

Pupil Premium Impact Summary July 2019

In the 2018-19 financial year schools received the following funding for each pupil registered for free school meals at any point in the last 6 years.

There are 69 pupils in receipt of Pupil Premium.

The allocation of pupil premium funding for 2018-19 was £83 270 for LAC was £3632

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 with 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 2018, 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 actions take account of the following school context:

- 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. A number of pupils have SEMH needs
- D. A significant number of pupils have challenging behaviour - 37% of pupil premium pupils have an individual behaviour plan (compared with 25% all pupils)
- E. Pupils eligible for pupil premium have had lower attendance rates than other pupils at the school the gap closed in year 2017-18, this development needs consolidating
- F. 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.

1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils to make good or better progress in maths and English.	At least 76% of pupil premium pupils will achieve good or better progress
B.	All pupils to access communicate support as required. All pupils eligible for Pupil Premium with SaLT needs to have appropriate support and strategies in place. 75% of pupils on targeted and specialist Support to make good or better progress in Speaking and listening.	75% pupils who are targeted/specialist for SaLT will make good or better progress in Speaking and listening and/or communication(Thrive)
C.	All pupils with SEMH to access and engage with an appropriate curriculum.	All pupils with SEMH to access and engage with an appropriate curriculum. All pupils with SEMH will have good attendance. All pupils with SEMH will have a decrease in incidents of challenging behaviour.
D.	To reduce incidents of challenging behaviour from PP and LAC pupils. For PP and LAC pupils to begin to self-regulate their behaviour, anxieties and responses to stressful situations.	A reduction in the number of pupils with C3 and C4 behaviours. A reduction in the number of PP and LAC pupils who require specialist behavioural support.
E.	For LAC and PP pupils to have good attendance or access support to attend school or catch up opportunities if learning is missed.	To reduce and close the gap between whole school attendance and that LAC and pupil eligible for PP.
F.	Eligible pupils to be offered enrichment activities including music tuition, support to access residential experiences and lunchtime/afterschool clubs.	Access to enrichment activities in line with whole school population or better.

IMPACT OF SPENDING

Initiative A; All pupils to make good or better progress in maths and English

Implementation:

Mathematics

- All students that were Pupil Premium and not making expected levels of progress received class intervention, supported by the teacher and also a departmental TA. Initially this began as external to the classroom but following observations and feedback from the peer to peer review it was felt more beneficial within lessons to support TA subject knowledge and also best equip the students for further learning in line with their peers
- 1 x TA (2.5 days per week)
- Termly progress meetings held for each year group, these identified pupil premium as a priority

English

- All students that were Pupil Premium and not making expected levels of progress received class intervention, supported by the teacher and also a departmental TA, this was on an intermittent basis following a maternity cover and the English TA being used for cover whole school.
- 1 x TA (2.5 days per week)
- Termly progress meetings held for each year group, these identified pupil premium as a priority

Impact:

Pupil Premium Whole School Data and Maths and English

Performance of groups							
Group	Target	Term 1		Term 2		Term 3	
		Eng	Maths	Eng	Maths	Eng	Maths
Pupil Premium	75%	77%	70%	69%	75%	83%	89%
Non-pupil premium	75%	77%	81%	76%	84%	87%	92%

- % of PP students making good or better progress in Mathematics was higher than the school target
- Number of pupils achieving good or better progress in Mathematics was 3% lower than their non-pupil premium peers
- % of PP students making good or better progress in English was higher than the school target of 75%
- The number of PP students making good or better progress in English was 4% lower than their non-pupil premium peers
- 100% of PP students achieved accreditation in English and Maths at the end of KS4

Initiative B; All pupils to access communication support as required. All pupils eligible for Pupil premium and with identified SaLT needs have appropriate support and strategies in place. 75% of pupils on targeted and specialist support make good or better progress in speaking and listening.

Implementation:

During the academic year of 2018-2019, 52 pupil premium pupils were identified as having speech, language and communication needs that required assessment and advice.

Each of the 52 pupils identified were assessed by a qualified speech and language therapist and a Pupil Communication Summary (PCS) was written to summarise their speech, language and communication strengths and needs. Individual targets were written related to the needs to be worked on across all lessons. The PCS documents and targets were available to all staff that worked with the pupils through the shared school drive.

Of these 52 pupils 23 were identified as requiring 1:1 sessions to work on their identified targets.

These 23 pupils received weekly 1:1 sessions 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:

- 5 pupils received weekly input across the 3 school terms working on their use of their various communication aids / methods (AAC).

- 18 pupils received weekly input on their various targets for 1 term and then staff were encouraged to continue with monitoring from SaLT.

Impact:

- 85% of Pupil premium students made good or better progress in speaking and listening

Case Studies of SaLT Impact for Pupil Premium Pupils

Pupil A

Pupil A has complex communication needs- he has a high level of understanding but his physical condition means that he is unable to express himself verbally and directly access a communication aid i.e. unable to accurately type or point to symbols. He has an eye-gaze communication device to communicate which was initially provided in September 2017.

