

Pupil premium strategy statement

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	Epinay Business and Enterprise School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	48.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	23.10.23
Date on which it will be reviewed	Annually in October until '26
Statement authorised by	CRue (Head Teacher)
Pupil premium lead	EPowley (Senior Deputy Head)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,370
Recovery premium funding allocation this academic year	N/A
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Epinay overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our core aim is to improve the outcomes for pupil premium students and diminish the difference between them and their peers. Student wellbeing is at the heart of everything we do at Epinay for them to be happy, confident, and independent learners prepared for adulthood. For pupils with special educational needs deprivation is likely to be part of the broader context for many of our families. We strive to ensure that every family is supported, and every child can access support and intervention both inside and outside of school to ensure students are ready to learn and achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1	Students start Epinay school working at least 3 years behind their chronological age, many join in year 6 or above where the gap is greater. Summer 1 2024 data shows within KS 4 97.3% in reading, 100 % in writing and 94.6% in maths are working at or below stage 3 (this equates to year 3 expectation)
2	Many pupils come into school with poor language development (predominantly vocabulary acquisition), research shows narrower vocabulary remains a barrier throughout the whole of primary school (EEF) and with diminished opportunities re extended early learning experiences.
3	Many pupils come from backgrounds that find it increasingly difficult to support a positive reading culture and do not have easy access to quality books and reading environments.
4	Many of our students do not access additional opportunities that teaches core skills and develop characteristics that lead to children having the aspirations and the knowledge to access successful employment in the future.

5	Many of our students require external intervention such as S&L, OT, counselling, play therapy etc to be prepared to access learning. These services are overstretched and waiting lists are long.
6	Our school has a large number of families supported historically and currently by a range of outside agencies including social care, CYPS/CAHMS, family/early help support workers, counsellors etc. Many of our children and families require and access support from school in relation to poverty, parenting support, social care issues, drug and alcohol misuse, extended family SEND.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria (yellow = new criteria for this year 25-26)
1. To further improve rates of progress for PP students in core subjects - students make expected progress from starting point and nationally accredited qualifications are gained by all students in year 11 (the gap is narrowed)	80% of pupils make expected progress as measured and evidenced in data analysis and 90% of year 11 achieve predicted outcomes both internally and externally. Teaching across school is overwhelmingly outstanding evidenced via devised QA programme by our end of year assessments at the end of our strategy in 2025/26.
2/5 Develop EYFS provision and extend opportunities for language acquisition and ensure where possible referral and intervention are accessed quickly.	Students access additional support from external agencies which has a positive impact on progress shown in data, phase 1 staff access CPD and successfully implement suggestions from EEF toolkit's on oral language interventions to develop understanding of interactive play and developmental goals in early language by the end of our strategy in 2025/26. Bespoke pathway for complex non verbal students enables further language development prior to entry to main school curriculum.
3. Raise the profile of reading across the whole school to foster a love of reading and thus raise achievement in this area.	A love of reading is celebrated and 'felt' in and around Epinay school. Reading age and data will be improved for pupils in receipt of Pupil Premium based on whole school data
4. Develop the holistic child through access to a range of experiential learning and personal development opportunities which will support them to make academic progress, be more emotionally resilient and help students engage more with the wider community and prepare for adulthood.	Personal development folders reflect a vast array of opportunities accessed and students demonstrate emotional resilience in all areas around school (measured via diary entry, incident reports, family feedback and observation)

6. Minimise external barriers to learning such as poverty, attendance and parental issues.	Parent view reflects positive support from MAKW, attendance is regularly communicated and worked on with parents and remains above 90%. Referrals to Early help are completed to support families and signposting/help to seek external support given. Welfare calls made in a timely manner and parental support offered to bring children to school in the right frame of mind.
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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: £47, 014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole school reading CPD, after school training and full day support from Anna Hawkins & RWInc specialists, continuous CPD on EYFS framework, BLAST, Launchpad for Literacy, RWI training, TalkBoost. Ongoing core subject CPD (specific focus on the writing process). Professional aspiration and skill development CPD – 3 staff undertaking NPQ's. ECT weekly support and training.	Continuing professional development (CPD), which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider and can serve to close the gap in pupil attainment most quickly and cost effectively (EPI Feb 2021)	1, 2, 3
Whole school QA approach which looks at teaching on a weekly basis, highlights areas for development, shares best practice and links to further CPD/coaching. Strategies include but are not limited to: weekly internal and	A key factor for attainment and progress is effective teaching as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1, 2, 3

external CPD identified need, cover to enable peer observation, SLT release time 2 days per week, recording and sharing of best practice, supporting and partnership work with SEND schools in neighbouring LA		
Investment into an immersive room, soft play room and Lego shed - this is used to regulate students emotional and sensory needs, it also allows ASD students to visualise and experience in a safe space to stimulate creativity. Development of fine and gross motor skills and emotional regulation.	A key factor for attainment and progress is effective teaching as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. It also states that key learning experiences and exposure to stimulation has a significant impact on student ability to be creative.	1, 4

