

## **Pupil Premium Impact Summary July 2018**

In the 2017-18 financial year schools received the following funding for each pupil registered for free school meals at any point in the last 6 years:

£935 for eligible secondary age pupils

£1900 for LAC pupils.

There are 69 pupils in receipt of Pupil Premium.

The allocation of pupil premium funding for 2017-18 was £78,780 (April 2017 – April 2018)

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 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 2017, 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 following barriers to learning were identified in the school's Pupil Premium Strategy and action plan:

- A. All pupils have SEND and some pupils have complex SEND including complex health needs (202 Pupils)
- B. A significant number of pupils have speech and language therapy needs
- C. Some pupils eligible for pupil premium have SEMH
- D. Pupils eligible for pupil premium have lower attendance rates than other pupils at the school during the academic year 2016-17
- E. 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.

## **IMPACT OF SPENDING**

### **Initiative A Maths and English Interventions:**

- Academic year 2017/2018 saw both the Maths and English departments working strategically to plan, track and monitor the intervention of Pupil Premium students at Elms Bank. Elms Bank School employed one full time intervention teacher (primary trained practitioner) that drew from teaching assessment data to provide her with targets.
- The intervention teacher planned small group or 1-1 sessions of support that focused on SMART targets. These targets were tracked and assessed through the use of teacher mark book on Classroom Monitor.
- The intervention teacher liaised closely also with the class teachers in order to feedback on intervention progress and further targets.
- Tracking was in the form of everyday marking which was available on the school network. The intervention teacher also provided termly reports of progress.

### **% of Pupils achieving National Average and Above National Average Progress in different groups:**

Cohort	Number in cohort	Maths - Number achieving NA & ANA	Maths - Percentage achieving NA & ANA	English – Number achieving NA or ANA	English – Percentage achieving NA & ANA
Whole school	151	136	90%	136	90%
Pupil Premium	69	65	94%	60	87%
Non pupil premium	82	74	90%	76	93%
Thrive	25	21	84%	23	92%
Thrive Non pupil premium	19	16	84%	18	95%
Thrive pupil premium	6	5	83%	5	83%
Explore	75	68	91%	64	85%
Explore non pupil premium	38	34	90%	35	92%
Explore pupil premium	37	34	92%	29	78%
Inspire	51	50	98%	49	96%
Inspire non pupil premium	25	24	96%	23	92%
Inspire pupil premium	26	26	100%	26	100%

### **Pathway Breakdown of pupil premium pupils not making expected progress**

Thrive Pathway		
Student that is not meeting expected levels of progress	Barriers to Learning	Notes
Pupil A –	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Complex Needs</li> <li>• Behaviour Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosed with very rare condition –</li> <li>• Moved to Complex Needs setting</li> </ul>
Pupil B –	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Complex Health Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Designated 1-1</li> <li>• VI and HI input</li> <li>• SALT input</li> </ul>

