

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Southend YMCA Community School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	70.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 (Review for 2024-2025)
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lee Thorne, Headteacher
Pupil premium lead	Lee Thorne, Headteacher
Governor / Trustee lead	Steve Cooper (Chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,376
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	£43,776

Part A: Pupil premium strategy plan

Statement of intent

At the Southend YMCA Community School, we aim to support our students and families by removing whatever barriers to learning our students have when they arrive. We use our pupil premium funding to help us achieve and sustain positive outcomes for our students both pastorally and academically.

Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG).

This focuses on our strategy shown below in 3 areas: -

1. Teaching and learning
2. Academic targeted support and intervention
3. Wider strategies and support for learners

The 4 challenges that the school's PPG strategy aim to address are: -

1. Intervention
2. Attendance
3. Literacy & reading comprehension
4. Reengagement in learning

At Southend YMCA Community School our approach is high quality teaching and learning through support in our class rooms to close the gaps, focussed on evidence-based entry assessments, we will use the strategies above to benefit our disadvantaged students but also the rest of our students within our school, allowing them to access a broad and balanced curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, made on entry during the admission process, show that our students arrive significantly lower than expected across the board. Disadvantaged students generally make less progress from their starting points when starting at an alternate provision. Barriers to learning are varied in our disadvantaged students and most have not attended mainstream school</i>

	<i>for a period of time or had time in isolation that has impacted their progress. This has also had a negative impact on their overall progress and confidence in their own ability. All students arrive with significant gaps in their knowledge and limited experiences of success.</i>
2	<i>Attitudes to learning have been significantly impacted over the past two years. Students have faced a number of challenges during this time from bereavement to illness and this has led to an increase in levels of anxiety and students refusing to leave the home. This includes concerns around attachment and the risk of anti-social behaviours leading to an increased risk of exploitation.</i>
3	<i>Our observations and baseline tests show that our students are more likely to have difficulties in language comprehension and limited vocabulary compared to non-disadvantaged students. This has had an impact on the reading ages that students are joining us with and the data being out of date from previous schools.</i>
4	<i>Students arrive with a history of low levels of attendance, most have not attended school for some time or had modified learning plans. Our attendance data shows a positive trend for students reengaging in their education and attending school. Students have a number of option to transition back into school life and experience success with short term goals. The school works with parents, carers and any agencies to support the student and their family. Our EHE (Elective home educated) students that have joined through our local authority SLA have been out of school for more than two years. They need additional support with their transition back into main stream education.</i>

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>Intervention; Improved academic success narrows the achievement gap between disadvantaged and non-disadvantaged students, Attainment improves for all students relative to their starting points as identified in baseline assessments.</i>	<i>Interventions support students to experience academic success. The number of students receiving a pass at GCSE in both English and Maths has been consistent to previous years but we have seen a significant impact on the level of achievement in the students referred and they are coming to us up to two levels below previous cohorts. The number of disadvantaged students leaving with a GCSE in English and Maths is increasing year on year.</i>
<i>Attendance: To achieve and sustain improvements in all areas of attendance, specifically our disadvantaged students.</i>	<i>Sustain and improved attendance from 2023/24. The overall absence rate for all students to be no more than 30% and the attendance gap between disadvantaged and non-disadvantaged to be narrowing.</i>
<i>Literacy & Reading comprehension; Improved reading comprehension among the disadvantaged students</i>	<i>Reading comprehension tests demonstrate improved comprehension skills and a decrease in the gap between disadvantaged and non-disadvantaged students reading</i>

	<i>age. Staff should have noticed the improvement through improvement in engagement in lessons and book scrutiny. All students will aim to reach the required reading age to access exam content.</i>
<i>Re-engagement in Learning: To improve the attendance and on site learning for those students that have not attended school or have significantly low attendance.</i>	<i>Students re-engage in their education through a number of transition pathways back into school. Attendance improves over time and students attend on site learning and interact with peers.</i>

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: £2476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training opportunities for staff	Student's needs are continually changing and becoming more complex as behaviour is masking the underlining issue. Staff training will include identifying ways to improve engagement and attendance.	1,2,3 & 4
Specialist staff	Student's access interventions based on need and there are specialist staff that are able to support pastorally and academically.	1,2,3 & 4

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 and small group intervention support – English and Maths	Students, where gaps have been identified, will need specific interventions as identified by the intervention lead teacher. Students that present SEMH difficulties will often	1,2,3 & 4

	need 1-2-1 support to bridge the gaps in knowledge. This can also be added as part of the transition back into education. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	
Intervention and specialist support staffing	High quality teaching is one of the most important factors in raising attainment and students experiencing success is part of this. Specialist staffing will significantly impact the opportunities for students to experience success.	1,2,3 & 4
Accelerated Reader programme	Recommendation 7 from the EEF improving literacy highlights the need for high quality literacy interventions. The diagnostic assessment to track and monitor reading ages and assessments is a fundamental aspect of displaying progress.	1,3 & 4
MathsWatch and reading comprehension program to support phonics	MathsWatch is a powerful online tool that provides a wide range of interactive questions designed to help students learn maths more effectively. The platform offers individual questions that cater to each student's unique learning needs, allowing them to work at their own pace and improve their understanding of key concepts . This, along with Lexia and IXL, will support the delivery of phonics and support reading comprehension to close the gap between our disadvantaged students and their peers.	1,2 & 4

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising aspiration and attendance – CEAIG workshops	The Gatsby benchmarks highlight the importance of aspirations and students should participate in at least one meaningful encounter with employers. Disadvantaged students will be	1,2,3 & 4

Embed a whole school ethos on raising attendance – Attendance is everyone's responsibility – through CPD, PMRs and weekly reviews Key staff to Attend Attendance workshops	prioritised to raise aspirations and give clarity on future pathways. Support the transition of students to Attendance is a key barrier to progress and attainment. Targeted support has been proven to improve attendance.	
Purchase of school uniform/appropriate clothing/equipment	Appropriate clothing and access to all needed equipment will foster an environment where students feel secure, equal, and ready to engage in their learning.	1,2 & 4
Therapeutic intervention	Students have access to a number of interventions on site	2 & 4

Total budgeted cost: £ 43,776

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.

The interventions that have been put in place have ensured students are not disadvantaged by the gaps in their education or the negative education journey they have previously experienced. Students that arrive with prior attendance and barriers to learning are supported and access the pastoral support and any additional agencies offered in school. The progress, both academically and pastorally, is evident in the increased level of engagement and improvements in attendance and academic progress from their respective starting points.

This strategy will continue to develop based on the individual needs of our students and will be reviewed and monitored on a regular basis.

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

Further information (optional)

<i>None</i>
