Pupil premium strategy statement – Elms Bank School

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	356
Proportion (%) of pupil premium eligible pupils	144 (40.4%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 27
Date this statement was published	20.11.24
Date on which it will be reviewed	20.11.25
Statement authorised by	Gemma Parkes
Pupil premium lead	Alison Morrell
Governor / Trustee lead	Mary Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150, 572.00
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*	£150, 572.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Behaviour for Learning
- Communication
- Cognitive development
- Pupil wellbeing
- Social opportunities

Our approach focuses on Excellence for All, including good quality teaching and pastoral support which targets areas that dis-advantaged pupils require it most.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and enhanced provision. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with an emotionally informed approach to support them develop pro social behaviours by regulating their thoughts and emotions. Pupils are supported to develop wellbeing strategies and self-regulation skills to enable them to engage in learning and to access wider school and community opportunities.

Our strategy will be driven by the needs and strengths of each young person. The evidence base for this will be summative and qualitative assessments, engagement data, case studies and EHCP reviews. The measure of impact will centre on achieving aspirational outcomes for all disadvantaged pupils including accreditation in line with their peers. This will help us to ensure that we offer them the relevant skills and experience they require.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. Where pupils have received Maths and English intervention the gap has closed, the intention is to maintain this.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	A significant number of pupils have experienced adverse childhood experiences. This impacts their emotional wellbeing and ability to self-regulate leading engagement needs that have an impacted on their readiness for learning. 44% of pupils who are identified as requiring support to engage in learning are disadvantaged.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. 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.

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
Improved attainment for disadvantaged pupils in all maths and English relative to their starting points as identified through baseline assessments and progress meetings.	Progress and attainment in English and maths in line with their peers and meeting school targets of 75% silver or above progress. All disadvantaged year 11 pupils to achieve their target accreditation.

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	All targeted pupils to meet targets as set out in their individual communication passports.
Pupils can use/engage with a range of self-regulation and wellbeing strategies in order to develop pro-social behaviours.	Pupils identified as SEMH or with complex and challenging behaviour to meet their achievement and progress targeted outcomes. All pupils with twenty or more behaviour points to engage with their individual engagement plan.
All pupils to have access to enrichment and enhanced provision opportunities.	All pupils provided equal opportunities to access extended school provisions, instrumental lessons, and additional therapy sessions in line with their peers. Evidenced through case studies and conversations with pupils and their families.

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: £100, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.	Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and success. The pastoral team will focus on tracking engagement, providing a programme of intervention and support. https://www.research.manchester.ac.uk/portal/files/20970524/POST-PEER-REVIEW-PUBLISHERS.PDF	1, 3

Speech and Language Therapist Assistant in role to support additional SaLT provision guided by SaLT. This will ensure effective provision for all pupils following the three tiers of need. Additional capacity will enhance the total communicati on strategy across school (SDP target).	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 communication. What works database (ican.org.uk) This has been endorsed by the Royal School of Speech and Language Therapists. Research demonstrates that signing supports children to develop their language and communication skills. https://www.signingtime.com/resources/research/#infantsA	2
Use of trained signing tutor to deliver staff and parent training sessions – this will enhance the staff skills in signing across school. *(SDP - target).*	Research demonstrates that signing supports children to develop their language and communication skills. https://www.signingtime.com/resources/research/#infantsA	2
Additional training in specialist areas of pupil wellbeing including mental health 1st aid training. (SDP – wellbeing).	Mental Health First Aid training has positive effects on teachers' mental health knowledge, attitudes, confidence, and their approach to supporting pupils. Mental health first aid training for high school teachers: a cluster randomized trial | BMC Psychiatry | Full Text	1, 3