		<ul style="list-style-type: none"> <li>• social care</li> </ul>
--	--	---

Explore Pathway		
Student that is not meeting expected levels of progress	Barriers to Learning	Notes
Pupil A –	<ul style="list-style-type: none"> <li>• Attendance &lt;95%</li> <li>• Complex Needs Behaviour Needs/ASD</li> <li>• Behaviour Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Focussed support from behaviour support (DL)</li> <li>• Review of staffing in class</li> </ul>
Pupil B –	<ul style="list-style-type: none"> <li>• SEMH</li> </ul>	<ul style="list-style-type: none"> <li>• Change of provision</li> <li>• Bespoke curriculum</li> <li>• Accessing nurture pathway</li> <li>• Specialist support from behaviour teacher</li> </ul>
Pupil C –	<ul style="list-style-type: none"> <li>• ASD diagnosis</li> <li>• Behaviour plan</li> <li>• &lt;95% attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Change of class to support positive behaviour</li> </ul>
Pupil D –	<ul style="list-style-type: none"> <li>• MLD</li> </ul>	<ul style="list-style-type: none"> <li>• Social care</li> </ul>
Pupil E –	<ul style="list-style-type: none"> <li>• MLD</li> <li>• &lt;95% attendance</li> </ul>	
Pupil F –	<ul style="list-style-type: none"> <li>• MLD/ASD</li> </ul>	<ul style="list-style-type: none"> <li>• Dietary concerns</li> <li>• Some social care concerns</li> </ul>
Pupil G –	<ul style="list-style-type: none"> <li>• MLD</li> <li>• &lt;95% attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Social care</li> </ul>
Pupil H –	<ul style="list-style-type: none"> <li>• Complex Learning Needs</li> <li>• Communication</li> <li>• &lt;95% attendance</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1 teaching assistant support</li> <li>• Bespoke timetable</li> <li>• Sensory input</li> </ul>
Pupil I –	<ul style="list-style-type: none"> <li>• Complex Learning Needs</li> <li>• &lt;95% attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist teacher for behaviour input</li> </ul>
Pupil J –	<ul style="list-style-type: none"> <li>• Learning Needs</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• SALT input</li> <li>• Achieved Entry Level 2 qualification in Maths (bronze)</li> <li>• Baselining concerns discussed at progress meeting</li> </ul>

Inspire Pathway		
Student that is not meeting expected levels of progress	Barriers to Learning	Notes
Pupil A	<ul style="list-style-type: none"> <li>• SEMH</li> </ul>	<ul style="list-style-type: none"> <li>• Change of provision</li> <li>• Bespoke curriculum</li> <li>• Accessing nurture pathway</li> <li>• Specialist support from behaviour teacher</li> </ul>

## **Initiative B- Speech and Language Therapy**

During the academic year of 2017 -2018, 27 pupil premium pupils were identified as having speech, language and communication needs that required 1:1 or group intervention.

Each of the 27 pupils identified were assessed by a qualified speech and language therapist who identified areas of need and targets were written to support developing the area of needs identified. A pupil communication summary (PCS) was also written in order to summarise the pupil's speech, language and communication needs and made available to all staff that work with the pupil.

Each pupil also received 1:1 weekly session with the dedicated speech and language therapy teaching assistant (SALT TA). The following summarises the level of input provided for those pupils seen for 1:1 input:

- 12 pupils received weekly input across the 3 school terms working on a variety of different interventions.
- 14 pupils received 1 term of Lego therapy which class staff were then encouraged to continue within class by themselves.
- 1 further pupil received input for social interaction and speech sounds for 1 term.

### Case Studies of SALT Impact for Pupil Premium Pupils

#### **Pupil A**

Pupil A was using an iPad with a symbol based communication app on it to communicate his needs as he is non-verbal. Pupil A worked with SALT TA for weekly sessions to model and practice using his communication device and app. His targets included searching for appropriate vocabulary, building longer sentences and using appropriate grammar to develop his communication.

Due to the level of progress made, Pupil A then found the device he was using began to limit his expressive language due to limiting vocabulary and difficulties mounting the iPad on his chair. A new device has now successfully been applied for, which is solely dedicated for communicating and can be mounted to his chair permanently.

#### **Pupil B**

Pupil B received weekly input over 3 terms to support their expressive language and understanding of question words. Weekly input focused on using colourful semantics, a visual support, to help develop Pupil B's sentence structure. By the end of the input in the summer term Pupil B's sentences had gone from basic sentences such as: 'The cat eating dinner' to, 'The boy is eating the red apple in the house'. When out of a structured activity this can be more difficult and input is now focusing on generalising this skill.

## **Initiative C- SEMH**

Clear records on the provision map which is in place for pupils who present a high level of challenge. Fewer incidents recorded, pupils who need different provision have a carefully constructed plan, which is developed alongside other agencies and their family.

Due to the roll out of SIMS from September and staff being confident in recording incidents accurately, improved behaviour outcomes will also be evidenced via individual case studies.

