

Denewood Academy Pupil Premium Strategy 2024-25

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	Denewood Academy
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	42.3%
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	December 2024
The date on which it will be reviewed	Autumn 2025
Statement authorised by	Phil Willott, Director of Education
Pupil premium lead	Elizabeth Browne
Governor / Trustee lead	Paul Burchett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92 930
Recovery premium funding allocation this academic year	£0
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	£92 930

Part A: Pupil premium strategy plan

Statement of intent

Denewood Academy provides education for some of the most vulnerable and disadvantaged pupils from across the City of Nottingham. We know that all are disadvantaged in some way, with the impact of the pandemic magnifying this. All our pupils have either been permanently excluded from mainstream education. All require SEN support, with some having identified special educational needs and some as-yet-unidentified. As recognised nationally, we have significantly higher than typical percentages of pupils who are supported by professionals in social care, youth offending services, and child and adolescent mental health services.

The academy aims to support the development of all pupils, including those disadvantaged as defined by the Pupil Premium Grant definitions. We must recognise that pupil progress is contextualised and needs-led and aimed to develop the whole child. This could include:

Progress in reading

The majority of pupils that are educated within alternative provisions typically have reading ages below their chronological age, which impacts their ability to engage in learning across all curriculum areas. Therefore, improving our pupils reading skills is a key priority.

Progress in terms of their social, emotional and mental health (SEMH)

The majority of pupils attending alternative provisions have special educational needs, which are often unmet, with a high percentage of these having SEMH needs. It is therefore important the academy has mechanisms to assess and support pupils with SEMH needs, allowing these needs not to be a barrier for learning.

Progress in terms of communication and interaction

All behaviour is communication. Often our pupils do not have the communication and language skills to communicate their feelings effectively. Also, poor communication and language skills impact the child's academic progress, especially within reading and this is more evident in pupils from disadvantaged backgrounds. Therefore, it is a priority the academy invests and supports the development of a pupil's communication, language and interactive skills.

Personal development

As recognised by Ofsted, Personal Development is vital for the overall development and life chances of a child. Providing the pupils at the academy with opportunities to experience a wider curriculum is vital. We also recognise the importance of developing the child's character, ensuring they become respectful, empathic, self-aware, passionate, and able to work within a team.

Attendance

Attendance is a barrier for pupils at alternative provisions, with pupils from disadvantaged backgrounds displaying higher levels of absence. Attendance will always be a priority of the academy as a child is unable to learn, develop and experience when absent.

Next steps

Denewood Academy aims to support the next steps of the child's educational journey, whether back into; mainstream education, special education via an EHCP, or/and to an appropriate KS4 alternative provision. The academy recognises the importance of understanding the whole child through robust assessment, pupil and family voice, and engagement with external services. Without this commitment to "know" the child, the academy is unable to effectively support the next steps.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties related to poor attendance.
2	Difficulties related to pupils' social, emotional and mental health
3	Pupils have low literacy levels.
4	Pupils have low communication and language skills.
5	Fewer opportunities to develop cultural capital outside of school.
6	Through observations, disadvantaged pupils may find self-regulation more difficult.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>Attendance is above the national average for pupil referral units and alternative provisions.</p>	<ul style="list-style-type: none"> • Attendance is above national. • Individual pupil attendance demonstrates progress from an attendance baseline. • Rewards and celebration of good attendance through Class Dojos and trust value assemblies/celebrations.
<p>Improve pupil's ability to self-regulate.</p>	<ul style="list-style-type: none"> • Reduction in negative behaviour incidents over time, per pupil. • Reduction in RPIs • Increase in the number of rewards (Class Dojo) and linked to reflection time/catch up
<p>Pupils can communicate their thoughts and feelings appropriately.</p>	<ul style="list-style-type: none"> • Reduction in negative behaviour incidents over time, per pupil. • Pupils feel heard (pupil's voice) • Pupils have positive relationships with staff and access the engagement team when required
<p>Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<ul style="list-style-type: none"> • Increase in pupil attendance. • Pupils develop their cultural capital outside of school. • Greater engagement in extra curriculum activities. • Personal development opportunities are mapped out for all children and evidence their engagement • Residential offered to all pupils
<p>Pupils to make progress in reading (against a baseline). Whole school approach to reading through the curriculum delivered through the Lexonik Programme and Lexonik Vocabulary.</p>	<ul style="list-style-type: none"> • Pupils improve their reading during their time with the academy and this is evidenced through the baseline data throughout the year. • Learning walks show that reading is prioritised through the curriculum and key vocabulary built into planning

