

Pupil Premium Impact Summary July 2017

In the 2016 – 2017 financial year schools received the following funding for each pupil registered for free school meals at any point in the last 6 years:

£935 for eligible secondary age pupils

£1900 for LAC pupils.

There are 71 pupils in receipt of Pupil Premium.

The allocation of pupil premium funding for 2016-17 was £78,780 (April 2016 – April 2017)

Pupil Premium Grant (PPG) is additional funding allocated to schools to enable them to raise the attainment of disadvantaged pupils and close the gap between those in receipt of Pupil Premium and their peers.

The funding from the last 6 years allocated specifically for pupils from low-income families who eligible for free school meals (FSM), looked after children (LAC) and those from families with parents in the Armed Forces.

Each individual school decides how Pupil Premium is best spent to raise achievement and improve outcomes for identified pupils. Schools are however held accountable for how the funding is used and must report to parents/carers and the Governing Body on Pupil Premium Grant Expenditure.

Elms Bank targets the spending of the PP grant sensitively. Some activities benefit all pupils whilst with other activities are specifically targeted at pupils in receipt of pupil premium. Senior leaders decide how Pupil Premium should be targeted and their proposals are approved by the Governing Body. This is to ensure that pupils eligible for FSM and LAC are ensured good outcomes.

Elms Bank holds progress meetings half termly where the progress of each pupil is discussed. The progress meetings give all middle leaders the opportunity to review the holistic needs of each pupil and particularly those pupils who are FSM and LAC. We recognise that pupils are not going to make any progress if they are experiencing barriers to learning which impact on the health and wellbeing.

In September 2016, a Pupil Premium Strategy document was created built on a full analysis of individual pupil outcomes and internal and external barriers to learning. This resulted in a strategy and plan focused on both whole school and targeted approaches. The actions in the plan covered Speech and Language Therapy, learning interventions and enrichment.

There was no specific strategy to target attendance of pupils in receipt of Pupil Premium who also have a medical condition as those pupils are targeted as a matter of course as part of pastoral support available to every child.

The performance data for 2016 – 2017 indicates pupils in receipt of Pupil Premium are making good progress with 76% of pupils (42 pupils) making good or better. Progress is particularly strong for these pupils following the Inspire and Nurture Pathway with 96% of pupils (23 pupils) and 83% making good or better progress respectively.

The following barriers to learning were identified in the school's Pupil Premium Strategy and action plan:

- A. Achievement within the area of reading and writing is lower for students eligible for pupil premium than other students.

- B. Achievement within the area of maths is lower for students eligible for pupil premium than other students.
- C. Some pupils in receipt of pupil Premium do not have access to social opportunities
- D. Some pupils in receipt of pupil Premium do not have access to enrichment opportunities.
- E. Some pupils in receipt of pupil premium have complex SaLT needs which require support and specialist resources. If these resources are not in place they are not able to access the curriculum or communicate effectively.

Outcome A and B English and Maths Intervention

Pupil Premium Data – 2016 - 2017

Cohort	Number in cohort	Number achieving NA & ANA	Percentage achieving NA & ANA
Whole school	141	103	73%
Pupil Premium	55	42	76%
Non pupil premium	86	61	71%
Thrive	21	14	67%
Thrive Non pupil premium	14	10	71%
Thrive pupil premium	7	4	57%
Nurture	25	16	64%
Nurture non pupil premium	19	11	58%
Nurture pupil premium	6	5	83%
Explore	38	24	63%
Explore non pupil premium	20	14	70%
Explore pupil premium	18	10	56%
Inspire	57	49	86%
Inspire non pupil premium	33	26	79%
Inspire pupil premium	24	23	96%

Data Scrutiny

1. **Thrive:** Three pupils not making expected progress.

Pathway	PP pupils not achieving expected outcomes	Other barriers	Notes
Thrive	Pupil A	EAL, HI, ASD, 90% attendance Behaviour Plan	1:1 funding , support appointed, curriculum adapted to reflect Explore pathway through transition to Rufford
Thrive	Pupil B	92% attendance	Pupil B is working at a higher p level
Thrive	Pupil C		Pupil C is working at a higher p level Accesses college Sept 17

2. **Explore:** Eight pupils not making expected progress:

Pathway	PP pupils not achieving expected outcomes	Other barriers	Notes
Explore	Pupil A	Behaviour Plan	High P level/EL1
Explore	Pupil B	Behaviour Plan	High P level/EL1
Explore	Pupil C	Behaviour Plan 88% attendance	High P level/EL1
Explore	Pupil D	EAL	High P level/EL1
Explore	Pupil E		High P level/EL1
Explore	Pupil F	V.I.	High P level/EL1 Now left
Explore	Pupil G	89% attendance	
Explore	Pupil H	LAC 79% attendance	

