

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	340
Proportion (%) of pupil premium eligible pupils	139 (41%) LAC = 14 (4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 23
Date on which it will be reviewed	September 24
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	£105 570
Recovery premium funding allocation this academic year	£123 372
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	£228 942

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. 60% 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.
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: £110 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue and embed 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>Additional 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. (SDP Wellbeing)</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 engagement, providing a programme of intervention and support.</p>	1,2

<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>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>2,3</p> <p>2,3</p>
<p>Use of trained signing tutor to deliver staff and parent training sessions – this will enhance the staff skills in signing across school. (SDP - Communication).</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>2,3</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. (SDP – wellbeing)</p>		<p>2,3</p>
<p>Trauma informed training provided for staff in addition to specialist coaching for Nurture staff.</p>		

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/activities/childrens-music-therapy/</p>	1,2,3
<p><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>	<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>Plus 1 and Power of 2 is an evidence based maths intervention that focuses on one to one maths coaching.</p> <p>Evidence Paper 2020 123 Learning.pdf</p>	1,2

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

Budgeted cost: £48 942

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support funded to deliver Behaviour for</i>	<p>Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and</p>	3

<p><i>Learning intervention and pastoral tracking.</i></p>	<p>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><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>	1,3
<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>	1,3

Total budgeted cost: £ 228 942

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 2022 to 2023 academic year.

<p>Improved attainment for disadvantaged pupils in maths and English relative to their starting points as identified through baseline assessments and progress meetings.</p> <p>Overall Progress:</p> <ul style="list-style-type: none"> • 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. <p>LAC</p>

- 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.
- 44PP and 9 LAC pupils accessed one to one intervention.
- All PP and LAC pupils received an additional reading session with their class staff each week.

The Head of English and Maths have shared examples of students demonstrating impact by:

- Making a 2-year advance in reading age
- Achieving a higher-than-expected accreditation
- Increased confidence in reading
- Reading aloud to others
- Increased confidence and progress in Maths
- Improved recall of number facts and times tables
- Previous refuser to Maths intervention now engaging

Interventions and resourcing have included:

- Additional tablet to facilitate Myon
- Toe by Toe phonics books
- Star reading assessments
- Pearson revise functional skills resources for PP GCSE to use at home

- Colour coded phonic magnetic letter sets
- Power of 2 Math intervention package
- Plus 1 intervention booklets – Maths
- 5 min Maths Box

CPD:

- Phonological awareness training for staff
- Grammar and language training
- Coaching for ECTs and new teachers to Elms Bank
- Training on 5 min Maths Box
- Calculations training

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

Pupil M is in discover pathway and has been having SaLT intervention since summer A 2023.

Pupil M targets are to be able to attend to an adult lead activity for at least 10 mins, at the start of the interventions Pupil M was unsettled and we needed a visual countdown to stay focused for 10 mins, now Pupil M can stay on track and focused for a 25/30 min session without the need for the visual.

The next target is for Pupil M to be able to consistently and independently identify a range of verbs, we started with familiar verbs, plus incorporating signing to support Pupil M, now Pupil M can recognise these and add the pronoun in to a full sentence.

The last target is for Pupil M to consistently create a sentence containing at least 3 words. When Pupil M gets to the door, he is asking in a full sentence for me to open the door, this has taken a long time as Pupil M would wait at the door and not say anything. This needed modelling consistently for Pupil M to understand what he needed to do, and what would happen when he asked.

Pupils A, B and C, are students who all have the same AAC device, they have been coming to an AAC group. In this group they play games together and use their devices to express in the moment spontaneous chat that corresponds to playing games. E.g. "Hi" "what game you want to play" "my turn / your turn" now adding the name of who is playing next. "I lose/ you lose" plus navigating to positives comments in between. These students see that other boys have the same method of communicating and are building positive friendships.

Pupil T is at college, I started to work with Pupil T towards the end of year 11. She had a cleft palate repair. The hospital had sent some speech sounds to practice. Pupil T has worked very hard, and we practice every day at school. A letter from the hospital stated that they had seen an improvement with her everyday speech. They noted that new sounds were emerging and that she was accurate with most of the sounds she had been working on.

Pupil F is a year 8 Thrive student, he has done amazing well with his signing, he is making good efforts to sign the animals in the Gruffalo book, he will sign yes and no more clearly now. Also he can sign “open the door please.’ He is more responsive now to when people sign to him and will sign back.

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 (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.

The wellbeing and engagement team have offered intervention:

Intervention:	Number of pupils:
Drawing & Talking	9
Internet Safety	1
Relationships	5
Talk About	1
Emotional Literacy	1
Zones of Regulation	5
Social Skills/Social Opportunities	9
Supporting Early Breaks	1
ELSA	1

Total: 33

Student voice in response to therapy sessions:

“I had a great session. I drew a story; I solved the problems”

Verbal feedback from a 17-year-old male college student on the explore pathway as he returned to class.

“I don’t feel so angry as when I started.”

14-year-old female school student on the inspire pathway.

"I didn't like the session when I started them as I didn't think I could draw and I didn't have trust in adults I didn't know, but now I enjoy drawing and I've started to build up a trust with you and other adults."

15-year-old male student on the inspire pathway.

Towards the end of the session when the student had talked and drawn all the way through (little input from VL), student closed off her own session. She spoke. "I'm going to leave this space here for my title and draw these swirls to show that everything is safe and peaceful."

Year 10 female student, Inspire pathway.

'I really like having you to talk to each week.'

Year 11 male student, Inspire pathway.

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

- 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	38
No. of students funded through PP	16 (42%)

- 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, 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.

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	24
No. of students funded through PP	13 (54%)

After school clubs

After school club and holiday club was subsidised for PP pupils who otherwise could not attend. All pupils who wanted to access enrichment activities did, cost was not a barrier to this.

Autumn

Total number of pupils=32 PP = 16

Spring

Total number of pupils=35 PP = 21

Summer

Total number of pupils=35 PP = 18

Easter Holiday club

Number of pupils = 28 PP = 10

Summer Holiday club

Number of pupils = 23 PP = 5

Pupils were able to access the community, make links outside of their initial peer group and build self-confidence. Clubs included 2 Hydro sessions, cooking and life skills, youth club and trampolining. Holiday clubs are based on a theme and offer creative activities, hydro, sports, and life skills. College students are offered an applied learning scheme where they support with school activities and tasks and access hydro each day in addition to a social event.

Academic year 23-24:

NOR = 340

PP= 139 - 41%

LAC = 14 – 4%

Support self-study and homework

Support parents to help students at home (parental workshops and signing drop in)

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.