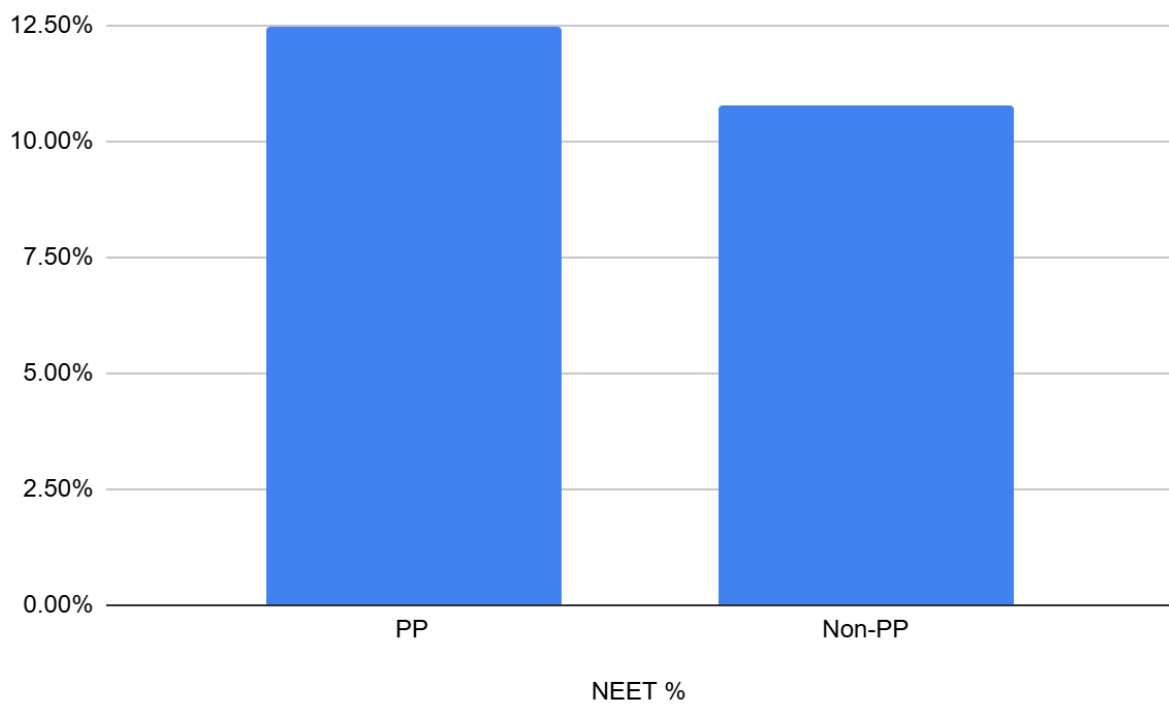
*At CE, we measure the deficit between a student's chronological age and their reading age and then use a variety of interventions to attempt to narrow that gap.*

*The graph below shows that students who qualify for Pupil Premium reduce their deficit by 17 months on average.*

## Deficit Reduction



## NEET data:



## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*The CE Academy also provides the following support for all students: free hot drinks during the day; free tea and toast at breakfast; free uniform jumpers and hoodies; free equipment, including pens and pencils; free trips and excursions. The Key Tutor role allows a strong relationship to build up between the young person, school and home which is vital in improving attendance and engagement. All provisions are given on a bespoke basis according to baseline testing and further understanding. Daily debriefs alert all staff to potential issues and spread good practice.*

*Review meetings allow staff, students and parents/carers to discuss changes to provision and share valuable insight - it also allows staff to re-examine Pupil Premium eligibility with parents/carers a minimum of three times a year.*

*Other supporting data:*

*Our annual leaver's questionnaire contains the question, "Do you feel more confident now than when you started at your Campus?" - 77% of those with Pupil Premium answered "Yes". It also asks "Do you feel prepared for life after The CE Academy?" and 73% of students eligible for Pupil Premium answered "Yes".*

*Students who attended Adventure Ways were given six questions when they started the provision and asked the same six questions at the end of the academic year. Questions are based around topics such as confidence, resilience, openness to new experiences, politeness, collaborative working and independence. All CE students, on average, improved their score on every question. In the metric concerned with gaining confidence, students eligible for Pupil Premium gave scores that were lower at the start but higher at the end than their counterparts who are not.*

### **Examples:**

*Question: how much confidence has Adventure Ways given you?*

*Initial Self-Assessment (average)*

*Pupil Premium students: 6.59*

*Final Self-Assessment*

*Pupil Premium students: 8.31*

*(62% Pupil Premium students raised their score)*

*Question: how well do you try when faced with different challenges?*

*Initial Self-Assessment (average)*

*Pupil Premium students: 7.09*

*Final Self-Assessment*

*Pupil Premium students: 8.56*

*(65.63% Pupil Premium students raised their score)*