Pupil A worked with the SaLT TA for weekly sessions to model and practice using his communication aid and problem solve around any difficulties with access to his eye-gaze system. His targets included searching for topic vocabulary needed in lessons and maintaining his patience to persevere to use his device when his access was difficult.

Pupil A has continued to increase in confidence in using his eye-gaze system across lessons. He has worked really well with familiar staff to increase his knowledge of where to find vocabulary is in his device. Pupil A will continue to require continued direct 1:1 sessions with the SaLT assistant and rest of the SaLT team in order to support the use of his communication aid.

Pupil B

Pupil B had several speech sound errors which made his speech difficult to understand especially when out of context. Pupil B received weekly input over 3 terms to support his production of speech sounds. From intensive practice Pupil B is now able to produce speech sounds correctly in concentrated practice. He is able to self-correct his sounds in conversational speech if he makes a mistake and is aware of pronouncing his sounds clearly to make sure his listener understands.

This is such fantastic progress that Pupil B will now be able to have a break from direct input while he consolidates his production of speech sounds.

In addition to SaLT; pupils with significant and complex needs had access to music therapy to support and develop communication skills.

Initiative C; All pupils with SEMH to access and engage with an appropriate curriculum

Implementation:

- As a response to need, a new pathway was developed to meet the needs of pupils with SEMH – Nurture Pathway.
- A Nurture Pathway teacher was appointed and a bespoke curriculum developed.
- Behaviour data was developed to enable the identification of pupils with more challenging behaviour using a points system. All pupils with more than twenty behaviour points were identified as requiring intervention
- Pastoral Leads and supports were re-organised to support specific pathways to allow for bespoke intervention to be delivered
- SEMH intervention resources were purchased
- Pupils had access to a weekly yoga class with an external yoga teacher

- Pupils had access to a five day residential to develop self-esteem, resilience and social skills.

Impact:

- During this academic year pupils within Nurture have accessed a number of lessons outside of the department. This on an individual basis and is as follows;

Pupil A	20% of the timetable
Pupil B	20% of the timetable
Pupil C	20% of the timetable
Pupil D	56% of the timetable
Pupil E	76% of the timetable
Pupil F	80% of the timetable

- 100% of pupils in Nurture have made progress in Behaviour for Learning and Emotional Aspects.

Initiative D; To reduce incidents of challenging behaviour from PP and LAC pupils. For PP and LAC pupils to begin to self-regulate their behaviour, anxieties and responses to stressful situations.

Implementation:

- Pastoral team in place (two pastoral leads and 4 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 caseload provided support for pupils with significant and complex challenging behaviour.
- Behaviour intervention was put in place for all pupils who had 20 or more behaviour points.

Impact:

Behaviour data across academic year:

			Behaviour Plan				Good or better behaviour				Intervention in place				Multi-level intervention			
	Total Students Sep 18	Total Students July 19	Sep 18 Count	July 19 Count	Sep 18%	July 19%	Sep 18 Count	July 19 Count	Sep 18%	July 19%	Sep 18 Count	July 19 Count	Sep 18%	July 19%	Sep 18 Count	July 19 Count	Sep 18%	July 19%
Whole School	219	220	51	64	23	29	171	182	78	82	48	39	22	18	16	15	7	7
LAC	14	15	3	3	21	20	12	10	86	73	2	4	14	27	1	2	7	13
PP	81	84	18	22	22	26	66	66	71	71	15	18	19	21	7	6	9	7

- 100% of LAC and PP students who reach 20 or more behaviour points received intervention
- All cohorts maintain at least 70% good or better behaviour
- Pupil premium students maintain 71 % good or better behaviour despite students
- LAC pupils achieving good or better behaviour decreases to 73%; this is due to two pupils who have complex SEMH needs, with one student new to being in placement
- One student with complex and challenging behaviour has had a change of provision

Please also see Appendix A and B – pupil case studies

Initiative E; For LAC and PP pupils to have good attendance or support to attend school or catch up learning that is missed.

Implementation:

- First day absence policy prioritises LAC and PP students
- Home visits and follow up phone calls are prioritised for LAC and PP students
- Pastoral team provides support the team around a family action planning
- Some students with complex or SEMH needs have adapted start and finish times for their school day

Impact:

Groups	17-18 Attendance %	18-19 Attendance %	17-18 Lates %	18-19 Lates %
Pupil Premium	92.2	92.3	1.3	0.6
LAC	89.1	91.3	3.0	0.7
Whole School	92.6	91.7	1.1	0.5

- Pupil premium attendance is higher than whole school attendance
- Pupil premium reached the 92% target
- The gap between LAC and whole attendance has closed
- LAC and pupil premium attendance has improved from previous academic year

Initiative E; Eligible pupils to be offered enrichment activities including music tuition, support to access residential experiences and lunchtime/after school clubs.