Trauma informed training provided for staff in addition to specialist coaching for Nurture/ inspire and college staff. Facilitated by trauma informed practitioner. Two additional trauma informed practitioners to be trained.	Research identifies that trauma informed approaches can significantly impact pupil engagement. ***"Promoting trauma-sensitive school approaches has the greatest potential to positively impact all students, regardless of trauma history." (crisis prevention, 2021)*** How Trauma-Informed Schools Help Every Student Succeed (crisisprevention.com)	1, 3
Additional training for Nurture TA and pastoral support in ELSA Emotional Literacy Support Assistant. This is in line with emotionally informed practice and allows bespoke intervention to take place. (SDP Wellbeing)	Research indicates that ELSA intervention has a positive impact on self-regulation, self-esteem, relationships, emotional regulation, attendance and academic achievement. Evaluating-the-impact-of-ELSA-Research.pdf	1, 2, 3

Training and teaching time allocated to providing Forest School provision.	Research indicates that Forest School provision impacts pupils: confidence, social skills, communication, motivation, physical skills and knowledge and understanding of the world. Forest Schools: impact on young children in England and Wales - Forest Research	1, 2, 3
Provided training in Fresh start, guided reading and toe by toe to enhance the literacy intervention offer.	Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school. Pupils must be grouped according to the reading scores obtained from a Fresh Start screening test. Each group has a homogeneous level in terms of pupil reading abilities Continuous feedback to teachers and support from trainers assists successful implementation. It is feasible for schools to conduct evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from independent expert evaluators. Fresh Start - trial | EEF	1, 2
Additional training provided with intervention to support Progressive masculinity – promoting success and engagement targeted at teenage boys.	*'Transforming School Environments Through Progressive Masculinity* *At Progressive Masculinity, we are dedicated to creating lasting cultural change within school environments. Our programs are designed to foster empathy, cooperation, and aspirational goals among students, addressing key areas critical to their development.'* *https://www.progressivemasculinity.co.uk/*	1, 3

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

Budgeted cost: £ 20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy assistant funded to provide	Toe by toe intervention is a researched phonic intervention: https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf	1, 2

diagnostic and intervention programmes.	Count on me Maths intervention is an evidenced based maths intervention programme. https://www.gov.scot/binaries/content/documents/govscot/publications/progress-report/2016/09/transforming-scotland-maths-positive-nation-final-report-making-maths-count/documents/making-maths-count-additional-research/making-maths-count-additional-research/govscot%3Adocument/Making%2Bmaths%2Bcount%2B-%2Badditional%2Bresearch%2Binformation%2B-%2BSeptember%2B2016.pdf Plus 1 and Power of 2 is an evidence based maths intervention that focuses on one to one maths coaching. Evidence Paper 2020 123 Learning.pdf	

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

Budgeted cost: £ 30, 572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instrumental lessons provided at subsidised costs to disadvantaged pupils.	We have observed that access to opportunities for children with SEND to demonstrate their skills and talents has a positive impact on their mental health, engagement in school and increased sense of aspiration.	4
Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.	Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and success. The pastoral team will focus on tracking engagement, providing a programme of intervention and support. https://www.research.manchester.ac.uk/portal/files/20970524/POST-PEER-REVIEW-PUBLISHERS.PDF	3, 4

Music therapy provided to enhance engagement and communication of pupils with complex needs.	Research states that there is significant evidence to show that music therapy can help children develop communication and language skills, as well as support their physical, emotional and mental wellbeing. http://in-deep.org.uk/activitie/childrens-music-therapy/	2, 3
Provision of enrichment activities, including access to extended school clubs and events	The Centre for Education and Youth states that : *There is robust evidence linking NFL to improved educational outcomes, employment prospects, and physical and mental health. Investment in this area can also deliver economic benefits in the longer-term through improving educational outcomes and life skills leading to greater productivity; reduced costs of social care and creating a stimulus for NFL providers.* https://cfey.org/reports/2021/10/enriching-education-recovery-the-role-of-non-formal-learning-and-extra-curricular-activities/	4

Total budgeted cost: £ 150, 572.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved attainment for disadvantaged pupils in all maths and English relative to their starting points as identified through baseline assessments and progress meetings.

Progress data:

All year 11 pupils achieved accreditation in line with their targeted outcomes, including all pupils received PP.