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

Budgeted cost: £27356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned small group sessions and 1:1 work at least weekly within class, enabled via high staffing ratio. Data analysis used to highlight and select students for intervention sessions. Through a focus on aspects of meta cognition including planning, monitoring and evaluating their own learning, developing general strategies and practising specific techniques pupils will	Research suggests that early intervention has a lasting impact on progress. EEF small group activities +4 factor.	1, 3

have greater capacity to manage their own learning and make progress.		
Whole school drive towards reading including additional reading materials purchased and dedicated intervention scheme followed in school. EEF Oral Language Interventions shared with staff and included in whole school approach, rolled out and driven via school devised QA programme.	<p>Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <p>To support and improve reading comprehension and fluency of pupils Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>EEF Toolkit's Oral Language Intervention section found strategies included within it have an average impact of +5 months.</p>	3

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

Budgeted cost: £61000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full time MAKW	<p>There has been clear evidence of increased confidence and self-esteem through involvement in a diverse range of interventions. Increasing numbers of pupils are presenting with complex behaviours and there are significant numbers of pupils with involvement of CYPS/CAMHS for whom additional psychological support is required.</p> <p>Extensive research evidence highlights the detrimental effect on learning when social and emotional needs are not being met. EEF evidence indicates +4 factor for social and emotional learning</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and</p>	4, 5, 6
Trained play therapist in school - equipment + supervision (£563.83)		2, 5
Relationship works employed ½ day per week		4, 5
Enhanced sensory regulation equipment investment (especially for those with ASD) Rebound and sensory, music therapy, Lego therapy CPD investment		4, 5
		5

<p>Development of a soft play – to offer early play experience, provide social and emotional stimulation and provide alternative sensory experiences</p>	<p>communication (ican.org.uk) which has been endorsed by the Royal College of Speech and Language Therapists</p>	<p>1</p>
<p>Weekly buy in of dedicated personal development activities, swimming, outdoor education, bikability, bushcraft, independent travel training (teacher released 4 sessions per week) plus Subsidised afterschool clubs – staffing, transport, resource costs</p>	<p>There is evidence (EEF) that concepts explored through the arts can often be generalised into wider learning. EEF evidence indicates +2 factor for involvement with the Arts</p> <p>Evidence indicates that engagement and focus are improved by creativity and experiential learning. Where this is done well pupils are more likely to engage and improve progress. EEF references enriching education has intrinsic benefits +4 factor.</p>	<p>4, 6</p>
<p>dedicated curriculum days/trips 3 reward trips per year 2 partially subsidised residential trips</p>	<p>Independent travel training is likely to enhance pupils' social and employment opportunities Department for Education (publishing.service.gov.uk)</p>	<p>2,4,6</p>

Total budgeted cost: £135 370

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 2024 to 2025 academic year.

Impact from 2024-25 PP Strategy.

Challenge 1

Data highlights that the significant majority of children are making expected or better than expected progress in **maths**. The termly **figures in maths are outstanding at 91%**. Only 8 students require intervention. Over half of all students in the data set have met their targets in all 3 subject areas early which demonstrates **good progress**. Whilst the figures for reading and writing are lower than maths it is important to note that the percentage of students in phase 2 and 3 who have not already **achieved their end of year target (above expectation) is only 17% maths, 19% reading and 24% writing**.

PITSTOP data for the spring 1 '24 – summer 1 '24 term shows that PITSTOP intervention was **successful for 31/36 = 86%**. Of the 31 students **39% exceeded expected progress for the year**.

External Qualification Outcomes Year 11

GCSE/Level 2 Qualifications – Data shows that of the 60 students in KS4 at the end of the academic year '24/'25 **47%** in maths, **42%** in reading and **55%** in writing were working **below stage 3** (this equates to year 3 National Curriculum expectation) which is 7-8 years behind chronological age expectation. Only 1 student in year 11 this year was academically able to work at this level in a core subject area and he gained a maths Functional Skills Level 2 qualification, despite starting Epinay many years behind his chronological age. This grade was above the prediction of Level 1, this is outstanding achievement! Our level 2 qualifications generally come from an option subject which students can choose. **100%** of the year 11 students who were capable and chose a level 2 qualification achieved it. The slightly lower figure is due to fewer students in year 11 choosing that option in the 2024/25 co-hort. It should be noted that **44%** of the year 11 co-hort achieved at least 1 level 2 qualification and **100%** of those entered achieved.

Level 1 Qualifications - 94.4% of our Y11 students **who were entered** for a qualification achieved at least one Level 1 by the end of KS4. 7 (38.89%) of these students achieved 3 or more Level 1 qualifications. 3 students were entered for an additional qualification (at a higher level than predicted level). 2 students got a level 1 qualification in maths Functional Skills and 1 student achieved a level 2 this year.