Implementation:

- Music therapist sourced to deliver music therapy to pupils within Thrive and Specialist Provision Pathways
- Funding to support educational visits and residential access for pupils within Nurture Pathway
- Instrumental lessons were provided for LAC students

- Pupil premium and LAC students were supported to access the whole school performance and after school social events

Impact:

Aims and Outcomes in Music Therapy 2018-2019

Throughout this school year, a broader range of students at Elms Bank have been able to access music therapy services as a direct result of the change in funding systems. Pupil premium funding has enabled every student in complex needs and SP who receive this allowance to engage in music therapy sessions in the most appropriate format for them. As well as prioritising these people, others in their class groups and beyond have been able to access the service when a group format has been most beneficial for the prioritised students. Two college classes, Maple and Willow have also been able to participate in class group sessions as, though not receiving PP funding any more, the students in these classes were identified to benefit hugely from this input. As a result of this new referral system, music therapy has been able to integrate more fully into the school as a whole.

Nordoff Robbins music therapy works to get all participants actively involved in making music together with the music therapist. The focus of our sessions is not to teach music as such, but to help students develop the full range of developmental and life skills through this active engagement in music making. This interactive approach to music combines cognitive skills like attention and listening, physical skills like grasping and co-ordination as well as developing self-awareness and self-confidence. Sessions can involve playing different instruments or singing, using songs and making music up on the spot. Sessions can also involve movement, writing songs, rehearsing and performing. In addition to developing core communication skills, groups in music therapy can offer unique opportunities for social interaction with peers and the development of social skills like listening and turn taking, as well as providing a platform for each individual to be heard and celebrated by their peers.

- Pupils with Nurture have accessed external educational visits and residential:

1 week residential	4 pupils
2 activity days at Morland Home	6 pupils
Football educational visit	2 pupils
Well-being visit (within Bury)	6 pupils
Regular community activities	6 pupils

Appendix A

Pathway: Nurture

Year group: 10

Barriers to learning: attitude, understanding of social situations, understanding other people's emotions and opinions, Autism, lack of self-esteem, struggles to build relationships with both peers and staff, lack of motivation.

Key characteristics: sarcasm, stubbornness, intelligent.

Provision and support:

- Daily guidance on what is appropriate and what is not e.g. how to address people properly, use of manners, reminders about personal space.
- Opportunities to socialise with peers and staff outside of school environment such as Bendrigg which encouraged Pupil A to try new activities which led to boost of self-esteem.
- 'Talkabout' book used during discussion which focuses on personal space, emotions, relationships, social stories.
- Introduction of more social times within class such as eating breakfast together, having choose time together e.g. playing football, darts, walking the dog.

The start of the year:

- Pupil A struggled accepting boundaries, consequences and rules.
- Struggled building positive relationships with peers.
- Struggled with change of routine and

Case Study of pupil within Nurture Pathway

The end of the year:

- Pupil A is able to regulate his own behaviours with the support of resources such as chance boards and choose boards.
- He is able to recognise his achievements and feel proud.
- Positively socialise with classmates and other peers.
- The ability to understand when he may need to take some time out.

Next steps?

- Pupil A is able to accept consequences for behaviour and understand when he has done wrong and what the outcome of this behaviour will be.
- Resources such as chance boards and choose boards have helped Pupil A to take responsibility for his behaviour and understand what is expected of him.
- School trips and residential have improved Pupil A's social skills, allowing him to build positive relationships with both staff and peers.

Appendix B

Pathway: Explore

Year group: 10

Barriers to learning: Down syndrome and MLD

Key characteristics: behaviour plan. Sense of humour. Likes to help.

The start of the year:

Pupil B had moved over the summer, which had caused him a lot of disruption. A new timetable and teachers added to this.

Pupil B struggled during transition time and staying in lesson for the entire session.

My aim was to enable Pupil B to let staff know when he was struggling/needed time/ leave the room. Aiming that he would be able to manage his time and achieve his work in the lessons.

I wanted Pupil B to take ownership of his behaviour and to regulate his emotions, using the aids put in place by myself.

Provision and support:

I asked parents to send in photos of his new house so we could talk about it and provide Ben with lots of reassurance. I made a visual timeline, including a Now and Next. A choose board and a token working for system. We gave Pupil B a card "I'm on a staff job" so he was able to be on corridors without being frequently questioned. I also gave Pupil B a lot of time, encouraged him to talk about feelings.

Pastoral support was used often as well as behaviour meetings. Mrs D provided extra support when needed as his form tutor, she over saw all actions put into place. Ensuring a team effort and consistency that Ben needed.

We provided Pupil B with the opportunity to work in the gallery café which is somewhere he aspires to work. Pupil B was also given times with the school dogs which really made him relax and something to work towards. Pupil B was also provided with quiet spaces, when he needed a moment and a brew.

Case Study of pupil within Explore Pathway Pupil B

Next steps?

Pupil B will continue to use these strategies to self-regulate into year 11.

The end of the year:

At the end of the year I was extremely proud of Pupil B. Before he left a room, he would tell staff where and why he wanted to leave the room. He was also able to listen to staff and accepted the help! He became really good at sharing his feelings.

He seems happier in school. He is wanting to do more jobs independently and helping other students. He still has a good relationship with myself.

Pupil B's shared successes with myself were working in the café, being able to go out onto trips, performing in the school show independently.