



Elms Bank



Pupil Premium Impact Summary July 2021

In the 2020-21 financial year schools received the following funding for each pupil registered for free school meals at any point in the last 6 years.

There are 106 pupils in receipt of Pupil Premium.

The allocation of pupil premium funding for 2020-21 was £73,535

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 are 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 Pupil Premium 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 progress if they are experiencing barriers to learning which impact on their health and wellbeing.

In September 2020, we developed our Pupil Premium Strategy with an analysis of individual pupil outcomes and internal and external barriers to learning. The strategy focused on both whole school and targeted approaches. The actions in the plan covered Speech and Language Therapy, learning interventions and enrichment. The actions take account of the following school context:

- A. All pupils have SEND and some pupils have complex SEND including complex health needs (249 Pupils)
- B. A significant number of pupils have speech and language therapy needs

C. A number of pupils have SEMH needs and have difficulty accessing wider social activities

D. A significant number of pupils have challenging behaviour - 21% of pupil premium pupils have an individual behaviour plan (compared with 18% all pupils)

E. A significant number of pupils are gifted and talented within their curriculum pathway and would benefit from access to supported learning within Inspire or Explore pathway

F. Some pupils eligible for pupil premium have limited social opportunities and they cannot take part in enrichment activities, as cost is a barrier. These include residential trips and music tuition.

4. Intent		
	<i>Desired outcomes and how they will be measured</i>	<i>Impact</i>
A.	All pupils to make good or better progress in maths and English. All pupils are able to access remote learning as appropriate.	Pupil premium pupils will achieve good or better progress in line with all pupils. All pupil premium students will access remote learning as appropriate.
B.	All pupils eligible for Pupil Premium with SaLT needs to have appropriate support and strategies in place. 75% of pupils on targeted and specialist support to make good or better progress in Speaking and listening; in line with all pupils.	75% pupils who are targeted/specialist for SaLT will make good or better progress in Speaking and listening and/or communication.
C.	All pupils with SEMH to access and engage with an appropriate curriculum and have access to enhanced curriculum opportunities within the wider community.	All pupils with SEMH to access and engage with an appropriate curriculum. Pupils within the nurture pathway to access transition lessons for 25% of their timetable. All pupils in Nurture Pathway will make good or better progress in Behaviour for Learning and Emotional Aspects. All KS4 Nurture pupils will have the opportunity to access remote learning as appropriate.

D.	<p>To consolidate and continue to close the GAP in incidents of challenging and complex behaviour. To reduce incidents of challenging behaviour from PP and LAC pupils. For PP and LAC pupils to begin to self-regulate their behaviour, anxieties and responses to stressful situations. To support PP and LAC with challenging behaviour to access the recovery curriculum and remote behaviour intervention as appropriate to their need.</p>	<p>All PP and LAC pupils with more than 20 behaviour points to access intervention. Percentage of pupils requiring intervention to be in line with all pupils. 80% of PP and LAC pupils to have good or better behaviour. All PP and LAC pupils who require specialist behavioural support to access learning appropriate to their needs.</p>
E.	<p>For LAC and PP pupils who are identified as gifted and talented to access opportunities within the wider school:</p> <ul style="list-style-type: none"> • Supported transition within school, including support virtual learning across PODS. • Access to wider learning opportunities within the arts including instrumental tuition and choir events • Support to represent the school in sports events 	<p>All PP and LAC with identified skills and talents to access opportunities to develop these. All PP and LAC to achieve appropriate accreditation to their abilities.</p>
F.	<p>Eligible pupils to be offered enrichment activities including music tuition, support to access residential experiences and lunchtime/afterschool clubs.</p>	<p>Access to enrichment activities including after school clubs in line with whole school population or better.</p>

IMPACT OF SPENDING

Initiative A: All pupils to make good or better progress in maths and English. All pupils are able to access remote learning as appropriate.

Implementation:

- All pupils accessed a recovery curriculum that was developed to meet the needs of each pathway following COVID related restrictions.
- Maths and English subject leader identified key areas of learning that were a priority and that required further input.

- **Intervention staff were used to ensure consistency across classes and support quality first teaching.**
- **During restricted periods (periods of national lockdown) pupils were provided with a blended curriculum**
- **The maths and English department was resourced with tables to allow greater access to key maths and reading packages such as myon**
- **All pupils accessed provision through face to face recovery curriculum or remote learning from home. PP students were tracked to ensure they had access to remote learning through:**
 - **Access to bespoke packages were appropriate**
 - **Access to resources included stationary packs, lap tops and work packs**
 - **Phone and online support for pupils and parents to support their ability to access remote learning**
 - **1 : 1 online sessions where required**
 - **Access to parental workshop to support online learning and use of teams**
 - **Sensory and therapeutic activity packs as appropriate to need**
 - **Support from a TA during online lessons**
 - **Use of tablets and lap tops to allow them to access the you tube channel**

Impact:

Pupil Premium Whole School Data and Maths and English

- ✓ 25 children receiving PP or LAC funding accessed a bespoke package during restricted periods and if required to shield
- ✓ 100% of PP pupils accessed blended learning
- ✓ 100% of pupils had access to appropriate resources to enable access to remote learning
- ✓ 100% of PP students achieved accreditation in English and Maths at the end of KS4

	Total	2 or more red	Bronze coasters	Expected Progress	Above Expected Progress	Total	Red or Bronze Coaster <25%	Expected progress and above >75%	Total BC, EP and AEP
Whole School	190	26%	24%	19%	31%	100%	51%	49%	74%
Pupil Premium	97	29%	27%	21%	28%	100%	56%	48%	75%

LAC and Pupil Premium Breakdown

- 75% pupil premium students achieved EP, AEP, BC this is higher than the 74% achieved across whole school.
- 48% of pupil premium students achieved good or better progress compared to 49% achieved across whole school.
- 25% pupil premium students showed 2 or more reds across their curriculum , an action plan was put into place for these pupils which included pathway change, enhanced virtual learning support, attendance support and assessment moderation from a subject specialist.

Supporting statement by Sarah Lord Subject Lead for Maths

The tablets in Maths have and are continuing to benefit the students in a number of ways. Firstly, they are being used for Times Tables Rockstars both in and out of the Maths lessons. Having them readily available enables students to practice during form times, where they are booked out, as well as in lessons. Students are engaging with learning and practicing their timetables as well as taking part in tournaments across the school with their peers.

Secondly are also being used as an engaging way to assess through interactive quizzes using Kahoot. The students thoroughly enjoy this and teachers find it a good way to assess learning at the end of a topic. The tablets provide students with the opportunity to access interactives resources which otherwise they would struggle to use.

Initiative B; All pupils eligible for Pupil premium and with identified SaLT needs have appropriate support and strategies in place. 75% of pupils on targeted and specialist support make good or better progress in speaking and listening; in line with all pupils.

Implementation:

Pupil Premium Impact Report 2020-2021

Speech and Language Therapy

During the academic year of 2020-2021, 43 pupil premium / LAC pupils were identified as having speech, language and communication needs that required assessment and advice. Please see table on the following page below for breakdown of the specific pupils.

All 43 pupils were assessed by a qualified speech and language therapist and a Personal Communication Summary (PCS) was written to summarise their speech, language and communication strengths and needs.

Individual targets were written related to these needs to be worked on across all lessons. The PCS documents and targets were available to all staff that worked with the pupils through the shared school drive.

Of these 43 pupils 18 were identified as requiring specialist direct work to either assess specific needs, complete direct work on individual targets, deliver training specific to a pupil's communication needs.

These 18 pupils received weekly 1:1 sessions with the dedicated Speech and Language Therapy Teaching Assistant (SaLT TA) – Anita Manfredi (permanent staff) and Sultana Abdul (temporary staff). The following summarises the level of input provided for those pupils seen for 1:1 input:

Case Studies of SaLT Impact for Pupil Premium Pupils

Pupil A

Pupil A has complex communication needs- he has a high level of understanding but his physical condition means that he is unable to express himself verbally and directly access a communication aid i.e. unable to accurately type or point to symbols. He has an eye-gaze communication device to communicate which was initially provided in September 2017.

Pupil A worked with the SaLT TA for weekly sessions to model and practice using his communication aid and problem solve around any difficulties with access to his eye-gaze system. His targets included searching for topic vocabulary needed in lessons and maintaining his patience to persevere to use his device when his access was difficult.

Pupil A has continued to increase in confidence in using his eye-gaze system across lessons. He has worked really well with familiar staff to increase his knowledge of where to find vocabulary is in his device. Pupil A will continue to require continued direct 1:1 sessions with the SaLT assistant and rest of the SaLT team in order to support the use of his communication aid.

Pupil B

Pupil B had several speech sound errors which made his speech difficult to understand especially when out of context. Pupil B received weekly input over 3 terms to support his production of speech sounds. From intensive practice Pupil B is now able to produce speech sounds correctly in concentrated practice. He is able to self-correct his sounds in conversational speech if he makes a mistake and is aware of pronouncing his sounds clearly to make sure his listener understands. This is such fantastic progress that Pupil B will now be able to have a break from direct input while he consolidates his production of speech sounds.