Entry Level Certificate – **100%** of the year 11 students entered achieved an **Entry Level Certificate in maths and English**. 94.44% of the students achieved 5 or more entry level qualifications including English and maths which is higher than the previous 2 years.

A number of year 11 students achieved higher results than were predicted as follows:

Science - 14/14 (100%)

Maths 1/18 (5.56%)

Life and Living Skills 1/4 (25%)

3 students who achieved Entry Level 3 maths this year were extended and achieved Functional Skills maths qualifications.

16/18 (88.89%) year 11 students achieved at least one qualification at higher grade than anticipated.

Challenge 2

Within the phase 1 provision annual data shows that 30% have moved up to the next bracket in maths, 93% have increased the number of objectives achieved. 26% have moved up to the next bracket in reading and 100% have increased the number of objectives achieved. 30% have moved up to the next bracket in writing, 93% have increased the number of objectives achieved.

100% of students within this phase have been assessed and those that require intervention are now working regularly with SALT, training on box time, attention autism and specific intervention strategies has been carried out via speech and language therapists who work within the school 2 mornings per week. Staff from this phase have all attended communication board and Makaton CPD which is now implemented within the provision

Challenge 3

Reading has a privileged place within the curriculum - data shows **76% of all phase 2 and 3 students made expected progress in the academic year.**

Analysis of the summer 1 data is as follows:

The % number of students who moved up at least 1 book colour over a term are as follows:

Autumn '24	Spring '25	Summer '25
56%	49%	56%

It would not be expected that students move a book colour per term, a mainstream student would work through the programme over 3 years. As our students typically learn at a much lower pace 2 books per year would indicate good progress.

Challenge 4

Students timetabled and accessed key personal development such as forest school, beach school, bush craft, dance, stop motion technology, outdoor education and enterprise. Feedback from parent showcase days was overwhelmingly positive.

A representative from the DWP has now been employed to deliver specialist careers education which ensures students are better prepared and informed on the world of work.

Careers and transitions visits carried out 2024-25

South Tyneside College

Newcastle College

Gateshead College

Apprenticeship Show

Careers Event @ Jarrow Hall

Creative Careers @ Gibside

Skills North East

Routes to Work

All KS4 leavers have a positive destination confirmed - 12 attending 16-19 study programme

3 x South Tyneside College, 2 x Gateshead College, 1 x Newcastle College, 1 x Riutes
2 Work College

All KS5 leavers have a positive destination confirmed – 4 x South Tyneside College, 6 x Routes to Work, 1 x Gateshead College, 2 x Chameleon Training Provider.

Challenge 5

Specialist NHS SALT in school 1 full day per week for intervention, additional time is also offered by hosting a SALT student in school. 5 staff trained to deliver specific programs, 2 staff trained in the latest government funded initiative Talk Boost – 100% of SALT caseload received SALT intervention 2024-25. Many historical cases successfully closed. OT intervention programmes are implemented through PE.6 students per term receive play therapy intervention and many students throughout the year received interventions in counselling, tac pac, Sensory Sam, rebound and Makaton intervention.

Challenge 6

The MAKW attends the regular core and care team meetings whilst also supporting and signposting students, parents and carers to a wide range of external agencies to improve outcomes as follows (from Summer '25 safeguarding report):

- 21% of vulnerable students are LAC.
- 17% of vulnerable students are being managed by CIN.
- 28% of vulnerable students are being managed by EH.
- 2.6% of students are involved in a single assessment.
- 3 incidents required a referral to CYPS/ Life Cycle/HEALTHY MINDS in the summer term 24 – this is a decrease of 2 students from spring 24.
- 5 students have a safety plan in place.
- 1.3% of our students received an Operation Encompass Report, in the summer term '25 which was a slight reduction of 0.5% from summer term '24
- 2.6 % students have been referred to external services e.g. REAL, RELATIONSHIPSWORKS /emotional resilience /healthy minds in the summer term 2025, for anxiety, trauma, anger, low mood and sexual appropriateness, this was a 40% increase from Summer 2024
- 0.8 % of students required a referral to school nursing for bladder and bowel issues
- E safety, Smoothwall detected 1190555 captures on 283 devices. 6 violence, 6 offensive users, 3 bullying, 1 grooming, 1 sexual content, violence 5 and 1 vulnerable person. There was a total of 4 incidents that required the DSL to investigate, students spoken to and parents informed.
- 4 racial incidents were recorded child on child. The students completed restorative 1-1 work with DSL and parents were informed. One student was referred to Clennells for 1-1 support around racist comments and legalities another student was referred to CYPS for an urgent medication review

Externally provided programmes – N/A

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

Service pupil premium funding (optional) – N/A

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

N/A