3. **Inspire:** One pupil not making expected progress

Pathway	PP pupils not achieving expected outcomes	Other barriers	Notes
Inspire	Pupil A		Identified and tracked in progress meetings – intervention within class

- A number of pupils in receipt of Pupil Premium have lower than 95% attendance. We have introduced the pastoral team and attendance tracking
- Most low achievers are within the lower ability Explore and higher ability Thrive pathway. This provision needs to be reviewed for these pupils
- Pupils in receipt of Pupil Premium are now identified and planned for during progress meetings
- Progress meetings are in place for all year groups
- A number of low achievers have EAL. We need to consider a strategy for these pupils as part of the 2017-18 strategy.

In addition to traditional progress measures, we acknowledge the development of each pupil's skills and the qualities.

These include:

- Behaviour of learning (ELMS)
- Applying learning
- Developing positive relationships
- Taking part in enrichment activities which are meaningful and enjoyable.
- Developing as a person to have self-confidence, increased self-esteem and to be resilient.

Outcome C Social Opportunities

Extended Services-

After School and Holiday Club Information 2016-2017

After School Club

% Engagement

Total Students who accessed min 1 club	Total Pupil Premium students who accessed min 1 club	% Whole School Body who accessed min 1 club	% PP who accessed min 1 club
62	28	44%	51%

Holiday Clubs

% Engagement

Total Students who accessed min 1 club	Total PP students who accessed min 1 club	% Whole School Body who accessed min 1 club	% Pupil Premium who accessed min 1 club	Number of Pupil Premium Students who received support towards payment	% of PP Students who received support towards payment
29	11	21%	20%	3	5%

Pupil Premium Impact Statements 2016 – 17 and findings

- Pupils in receipt of Pupil Premium funding received after school clubs free of charge.
- More pupils need to receive holiday clubs free of charge. Currently only three pupils receive assistance with payments.
- Lack of after school transport has impacted on the numbers of pupils who take up the offer of free clubs.

Pupil A

This pupil has been a regular face at after school clubs, attending as many as 4 a week since Year 7. He has made significant progress in terms of social development, learning new skills and developing new friendships during the academic year 2016 – 17.

He was the youngest pupil to join the Duke of Edinburgh club where he worked towards his Bronze award. During the expedition in the final term he showed exceptional initiative and leadership skills, and supported the group to map read and cook meals. He achieved his Bronze award with flying colours.

The pupil has developed into a very confident, resourceful and helpful young man. He is an asset to every club he attends, where has been able to transfer and apply his new found skills. I consider that his work at the D of E club has played a major role in this positive outcome.

Pupil B

This pupil had a troubled start to the year with regards to her behaviour and increasing sensory needs. Her conduct at school and after school clubs was initially poor and had a negative impact on her progress in terms of social skills and friendship groups. However,

she was particularly fond of Pamper club and worked hard in class on her behaviour so that she could attend the club on a regular basis.

By the end of the year she had developed into a reliable and trustworthy member of the team and became an excellent role model – she would collect and set up the equipment and help the other pupils to do their hair and makeup. Staff class noticed a marked improvement in her approach to school and learning, especially on a club night!

The pupil says she feels “ important” in this club and would like to work there when she is older.

The pupil’s milestones include a positive attitude, observing rules and boundaries, improved communication and leadership skills and has overcome numerous obstacles to achieve all this in a short space of time.

Pupil C

This pupil’s attendance at afterschool clubs had been erratic over the year. He was quite the loner, wandering around, not settling down with any specific set of friends, sometimes teased. His mother was particularly concerned about him especially as the holidays were coming up and Dad had recently lost his job.

The pupil was offered a place on a holiday camp free of charge, where as one of the older and more able pupils he positively thrived in a new environment. He was able to shine at sports [climbing and trampolining being his favourites] but also looked after other less mobile students on the camp. This was a nice side to his personality we had not seen in lessons before.

