

Pupil premium strategy statement – Endeavour Federation

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	169
Proportion (%) of pupil premium eligible pupils	
1	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kate Burke
Pupil premium lead	Kate Burke
Governor / Trustee lead	Emma Merva

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£133070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£133070

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*

To create a centre of excellence based on a relational approach, where pupils feel safe to explore and enjoy learning, achieve positive outcomes and successful futures for all.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Supporting a nurturing learning environment that ensures children thrive and achieve academically, emotionally and culturally.

- *What are the key principles of your strategy plan?*

Relational inclusion

Aspirations

Resilience

Kindness

Challenges

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

Challenge number	Detail of challenge
1	All of our pupils have mental health issues. This means that they struggle to regulate their emotions due to trauma in their past. Pupils need support to attend school, strategies to help improve their mental health and to progress to post-16
2	The vast majority of our pupils have very low levels of literacy when they start the school. Providing a well-structured literacy intervention helps pupils to catch up and to access the rest of the curriculum
3	The vast majority of our pupils struggle to communicate. We train all of our staff in the use of Elklan, which gives them the skills they need to support children and young people's ability to understand and communicate with adults and their peers.
4	Staff working with pupils with a background of trauma and complex safeguarding issues can develop toxic stress. All DSL staff are provided with regular supervision to help improve their own mental health.

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>To improve the mental health of pupils</i>	Pupils engagement with conflict resolution and restorative practice. Pupil engagement with therapy. Fewer NEET pupils in year 12. Better retention of pupils in Post-16 Improved attendance and reduced exclusions.
Improve Literacy skills of all pupils	Pupil progress in English, including grammar and vocabulary. Improvement in Reading and Spelling ages.
High quality teaching	Evidence from lesson observations shows that ELKLAN strategies are being used effectively.
Good mental health of DSLs	Staff report that they are better able to process all of the trauma that they are exposed to

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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy support – Ruth Miskin Fresh Start	EEF Teacher Toolkit – Phonics A systematic synthetic phonics programme for struggling readers aged 11 to 13+. It is for students who: • did not meet national expectations at the end of Key Stage 2 • have missed schooling or are late arrivals into school • are learning English as an additional language. Fresh Start accelerates students' reading accuracy, fluency and stamina in just 30 minutes a day. Students make as much as two years' progress in only two months.	2
Speech and Language Support - ELKLAN	There is vast academic research from across the UK and the world that helping children develop speech, language and communications skills improves educational outcomes.	3
Attachment and Trauma informed training.	Whole School Implementation... • Work to increase the protective factors and 'safety cues' in the school culture. • Enable other staff to think psychologically about pupils. • Understand when challenging behaviour and explosive outbursts are likely to be trauma triggers. • How to calm children.	1 / 4

	• Relate to children in ways that enable them to move from blocked trust to trust. • The brain science and psychological research on child mental health problems and their impact. • What children need in their relationships with adults, so they don't suffer misdiagnosis, distress, or additional trauma. • Support staff to prevent high levels of stress, secondary trauma, and leaving the profession.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 46000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Conflict Resolution Practitioners</i>	The conflict Resolution Practitioner course has been developed over 20 years to train individuals in theory, skills and processes to deliver a transformative process for those in conflict. This training supports individuals to become Conflict Resolution Practitioners to be able to deliver a service in their organisation or community.	1
<i>Therapeutic intervention</i>	Therapeutic interventions are actions or treatments aimed at improving a person's psychological, social, or emotional well-being, which can include various approaches like psychotherapy, behavioral techniques, and pharmacological interventions. These methods are used to treat, manage, or prevent conditions by addressing issues such as anxiety, depression, trauma, and addiction through strategies like cognitive-be-	1 - 4

	havioral therapy (CBT), person centred therapy, neurofeedback, and skill-building.	
<i>Careers Connect</i>	Good Career Guidance report, Sir John Holman, 2013	1

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

Budgeted cost: £80300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Support</i>	DfE - Children missing education Statutory guidance for local authorities	1
<i>Vocational courses – mechanics / construction</i>	The careers strategy is part of the government's plan to make Britain fairer, improve social mobility and offer opportunity to everyone	1
Supervision for SLT & DSLs to ensure Emotionally Available Adults.	Supervision is an essential aspect of the designated safeguarding lead's role. It provides you with the opportunity to reflect on your practice, learn from your experiences, and receive support and guidance to enhance your safeguarding skills. Supervision also helps you to manage the emotional demands of your role and prevent burnout. We recognise that many barriers faced by disadvantaged pupils are linked to social, emotional and mental health needs, adverse childhood experiences, and reduced access to secure support networks. Through a relational and trauma-informed approach, we will ensure identified pupils have access to an Emotionally Available Adult (EAA) who provides consistent, nurturing and reliable support.	4

	Importance of adult emotional regulation - Another important point that is key to the process of Emotion Coaching is your own understanding, attitudes and beliefs about emotions and how they should be expressed. The emotional world of the adult involved in Emotion Coaching is as important as the emotions being experienced by the child or young person in their emotional moment. Emotion Coaching works best when emotional moments are approached by the adult in a calm and well-regulated manner. Demonstrating calm in tone, words and body language is important – you are modelling the behaviour you want to see. This of course, is often easier said than done, especially when coping with behaviours that are anger inducing and time is limited. You can't co-regulate if you can't self-regulate! Be aware of how you feel when your child is experiencing strong emotions. Where do you notice it in your body? It might be appropriate to mention or highlight this to your child as this provides an opportunity for modelling how to understand and manage strong emotions. emotioncoachinguk.com	
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Total budgeted cost: £151300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a result of the impact of the work around emotional regulation, restorative practice and conflict resolution.

Exclusions data: Exclusions rates have stayed at 0.

Attendance data: Attendance at Southern Cross has held firm whilst national attendance has dipped.

SX Main school (Not including Pathways)

21/22	82%
22/23	83%
23/24	82%
24/25	83%
25/26	80%

Attainment Outcomes:

Key Stage 4 qualifications:

	<i>Maths</i>	<i>English</i>
<i>Main school 23/24</i>	86%	100%
<i>Pathways 23/24</i>	38%	63%
<i>Main School 24/25</i>	100%	100%
<i>Pathways 24/25</i>	61%	57%
<i>*On pathways 8 pupils had below 14% attendance and did not achieve – these figures are not including these pupils.</i>	<i>*93%</i>	<i>*87%</i>
<i>Main School 25/26</i>	85%	100%
<i>Pathways 25/26</i>	35%	52%
<i>*On pathways 9 pupils had below 12% attendance and did not achieve – these figures are not including these pupils.</i>	<i>*57%</i>	86%

Key Stage 2/3 Attainment:

Pupils making Good Progress or beyond.

	<i>Maths</i>	<i>English</i>	<i>Science</i>
23 – 24	93%	77%	81%
24 – 25			
Ks3	92%	80%	72%
KS2	87%	62%	62%
25 – 26			
KS3	86%	83%	80%
KS2	87%	88%	88%

Post 16 Education:

Overall progression rate into education training & employment for 2026 is 94%

Previous is

78% - 2025 (If the remaining 8 young people who are waiting for funding to be agreed were classed as being in post 16 learning and therefore not NEET the figure would be 86%)

83% - 2024

83% - 2023

79% - 2022

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: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.