	Name	Intervention
KS3 Inspire and Explore POD	6 pupils	PCS
		PCS
		PCS
		PCS
		PCS + direct sessions
		PCS + direct sessions
KS4 Inspire and Explore POD	10 pupils	PCS
		PCS /+ direct sessions (MSTeams appointment) – speech sounds
		PCS + direct sessions / intense AAC
		Previous PCS
		Previous PCS
		Previous PCS
		PCS + direct sessions
		Previous PCS
		Dysphagia input
Previous PCS		
THRIVE	5 pupils	PCS + direct sessions
		PCS
		PCS + direct sessions
		PCS + direct sessions
		PCS + direct sessions
SP POD	10 pupils	PCS + direct sessions - intensive work on emotions
		PCS

		Previous PCS
		PCS
		PCS
		PCS
		PCS – signing training developed for residential care.
		PCS + direct sessions
		PCS + direct sessions
		PCS + direct sessions
Nurture POD	5 pupils	PCS + direct input + home visit/strategies
		PCS
		PCS
		PCS
		PCS
College POD	7 pupils	PCS
		PCS + direct sessions
		PCS + direct sessions
		PCS
		PCS
		PCS + direct sessions
		PCS

Initiative C; All pupils with SEMH to access and engage with an appropriate curriculum and have access to curriculum opportunities within the wider community.

- During this academic year, pupils within Nurture have accessed a number of lessons online. This has had a positive impact on pupils and their achievements as they have been able to access activities towards their accreditation. The nationwide lockdown affected face to face lessons and pupils then moved onto blended learning, with the initial focus being on wellbeing and social engagement. This allowed pupils to become more independent when accessing TEAMS and boosted their confidence and self-esteem too. When accessing blended learning opportunities, high ratio of staffing meant that pupils could be supported at all times by a familiar member of staff. When engaging in work based tasks at home, this enable pupils to access vocational based activities, working towards qualifications, such as; BTEC Land Based Studies.
 - ✓ 80% of students achieved or exceeded accreditation expectations
 - ✓ Accreditation ranged from Entry level 1 through to GCSE grade 5

GCSE (4-1)	Maths and English
GCSE (5-9)	English
BTEC Level 2	Home Cooking
BTEC Level 1	Sport and leisure, Animal Care
Entry Level 1	Maths and English
Entry level 2	Maths and English
Entry level 3	Maths and English
Open Award Entry Level 3	Mixed course

- To support the impact of the national lockdown and reflecting on pupils engagement to learning we introduced the use of a Boxall Profile. The intent of this was to support assessment for pupils with SEMH.
- Reflecting on the success of year 11 pupils, this has enabled them to access their college vocational offer and the increased amount of support has meant they are able to do this supported by their individual job coach.

Initiative D; To reduce incidents of challenging behaviour from PP and LAC pupils. For PP and LAC pupils to begin to self-regulate their behaviour, anxieties and responses to stressful situations.

Implementation:

- Pastoral team in place (two pastoral leads and 4 pastoral supports). The focus of this team is to support student well-being, engagement and promote effective behavioural management strategies.
- Pupils with complex and challenging behaviour were prioritised to be in n school during restricted periods
- Pupil premium pupils are tracked in data analysis to identify where support and intervention is needed.
- A behaviour practitioner caseload provided support for pupils with significant and complex challenging behaviour.
- Behaviour intervention was put in place for all pupils who had 20 or more behaviour points.

Impact:

- 100% of LAC and PP students who reach 20 or more behaviour points received intervention
- Excellent behaviour for pupil premium pupils dipped from 52% (pre-COVID restrictions) to 41%
- The number of PP receiving additional behaviour support increased from 18% to 33%
- The number of PP receiving multi-level support increased from 7% to 18%

Initiative E; A significant number of pupils are gifted and talented within their curriculum pathway and would benefit from access to supported learning within Inspire and Explore Pathways.

Implementation:

- Pupils identified through PP tracking in Progress meetings
- Resources supplied to facilitate access to transition
- Resources supplied to facilitate access to remote learning appropriate to their ability
- Staffing in place to support transition
- Individual remote learning through virtual lessons offered

- Pupils offered access to 1:1 instrumental lessons virtually

Impact:

- 2 students accessed lessons out of their pathway through remote and online learning.
- 5 pupils made successful transitions out of their pathway.

Initiative F; Eligible pupils to be offered enrichment activities including music tuition, support to access residential experiences and lunchtime/afterschool clubs.

Implementation:

- Funding to support educational visits and residential access for pupils within Nurture Pathway
- Funding in place to support PP access holiday provision
- Funding in place to support PP to access breakfast club
- Instrumental lessons were provided for LAC students
- Pupil premium and LAC students were supported to access online and virtual whole school events including Awards evening and concert

Impact:

- PP students who were identified as G & T in music or who showed a keen interest were offered the opportunity to develop their skills through weekly 1:1 sessions with our Instrumental teacher.
- During POD closures and lockdown, the instrumental teacher offered 1:1 sessions online.
- Students benefitted from having the opportunity to develop their skills and then performed in a number of events in school such as the Virtual Christmas concert, involvement in a group Rock band and our virtual choir, impacting on their confidence and self-esteem.
- Due to the difficulties of lockdown, the 1:1 music sessions also provided an opportunity for our students to benefit from the wellbeing aspects of engaging with music.
- Although whole school performances were limited in 20/21, all students were able to access the events virtually to participate as audience members, e.g. Awards evening, Christmas concert, Advent calendar.