	English - pupils +/> expected progress		Maths - pupils +/> expected progress	
	Cohort	Pupil Premium	Cohort	Pupil Premium
Year 10	100%	100%	100%	100%
Year 9	92%	94%	96%	96%
Year 8	91%	96%	91%	96%
Year 7	92%	92%	96%	94%

Case Study:
The Impact of Literacy Intervention on Pupil Premium and Looked After Children at Elms Bank
Background
All pupils who receive funding for PP or LAC read for an extra slot each week in form times, with a class TA, at Elms Bank.

However, this case study examines the impact of a targeted literacy intervention program designed for pupils eligible for Pupil Premium /LAC funding who have also participated in a further literacy intervention session with the Literacy Intervenor, outside the regular form time offer.

The Literacy Intervenor's programme focused on developing students' phoneme to grapheme correspondence and their comprehension skills.

Intent

The main intents of the intervention were to:

1. Improve literacy outcomes for participating students.
2. Increase engagement and confidence in reading.

3. Close the literacy gap between LAC/PP and their peers.

Program Structure

Participants: 12 pupils all eligible for LAC funding and 6 pupils eligible for PP funding (highlighted as not making progress in reading).

· Session Frequency: One additional literacy intervention per week, with the Literacy Intervenor, alongside an extra session of reading with a class TA, above those offered to non-funded pupils.

· Duration: 35 weeks.

· Focus Areas: Phoneme-to-grapheme correspondence and/or comprehension skills.

· Delivery Method: 1: 1 guided reading sessions and phonics booster activities led by trained TAs and/or the Literacy Intervenor.

Intervention Implementation

1. Initial Assessments: Participants completed phonics screening against RWInc sequenced tracker and a Star Reader assessment, on the Accelerated Reader programme which generated a Reading Age score for each student's level of comprehension.

2. All students developed their recognition of phoneme to grapheme correspondence during English lessons and they also read, in line with further peers who do not receive funding for LAC/PP, a minimum of three times per week, during form times.

However, pupils who received funding for LAC/PP (in the target group) where supported to bridge gaps in phoneme to grapheme correspondence and develop their comprehension skills for two extra sessions per week, with a trained class TA and the school's Literacy Intervenor.

3. Session Activities: Each session included:

- Phoneme to grapheme correspondence games/tasks.
- Guided reading sessions focusing on comprehension strategies, using appropriate Blank Levels Questioning, to assess and build on all students' comprehension skills.
- Regular feedback and progress monitoring.

4. Parent Engagement: Parents were invited into school to participate in 'Reading Together' sessions, and a further workshop titled, 'How to Support Your Child When Reading' was offered though only four parents attended. However, additional information was also added to the school's website with tips for parents on how to support their child when reading .

Outcomes

At the end of the academic year, the following statistics were observed:

1. Literacy Improvement:

Phoneme-to-Grapheme Correspondence:

Before Intervention: SET 2-RWInc. Average score of 45% in baseline assessments.

- After Intervention: Average score increased to 65% (a 20% improvement).

Comprehension Skills:

- Before Intervention: Average Reading Age (Comprehension score) of 7 years 2 months in comprehension assessments.
- After Intervention: Average score increased to 7 years 8 months (6-month improvement).

Though it is important to note that two students with ASC only made minimal progress in the literacy intervention sessions for their comprehension score (an average of 1.6 months), yet they made the most significant progress in their average score for GPCs and Accuracy and Decoding (8 months) in comparison to their peers who do not receive funding for LAC/PP.

2. Engagement and Confidence:

- Student Feedback: 94.5% of students reported feeling more confident in their reading and comprehension abilities. One pupil reported literacy intervention to be challenge, due to Dyslexia and is currently trialling a reading pen.
- Attendance: 92% attendance rate for LAC and /PP sessions, (due to student /staff absence/a student's reluctance to attend on a regular basis) .

Conclusion

The literacy intervention program showed a steady increase in literacy skills among Pupil Premium and looked after children. The structured support focused on key literacy areas fostered a supportive learning environment, leading to notable gains in skills and confidence.