Key actions:

- Pastoral team appointed (3 pastoral leads and 3 pastoral supports). The focus of this team is to support student well-being, engagement and promote effective behavioural

management strategies. Pupil premium pupils are tracked in data analysis to identify where support and intervention is needed.

- A behaviour practitioner was appointed to support pupils with significant and complex challenging behaviour. 50% of these pupils were pupil premium with 1 LAC.
- Solution focused behaviour meetings were introduced to facilitate smart target setting and effectively implemented strategies
- New system of whole school recording of achievements and incidents has allowed more effective analysis of behaviour that provides information on pupil premium pupils.
- Continue with SaLT support for Pupil premium pupils

### Behaviour incidents:

	Number of Pupils	Number on a BP	%	Number of incidents which decreased Sept - July	%	Number with 0 incidents in Summer B	%	Number with no recorded incidents across the year	%	Number of pupils with an increase in incidents	%
LAC	13	4	33	13	100	10	77	4	31	0	0
PP (FSM)	68	25	37	53	78	40	59	13	19	2	3
All other pupils	200	55	25	141	73	81	41	51	26	8	4

- 12% more pupil premium pupils have a behaviour plan in place
- 78% of pupil premium pupils had a decrease in numbers of incidents recorded
- 100% of LAC pupils had a decrease in behaviour incidents
- 18% more pupil premium pupils had no incidents of behaviour by summer B
- There were just 2 pupil premium pupils with an increase in incidents across the year

### Initiative D- Attendance

100% of pupils for pupil premium should achieve attendance over 95% unless there is a significant medical reason why they cannot attend school. Pastoral staff, (form teacher, pastoral leads and pastoral support) all play a significant role in ensuring that non-attendance is tackled and followed up.

- All absences are followed up with phone calls home and possible home visits
- Pastoral supports liaise with the attendance officer regarding pupils whose attendance is of concern
- Attendance is analysed each half term to enable patterns, areas of concern to be identified
- Attendance for pupil premium is tracked and interventions put in place as required
- There needs to be a review of the data to enable more effective filtering of attendance and the cohorts affected
- The pastoral team have implemented attendance matrix to track pupils attendance and interventions implemented

### Attendance data:

Groups	Attendance	Lates %	PA	OTPA
Pupil Premium	92.16	1.28	17	4
Non-pupil premium	92.78	1.08	33	11

Groups	Attendance	Lates %	PA	OTPA
LAC	89.14	3	5	0

- Pupil premium pupils achieved more than 92% attendance
- There were 17 persistent absences, these were addressed within attendance meetings and interventions put in place
- LAC attendance was 89%, these numbers included two pupils with significant and complex medical needs

### **Initiative E- Pupil Premium and Enrichment Opportunities**

This year there have been 32 pupils who have received instrumental lessons through pupil premium monies. 11 of these pupils were LAC and Post LAC. These included singing, guitar, drum, keyboard, percussion and music therapy.

The range of instrumental lessons allows pupils from all pathways to access music lessons. Lessons work on a 1:1 and small group basis. Pupils receiving lessons are identified as gifted and talented or particularly responsive to music. All pupils have made good or better progress in their lesson. This has impacted their curriculum music lesson with pupils making 100% silver/gold progress. Pupils whose parents support regular practice have made significant progress.

A number of students have made huge strides in terms of their confidence and self-esteem which has been noticeable across all aspects of their school life. We have also found that instrumentals have supported pupils' sensory diet. Music Therapy has effectively supported pupils' communication development in addition to the SALT input they have received.

Pupils receiving lessons through pupil premium were encouraged to showcase their talents in the Christmas concert, which included 92% of this group of pupils. Furthermore all pupils took part in the school production of 'Aladdin Trouble' in July 2018.

### **Actions for 2018-19**

- Pupil progress meetings to have agenda item that focuses primarily on progress of pupil premium students
- Intervention tracking through SMART targets and tracked through intervention part of Classroom Monitor rather than teacher mark book
- Nurture pathway established
- Continue with Behaviour and Attendance strategies
- Scrutiny of spending on enrichment to ensure we are targeting need.