

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	Elms Bank
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	124 (40%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 22
Date on which it will be reviewed	September 23
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	£90 128
Recovery premium funding allocation this academic year	£116 196
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	£206 324

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. Pupils who receive behaviour intervention Whole school = 33% Pupil Premium = 41% Pupils who receive multi-level intervention Whole school = 9% Pupil premium = 18%
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. These will be RAG rated amber or green.
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: £90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school phonics training and additional resourcing to extend access to books.</i>	<p>DFE guidance (july 22) states:</p> <p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <ul style="list-style-type: none"> • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information 	1,2,3
<i>Advanced training for Nurture TA and pastoral support in Talking and Drawing Therapy. Effective wellbeing provision is central to the Nurture pathway curriculum approach. (SDP Wellbeing)</i>	<p>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.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6124538/</p>	1,2,3
<i>Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i>	<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</p>	1,2

<p><i>(SDP Wellbeing)</i></p> <p><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 tiers of need. Additional capacity will enhance the total communication strategy across school (SDP - Communication).</i></p> <p>Training for SaLT assistant to become signing tutor – this will enhance the staff skills in signing across school. <i>(SDP - Communication).</i></p> <p>Pastoral support and Nurture TAs funded to access training in specialist areas of pupil wellbeing including mindfulness, self-harm, suicide prevention and engaging disadvantaged families. <i>(SDP – wellbeing)</i></p>	<p>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>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.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal School of Speech and Language Therapists.</p> <p>Research demonstrates that signing supports children to develop their language and communication skills.</p> <p>https://www.signingtime.com/resources/research/#infantsA</p> <p>Research indicates that mindfulness has a significant impact of stress and anxiety.</p> <p>https://greatergood.berkeley.edu/article/item/mindfulness_in_education_research_highlights</p>	<p>2,3</p> <p>2,3</p> <p>2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music Therapy sessions provided to all Thrive and SP pupils who are identified.</i>	<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>	1,2,3
<i>Additional Maths and English intervention time in line with school led tutoring programme (Intervention tutors contribution) 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>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>	1,2

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

Budgeted cost: £46 324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i>	<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</p>	3

	<p>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>	
<i>Instrumental lessons provided at subsidised costs to disadvantaged pupils.</i>	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.	1,3
<i>Provision of enrichment activities, including access to extended school clubs and events.</i>	<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>	1,3

Total budgeted cost: £ 206 324

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 2021 to 2022 academic year.

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

Overall Progress:

- All disadvantaged year 11 pupils achieved their target accreditation.
- Overall progress for PP achieving expected or above progress is 73% compared with 75% for the whole school cohort.

LAC

- Autumn Term 40% of LAC students were on or above expected outcome, this rose to 89% in the Spring term before taking a dip to 73% in the Summer Term (this was due to 2 LAC students not making progress in Maths Space and Measure in the Summer Term)
- Autumn Term 80% of LAC students were bronze coaster, on or above expected outcome, this rose to 100% in the spring term, and this was maintained in the summer term.

PP

- Autumn Term 43% of PP students with on or above expected outcome, this was the same for non-PP students (43%), 58% of PP students were bronze coaster, on or above expected outcome, compared to 59% of non-PP students.
- Spring Term PP students made more progress than non-PP students for on or above expected outcomes with 63% compared to non-pp being at 58%, this was also mirrored in bronze coaster, on or above expected outcome 77% compared to 72%
- Summer Term both PP and non-PP rose, however non-PP progress made further gains compared to PP students. 73% of PP students made on or above expected progress compared to 77% of non-PP students. Bronze coaster, on or above expected outcome was 88% (PP) compared to 89% (non-PP)
- Maths intervention is having a positive impact across the school. 70% of Pupil Premium students are on target to achieve their predicted outcomes, and this is expected to improve throughout the year. The individually-targeted interventions have been extremely beneficial to the progress of the students as well as developing their confidence in Maths, which has been evident in the classroom.
- In Autumn of 2021, only 45% of LAC pupils were making expected progress in reading, which went up incrementally to 82% in Spring and then 91% in Summer!
- In Autumn only 66% of PP pupils were making expected progress in reading, however this rose to 78% in Spring and then 86% in Summer.

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

- 29 PP students accessed specialist SaLT intervention with a SaLT assistant, all students achieved their communication passport short term targets

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

- 10 students have accessed a course of drawing and talking therapy, all have engaged with the process. The impact of this has led to students self-referring for additional support; giving positive feedback to say that this intervention has helped them to feel better and staff have reported an improvement in their ability to talk about their wellbeing.
- 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 (90.20% for PP and non-PP). LAC pupil's attendance was 94.15% for school.
- 60% of all school pupils who have an individual behaviour plan are PP.

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

- 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 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	28
No. of students funded through PP	13 (46%)

- 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 the choir and the school musical, impacting on their confidence and self-esteem.
- Students within the Thrive and SP department were assessed for Music Therapy intervention by our music therapist (ALFA). All pupil premium pupils deemed suitable, accessed the intervention.

No. of students taking part in Music therapy sessions	26
No. of students funded through PP	11 (58%)

After school club and holiday club was subsidised for PP pupils who otherwise could not attend; 12 accessed after school clubs, 19 accessed holiday clubs. All pupils who wanted to access enrichment activities did, cost was not a barrier to this. Pupils were able to access the community, make links outside of their initial peer group and build self-confidence.

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

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.