Recommendations

· Continued Support: Maintain literacy interventions for ongoing support-increasing intervention sessions and array of methods (example: Word Wasp/Apples and Pears).

· Broader Reach: Consider expanding the program to include more students offered funding for PP and increase the frequency of intervention with the Literacy Intervenor.

This case study highlights the potential of targeted literacy interventions in narrowing achievement gaps for vulnerable student populations.

Maths intervention summary:

- This year the main focus has been to baseline all students in Explore. This has not been done before and has taken a lot of time. Students will also be assessed in the summer turn as a way of tracking progress.
- Targeted intervention has been used with other pathways as identified. This has included maths box, Power of 2, plus one.

Interventions and resourcing have included:

- *Sandwell base line*
- *Power of 2 Math intervention package*
- *Plus 1 intervention booklets – Maths*
- *5 min Maths Box*

CPD:

- *Mathematical strategies training*
- *How to use resources to support students*
- *CPA training*
- *WhiteRose training*

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.

Number of pupils accessing targeted support is 36

22 pupils access signing club over lunchtime

Pathway	Number of pupils access targeted support
Explore	29
Discover	3
Inspire	2
Thrive	2

Support in class with intensive interaction

Yr 8 Thrive student who is using a Pecs/ communication book, she is exploring the book to understand the different meanings to the symbols.

She has a good understanding of Yes/No. I am modelling More and Stop, we are doing this by looking at books, bubbles or clapping hands.

She has on a few occasions chosen the symbol of the MUGA, we have gone there so she can start to understand the meaning of that symbol.

Yr 10 Discover student using his high AAC device, he started yr7 with a device, he has always been keen to use it and has done amazing well navigating into different categories and mind mapping where all these cells are. He can also search the device to find words, he can sound out the beginning of the word he is looking for and then needs some support spelling, he can find the letter when you phonetically sound out, then will follow the guided path.

He can navigate to pre-set cells and use them appropriately in different scenarios that I create, he is working on generalising this. He can navigate to feelings cells and can recognise different emotions; he is working on how to apply them when situations arise during the day.

He has a joint session also with two other students who have devices, he looks forward to these sessions and can chat to them with his device, e.g. hello , good afternoon , (he can add the name of the student) L.F and F.H how are you , do you want to play a game ?

Pupils can use/engage with a range of self-regulation and wellbeing strategies in order to develop pro-social behaviours.

- Engagement data identifies that all pupils with a half term average of 20 behaviour points are receiving intervention, this is the target for intervention.
- Disadvantaged pupils attended in line with their peers (87.56% for PP and 88.43% non-PP).
- 44.1% of all school pupils who have an individual behaviour plan are PP.

Summary of interventions delivered across school

Intervention	Numbers
Drawing and talking	31
Trauma informed Social and emotional support	36
Bereavement	1
Wellbeing	3
Think Bricks	7
Relationships	2
Zones of regulation	3
Internet safety	2

Three trauma informed training sessions delivered in person to three classes and the nurture department - sentence stems, pace approach and EAA (Well received. More planned for this year (two sessions to Bloom class and new starters already completed) (resources also shared)

Impact statements from pupil voice:

"I really enjoy our sessions. It helps with the anxiety to talk about (relationships). I think my friends should come and join us!"

Female student, 16 years old

"I think it helps to talk and work things out. My friend has been really upset so I am going to tell him to come."

Male school student, 15 years old

"When can I come back to your room for our sessions? Will you take me now?"

Male school student 12 years old

"I feel a lot better and more confident after our sessions. I know where to find you if I need you."