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: **£10 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading programme, Lexonik and NGRTs delivered through the curriculum and via interventions.	National Literacy Trust impact report on Lexonik <i>“Lexonik programmes showed improvements in students’ decoding skills that were sustained months after they participated in the programme. Staff reported that the programme was beneficial for students’ reading as well as their learning overall, including improving their confidence”</i>	3
English CUSP curriculum (Sept 24 -)	CUSP was researched through the Unity Research School, directed by the Education Endowment Foundation. The findings of this showed that, for robust progression to be seen, modules of the curriculum should be deliberately sequenced. This means that being systematic about how knowledge is introduced and revisited is key to pupils knowing more and remembering more over time. Teachers need to be able to instil strong learning routines – to free up precious mental capacity for understanding demanding concepts. An emphasis on oracy and vocabulary acquisition, retention and use is also required, to break down learning barriers and accelerate progress.	3
KS2 and 3 (phase 2 of rollout) to be taught the RET Phenomenal Phonics Programme,	EEF research on Phonics: <i>“Phonics has a positive impact overall (+5 months) with very extensive evidence and</i>	3

which is compliant with new DfE guidance, Including staff CPD and resources	<i>is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	
Literacy consultant/review	The Reading Agency: <i>“We want to create a world where everyone is reading their way to a better life. Research shows that reading for pleasure can promote better health and wellbeing, aids in building social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility.”</i>	3, 4
Primary Nurture Support	EEF research on reducing class sizes: <i>“EEF Reducing Class Sizes As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”</i>	

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one phonics and reading based interventions (Lexonik) for all KS2 and KS3 pupils through the curriculum- increased caseload for TAs	See above – this would be more intensive one to one phonics interventions for identified pupils.	3

<p>Increased staffing capacity to deliver one to one intervention to identified pupils (TA3 SEN)</p>	<p>EEF research on communication and language:</p> <p><i>“Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average children who are involved in communication and language, approaches make approximately six months’ additional progress over the course of the year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.”</i></p>	<p>3, 4</p>
<p>One to one SEMH interventions (Thrive Programme and Allotment Education) for identified pupils.</p>	<p>The Good Childhood Report (conducted by The Children’s Society) key findings:</p> <ul style="list-style-type: none"> • An estimated 306,000 10-15-year-olds in the UK are unhappy with their lives • Approx. ¼ million children did not cope well with changes during the pandemic • Young people are particularly unhappy about school and appearance <p>McGuire-Snieckus et al 2015:</p> <p><i>“Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.”</i></p>	<p>1, 2, 6</p>

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

Budgeted cost: **£52 930**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team	Over the last 3 years, D&U academies attendance has either been in line with or above national relevant to setting/context. This is was partly due to investment in an attendance team,	1

	<p>with clear processes and procedures. 2021 the Raleigh Education Trust made the strategic decision to expand and grow attendance and welfare support across the trust, intending to support the most vulnerable and disadvantaged pupils and families. The Trust Attendance & Welfare Team is using best practices and learning from the D&U model.</p> <p>High overall absence leads to lower attainment at KS2 and KS4 and those with persistent absence are less likely to stay in education</p> <p>Research; how attendance can impact attainment; Key for School Leaders, 2019</p>	
Thrive programme and associated whole school CPD	See above	1, 2, 6
PD & careers support with direct responsibility for personal development and careers ensuring pupils have greater access to the wider curriculum, linked with the Cultural Rucksack	<p>Independent (2019), 'Poorest Children three times more likely to miss out on extra-curricular activities</p> <p>Burnett (2019) states that personal development curriculums are becoming more popular within universities in the US, as students want to know more about how they apply their knowledge to their future careers and life.</p> <p>Students would often become stressed when considering how their learning would support their journey into the working world.</p> <p>The role will ensure all children have the opportunity to access the wider curriculum and extra-curricular activities. They will also aim to link learning to real-life, providing a correlation between knowledge and the working world.</p>	1, 2, 5

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Total budgeted cost: £92 930

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.

Intended outcome	Impact
Attendance is above the national average for pupil referral units and alternative provisions.	<ul style="list-style-type: none"> In 23/24 Absence rate gap from national reduced (Spring 1 to Summer 1) by 9.02%. Overall absence gap -4.38% from national in 23/24, however this data includes offsite pupils.
Improve pupil's ability to self-regulate, build self-esteem and confidence	<ul style="list-style-type: none"> Four staff are Thrive trained and weekly interventions in place to support the students Thrive interventions in place for all students within 1 week of admissions. 92% of pupils accessing Thrive 1:1 made SEMH progress (increase of 4% 21-22) Continued reduction of RPIs -10% decrease from 21-22. In 23/24, Aut 1 - 9 RPIs compared to 1 Aut 1 24/25. 78% of pupils attended residential in 23/24. Pupil voice <i>"I didn't think I could do it, but I did!"</i> (Abseiling) 33% increase in positive behaviour points recorded Reduction in suspensions Aut 1 (23/24) 45 incidents compared to Aut 1 (24/25) 4 incidents
Pupils can communicate their thoughts and feelings appropriately.	<ul style="list-style-type: none"> Pupil voice <i>"Staff listen to what I say... I understand what to do to stop problems"</i> Reduction in the number of negative incidents in class. 40% of pupils have accessed Taskforce intervention(15%

	<p>increase 22-23) Pupil voice “My sessions (SALT) have helped me communicate and explain better- I'm ready for mainstream now”</p>
<p>Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<ul style="list-style-type: none"> • Increase in community activities and learning outside the classroom. • Parent voice “<i>You have worked miracles</i>” • Summer PD programme in July – extensive activities for all pupils to access, reflected an improvement in attendance (gap –3.18%)
<p>Pupils to make progress in reading (against a baseline).</p>	<ul style="list-style-type: none"> • 80% of all pupils completing reading intervention. • On average 5-6 month gain on RA for all pupils.