The pupil had a positive experience of school and club and this helped him enter Year 11 with more confidence and self-worth

Outcome D Enrichment Opportunities

Evaluation of Music tuition cost £5,000

This year there have been 18 Pupils who have received instrumental lessons through pupil premium monies. These included singing, guitar, drum, keyboard, percussion and music therapy. The range of instrumental lessons allows pupils from all pathways to access music lessons. Lessons work on a 1:1 and small group basis. Pupils receiving lessons are identified as gifted and talented or particularly responsive to music. All pupils have made good or better progress. This has impacted their curriculum music lesson with pupils making either silver or gold progress. Pupils whose parents support regular practice have made significant progress. A number of students have made huge strides in terms of their confidence and self-esteem which has been noticeable across all aspects of their school life. Music Therapy has effectively supported pupils’ communication development in addition to the SALT input they have received. Pupils receiving lessons through pupil premium were encouraged to showcase their talents in the Christmas concert, which included 95% of pupils. Furthermore all pupils took part in the school production of 'Wind in the Willows' in July 2017

Music Therapy cost £5,000

Music Unlimited facilitate weekly sessions for students from Complex Needs groups and some Specialist Provision students. Groups attend as classes and a total of 38 students from Elms Bank currently participate in sessions. This includes 6 Pupil Premium students and 2 LAC students.

Kenton Mann organises and leads the sessions. Kenton is an experienced musician, performer and music teacher. He has extensive experience of working with students from SEN schools. Music Unlimited are given guidance in relation to the communication needs

and targets of students by school staff. Staff are present in the sessions and ensure that students are participating at a level appropriate to their ability level. Sessions develop communication opportunities, musicianship skills, team work, confidence, relationships, improved self-esteem and music performance skills.

A range of songs, performance activities (group and solo), turn taking activities, exploring music through ICT, vocal skills and being part of an audience are all areas covered through Music Unlimited sessions. Lessons are developed to build on previous learning through recognition of familiar routines/ songs/ music, anticipation of activities, opportunities for making choices, building confidence through music and through gradually raising the level of challenge. Students improve practical skills, including precision within fine motor skills, spatial awareness and listening/ acting on instruction. Over time students often require less support and need for prompting.

Current students who access Music Unlimited sessions who are in receipt of PP/ LAC funding are Jasmine Davies, Jacob Ebanks, Ali Butt, Sana Mubashir, Leon Catterall, Daniel Hargreaves, Elliott Nolan and Jason Yoka.

Outcome E Speech and Language Therapy

Speech Therapy – Teaching assistant to support speech and language therapy.

Costings - £16,000 (£13,000 TA support and £3,000 Eye-Gaze therapy).

Details – Each child who is Pupil Premium with communication needs will have access to face to face sessions with a dedicated SaLT teaching assistant. £7,000 contribution to SaLT salary provision.

Evidence – Decision is based on that the use of NHS time. SaLT is more effective use of time in planning and assessment. This system allows more detailed assessment, which can be implemented by SaLT teaching assistant.

Evaluation

All teachers and TAs have received several training sessions on the implementation of Pupil Communication Summary and their role in supporting pupils' communication. Lesson observations by SLT consider adherence to SaLT advice and use of communication equipment. Teachers' performance management also includes a SaLT target. 100% of staff have shown an increased awareness of pupil's communication needs in their planning of lessons. This target is on-going and needs revisiting regularly to reinforce the importance of communication to staff.

- All pupils with a communication need have had a PCS written by SaLT and these have been up in the classroom for staff to follow.
- Targets have been reviewed each year by qualified SaLT.
- Pupils with 'specialist' need have received face-to-face sessions since TA for SaLT has been in role.
- Data will be gathered on the pupils using the eye-gaze technology to evaluate the effectiveness before investment in further technology is planned. We have started to build up information on 10 pupils with complex needs using the insight online technology- this is on-going and requires more time assigned by the class timetable.
- Reports were written for all EHCP meetings where SaLT input was required. Positive feedback from the SEN team re. SaLT information which will provide information over the longer term about pupils' needs.
- Boardmaker training has been provided by SaLT for whole school staff.

Summary of the spending of the pupil premium grant in relation to the barriers to learning:

Barrier A & B

Maths and English intervention is appropriate as pupils at Elms Bank arrive with significantly lower achievement in relation to Maths and English than other students. We need to ensure further QA of the intervention work alongside the routine lesson observations and improve the planning around each intervention to that there is a clear timeline of intervention.

Barrier C

Transport needs to be a consideration to assist pupils to attend clubs. There needs to be an increase in the number of pupils who receive holiday clubs free of charge and the number of days some pupils receive.

Barrier D

All the students enjoy music therapy. There needs to be a clearer link between the pupils' targets and how these are addressed through the music therapy sessions, the impact of the sessions on pupils' targets and how targets are reviewed in light of this. We need to ensure that pupils in receipt of Pupil Premium are offered the opportunity of free instrumental lessons if they demonstrate a talent/application in this area.

Barrier E

The PPG needs to continue to support SaLT particularly the TA SaLT. Pupils with 'specialist' need to continue to receive face-to-face sessions with the TA for SaLT.