

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Elms Bank
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 21
Date on which it will be reviewed	September 22
Statement authorised by	Orienne Langley-Sadler
Pupil premium lead	Alison Morrell
Governor / Trustee lead	Mary Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75 445
Recovery premium funding allocation this academic year	£26 970
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	£102 415

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 support to develop pro social behaviours by regulating their thoughts and emotions. Pupils are supported to develop 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 challenging behaviour and engagement needs that have impacted on their readiness for learning. Whole school = 33% Pupil Premium = 41% receive behaviour intervention Whole school = 9% Pupil premium = 18% receive multi-level intervention
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.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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 achieve EHC plan termly outcomes.
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 meet their action plan targets.
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.
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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: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff training for Nurture TA and pastoral support in Talking and Drawing Therapy. Effective wellbeing provision is central to the Nurture pathway curriculum approach.</i>	Evidence and case study testimonials indicate that talking and drawing therapy is an effective tier ½ intervention that supports children’s mental health. It helps children to process their thoughts and feelings and lower their anxieties. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6124538/	1,2,3
<i>Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i>	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	1,2
<i>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</i>	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.	2,3

<p><i>tiers of need. Additional capacity will enhance the total communication strategy across school (SDP).</i></p>		
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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
<p><i>Music Therapy sessions provided to all Thrive and SP pupils who are identified.</i></p>	<p>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.</p> <p>http://in-deep.org.uk/activitie/childrens-music-therapy/</p>	<p>1,2,3</p>

<p><i>Additional Maths and English intervention time and resources allocated for toe by toe intervention and count on me maths intervention. Delivered to Explore and Inspire pupils who have made less than expected progress in maths and English.</i></p>	<p>Toe by toe intervention is a researched phonic intervention:</p> <p>https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</p> <p>Count on me Maths intervention is an evidenced based maths intervention programme.</p> <p>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</p>	<p>1,2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Programme of SEND specific rest</i></p>		
<p><i>Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i></p>	<p>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.</p> <p>https://www.research.manchester.ac.uk/portal/files/20970524/POST-PEER-REVIEW-PUBLISHERS.PDF</p>	<p>3</p>
<p><i>Instrumental lessons provided at subsidised costs to disadvantaged pupils.</i></p>	<p>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.</p>	<p>1,3</p>

<p><i>Provision of enrichment activities, including access to extended school clubs and events.</i></p>	<p>The Centre for Education and Youth states that :</p> <p><i>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.</i></p> <p>https://cfey.org/reports/2021/10/enriching-education-recovery-the-role-of-non-formal-learning-and-extra-curricular-activities/</p>	<p>1,3</p>
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Total budgeted cost: £ 102,415

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 2020 to 2021 academic year.

Please refer to the pupil premium impact document for 2020-21.

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
Talking and Drawing Therapy	Drawing and talking Ltd info@drawingandtalking.com
Instrumental Tuition	Alfa-Music.com
Music Therapy	Nordoff Robin.org.uk

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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Further information (optional)

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