Female school student 12 years old

Case studies of attendance work carried out with pupils

Pupil C School refusal - RAG rating timetable, parental meetings to gain understand of bigger picture wider concerns - brought forward in LA case discussion to seek strategies of support - home visits to help encourage attendance - working alongside family with rewards and positive reinforcement - adaptations to timetable - discussion around transport and working with transport to act on pupil voice around transport worries - referrals into CAHMS - meeting alongside family social worker to add Pupil C onto her caseload to gain support externally to school - class staff support in writing up his future journey and what his aspirations are and what he needs to do to achieve these goals and how school will support him with this - Social worker to obtain mentor external to school to help support and access wider community away from difficulties at home: This support has allowed Pupil C to access the relevant support networks both within and outside of school - this has helped to keep both family and Pupil C on board and consistent discussions around attendance and support - although attendance is not at ideal place it has helped in times to encourage him to attend.

Pupil D - Medical - support put in place to help Pupil D to access education alongside his medical needs - school staff visiting to deliver sessions weekly and this has seen a positive impact on his wellbeing and engagement - this has allowed school to provide an education irrespective of barriers he may face.

Pupil E - lateness/refusal - work alongside family (telephone calls/meeting) to gain knowledge of the bigger picture and wider concerns impacting attendance - Support to complete transport application form to relieve family pressures and this impacting on his attendance - adjusted start and finish times - access to extra-curricular clubs to support student anxieties - meetings with students to gain pupil voice: This support allowed staff to gain a wider understanding and knowledge of family barriers pupil voice and implement strategies and support to help increase Pupil E attendance.

All pupils to have access to enrichment and enhanced provision opportunities.

Peripatetic Music Lessons

PP students who were identified as gifted & talented in music or who showed a keen interest were offered the opportunity to develop their skills through weekly 1:1 or group sessions with our Instrumental teacher (ALFA). Students were able to pick from a range of instruments such as keyboard, guitar, or percussion

No. of students taking part in Instrumental lessons 58

No. of students funded through PP 22(38%)

Students benefitted from having the opportunity to develop their skills and then performed in several events in school such as the Christmas concert, involvement in a group Rock band and the choir and the school musical. We were able to determine the impacting on the participating student's confidence and self-esteem through pupil voice, parent, and staff feedback.

Music Therapy

Students within the Thrive and SP department were assessed for Music Therapy intervention by our music therapist (Nordoff Robins). All pupil premium pupils deemed suitable were able to access the intervention.

Pupils accessing music therapy were observed to demonstrate an increased level and engagement in learning and were more confident when exploring music within the classroom.

No. of students taking part in Music therapy sessions 45

No. of students funded through PP 21(47%)

Thrive pupil case study

Child B accesses music therapy on a weekly basis and this has been since September this year. During the sessions, Child B has had the opportunity to explore activities that she would not otherwise have access to, such as the musical call and response apps on the iPad. Input from the therapist enables Child B's class team to gain some understanding of how to successfully communicate with Child B in a musical capacity and this skill can be transferred to Child B's other lessons.

Child B enjoys the 1:1 interaction from the therapist and she has developed her focus and vocalisation during the sessions. She has become more patient and observant whilst listening to her peers play and shown her preference for instruments and her ability to predict and recognise parts of songs. Child B's targets include developing her fine motor skills, which are incorporated in her playing the guitar strings and moving her fingers on the drum.

Discover staff feedback

The discover students who access the music therapy sessions with Alan find these invaluable. These sessions focus on specific and individualised goals, where students who struggle to understand the world around them, do amazing things like interact through music, listen, engage, make and perform using a variety instruments. The performances and outcomes from these sessions continue to amaze the Discover teachers. Alan's sessions are vital to support students' wellbeing, regulation and over all outcomes in their learning within the Discover pathway.
This year I have seen an autistic student from the department learn, develop and perform a piece of music on the keyboard with Alan's support and input; this was a new activity to this student, and they now continue to enjoy, and develop their creativity, thanks to these music therapy sessions.

After school clubs A total of 26 pupils accessed after school clubs, 11 of those receive pupil premium.

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
Talking and Drawing Therapy	Drawing and talking Ltd info@drawingandtalking.com
Instrumental Tuition	Alfa-Music.com
Music Therapy	Nordoff Robin.org.uk
Trauma informed practitioner training	Trauma Informed Schools UK

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.