

Pupil premium strategy statement – Enrich Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 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	Enrich Academy
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	68.63%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mark Richardson
Pupil premium lead	Emma McManus
Governor / Trustee lead	Victoria Del Giudice

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,190
Recovery premium funding allocation this academic year	Not available yet
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	0

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our most disadvantaged students; alongside all of our students. Our students face disadvantage due to previous exclusions, gaps in academic knowledge and SEMH needs alongside socio-economic disadvantage. Too many of our students have persistently low levels of attendance and so we aim to support students to attend more, in order to achieve. We aim for our students to make strong progress in the following areas:

- Attendance.
- Academic attainment.
- Progression to further and higher education
- Employability
- Social opportunities

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.

At the heart of our approach is ensuring that our offer meets the needs of all students. We achieve this through;

- Dedicated teacher time to support our lowest attending students.
- targeted support based on robust diagnostic assessment of need,
- helping pupils to access a broad and balanced curriculum.

Our focus on developing our nurture offer ensures that we take a holistic approach to student progress. SEMH needs are focused on to ensure that students develop the required skills to become ready to learn.

We will provide disadvantaged pupils with support, in order to develop independent living and social skills through our personal development programme and daily form tutor time. At the same time we strive to continue to ensure that high-quality careers guidance and further and higher education guidance is available to all.

Our strategy is driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This helps us to ensure that we offer them the relevant skills and experience the young people require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Historic low attendance levels mean that many students need additional support to attend school on a regular basis, which further exacerbates gaps in knowledge and hinder social emotional and mental health progression.
2	The high level of SEMH needs, identified through Ready to learn scale and further undiagnosed needs, means that many of our students face significant barriers to positive engagement with their education.
3	The development of the whole school nurture approach at Enrich has enabled a sharper focus on the SEMH needs of our students. The level of provision and expertise in the provision does not match the level of need.
4	Through baseline assessment we have identified that the majority of students attending Enrich have attainment levels lower than the national average for their key stage. This is due to a range of factors; undiagnosed SEMH needs, previous exclusions, gaps in education, socio- economic disadvantage and low levels of attendance

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
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Increased attendance across the provision.	Whole school attendance to increase with a focus on 'reintegration' students with attendance below 10%
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils achieving qualifications appropriate to their attainment levels.
Early intervention, through the usage of nurture provision, individualised plans, and ELSA support to ensure that students needing greater support are enabled access an appropriate curriculum.	Identified students make strong SEMH progress, achieve appropriate outcomes or are able to access GCSE / Entry level curriculum after a period of intervention.
Disadvantaged pupils show greater ability to make SEMH progress which will enable them to begin to broaden their curriculum offer.	Greater number of academic outcomes students to include GCSE and Btec qualifications. Inclusion of cultural capital opportunities scheduled in curriculum plans. Improved outcomes evidenced through Ready to learn scale.
Disadvantaged pupils are better prepared for career progression FE and / or HE opportunities through intervention, experiences and curriculum.	All disadvantaged pupils are able to access careers intervention with specialist advisor. Careers work is interwoven into Btec and pshce subject delivery. By the end of 2024/25, higher number of disadvantaged pupils are progressing to higher or further education.

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 : £15,000

Activity	Evidence that supports this approach	Challenge addressed	
Thrive training to be provided to whole staff team to support student SEMH development.	Thrive approach	2 and 3	
Enhancements to ELSA provision to support a larger number of disadvantages students to access in an appropriate environment. All teachers to receive ELSA training to support lowest attenders.	https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf	1 and 4	
Recruitment of TLR middle leaders to support the whole school nurture approach and support non specialist teachers to develop.	Leaders support on staff development	3 and 4	

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reintegration time allocated to each teacher to provide support for students with lower than 10% attendance. Hire of vehicle to conduct visits and transport students to sessions.	School attendance support	1

Driver position created to support students to be transported to school and between Enterprise and Enrich.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the nurture provision to address SEMH needs which act as a barrier to accessing learning and to becoming a successful member of wider society.	https://www.researchgate.net/publication/48177718_The_effectiveness_of_nurture_groups_on_student_progress_Evidence_from_a_national_research_study	2 and 3
Development and implementation of the Thrive approach throughout school to inform student intervention and integrated in class activities.	SEMH Intervention Strategies - Top 10 tips to help support students	2 and 3

Total budgeted cost: £ 60190

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.

Total	2021	2021	2022	2022	2023	2023	2024	2024
Students achieving 1 or more GCSE	10/40	25%	35/48	73%	32/43	74%	30/46	65%
Students achieving 2 or more GCSE	8/40	20%	35/48	73%	24/43	56%	18/46	39%
Students achieving 3 or more GCSE	4/40	10%	28/48	58%	17/43	40%	15/46	33%
Students achieving 4 or more GCSE	0/40	0%	11/48	23%	12/43	28%	13/46	28%
Students achieving 1 or more qualification	22/40	55%	44/48	92%	39/43	91%	44/46	96%
Students achieving 3 or more qualification	14/40	35%	38/48	79%	28/43	65%	27/46	59%
Students achieving 5 or more qualification	7/40	17%	27/48	56%	17/43	40%	13/46	28%

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