



Elms Bank

Pupil Premium Impact Summary July 2020

In the 2019-20 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 106 pupils in receipt of Pupil Premium.

The allocation of pupil premium funding for 2019-20 was £60,775

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 2019, 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 (249 Pupils)

B. A significant number of pupils have speech and language therapy needs

C. A number of pupils have SEMH needs and have difficulty accessing wider social activities

D. A significant number of pupils have challenging behaviour - 21% of pupil premium pupils have an individual behaviour plan (compared with 18% all pupils)

E. A significant number of pupils are gifted and talented within their curriculum pathway and would benefit from access to supported learning within Inspire or Explore pathway

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 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; in line with all other pupils.	75% pupils who are targeted/specialist for SaLT will make good or better progress in Speaking and listening and/or communication.
C.	All pupils with SEMH to access and engage with an appropriate curriculum and have access to curriculum opportunities within the wider community.	All pupils with SEMH to access and engage with an appropriate curriculum. Pupils within Nurture pathway to access transition lessons for 25% of their timetable.

		<p>All pupils in Nurture pathway will make good or better progress in Behaviour for Learning and Emotional Aspects.</p> <p>All KS4 Nurture pupils will have the opportunity to access learning within the wider community.</p>
D.	<p>To consolidate and continue to close the GAP in incidents of challenging and complex behaviour. 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.</p>	<p>All PP and LAC pupils with more than 20 behaviour points to access intervention.</p> <p>Percentage of pupils requiring intervention to be in line with all pupils. 80% of PP and LAC pupils to have good or better behaviour.</p> <p>All PP and LAC pupils who require specialist behaviour support to access learning appropriate to their needs.</p>
E.	<p>For LAC and PP pupils who are identified as gifted and talented to access opportunities within other pathways:</p> <ul style="list-style-type: none"> • Supported transition within school • Access to wider learning opportunities within the arts including instrumental tuition and choir events • Support to represent the school in sports events 	<p>All PP and LAC with identified skills and talents to access opportunities to develop these.</p> <p>All PP and LAC to achieve appropriate accreditation to their abilities.</p>
F.	<p>Eligible pupils to be offered enrichment activities including music tuition, support to access residential experiences and lunchtime/afterschool clubs.</p>	<p>Access to enrichment activities in line with whole school population or better.</p>

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 up to the Spring Term, due to COVID related restrictions.

Group	Target	Term 1		Term 2	
		Eng	Maths	Eng	Maths
Pupil Premium	75%	78%	77%	85%	89%
Non PP		79%	78%	87%	89%

- % 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 is in line with 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 2% lower than their non-pupil premium peers – gap closed from previous year (4%)
- 100% of PP students achieved accreditation in English and Maths at the end of KS4

Summer Term – Alternative provision:

- All identified vulnerable PP and LAC pupils accessed some in school provision during summer term
- All PP and LAC students were offered access to blended learning which included virtual face to face lessons, workbooks, social media challenges and a virtual school choir.
- All KS4 PP and LAC pupils were offered a lap top if technology was a barrier to accessing remote learning furthermore Wi-Fi dongles were also accessed
- Some PP students accessed bespoke blended learning opportunities including 1-1 speech and language support during the summer term

Initiative B; 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; in line with all pupils.

Implementation:

During the academic year of 2019-2020, 37 pupil premium pupils were identified as having speech, language and communication needs that required assessment and advice.

Each of the 37 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 37 pupils 19 were identified as requiring 1:1 sessions to work on their identified targets.

These 19 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:

- 13 pupils received weekly input across the 2 school terms (Autumn/ Spring) working on their use of their various communication aids / methods (AAC).
- 6 pupils received weekly input on their various targets for 1 term and then staff were encouraged to continue with monitoring from SaLT.

Case Studies of SaLT Impact for Pupil Premium Pupils

Pupil A

Pupil A has difficulty within his receptive and expressive language skills and has been working on developing his understanding and expression of pronouns as well as his understanding of Blank Level 3 and 4 questions.

Pupil A worked with the SaLT TA for weekly sessions to work on his targets and has made excellent progress. Pupil A is now able to self-correct himself within everyday spoken language to use the correct pronoun “he” and “she”. This means that his 1:1 work with the SaLT TA has started to generalise within his everyday speech. Pupil A has also made steady progress within his understanding of Blank Level 3 and 4 questions.

Pupil B

Pupil B had difficulty within his speech sound production and was specifically working on being able to generalise several target speech sounds within his connected speech.

Pupil B worked with the SaLT TA for weekly sessions working on his targeted sounds. Pupil B has made good progress and also started to use self-correction within 1:1 sessions without any prompting from SaLT TA and his speech is intelligible both in and out of context with minimal speech sound errors.

Summer Term – Alternative Provision:

Due to COVID 19 and the national lock down no face to face SaLT sessions took place in the summer term.

- Letter was sent out to all parents with SaLT change of provision and contact details for how to contact the SaLT team if any concerns.
- PCS and SaLT programmes were sent home for pupils on LG caseload (19 x Pupil Premium)
- Rang parents that came up within the NHS Reasonable Endeavours Questionnaires.
- 2 had virtual 1:1 sessions with a member of the SaLT Team
- Parent Contact made via telephone calls to pupils with AAC needs.

Initiative C; All pupils with SEMH to access and engage with an appropriate curriculum and have access to curriculum opportunities within the wider community.

Implementation:

- The Nurture Pathway continues to provide a provision for pupils with significant SEMH needs.
- A additional Nurture Pathway teacher was appointed and 3 classes developed.
- Behaviour data was embedded 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 continue to be re-organised to support specific pathways to allow for bespoke intervention to be delivered
- SEMH intervention resources were purchased
- Pupils in KS4 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. The nationwide lockdown affected this and pupils then moved onto blended learning, with the initial focus being on wellbeing and social engagement. During the spring term their engagement when accessing lessons outside of the department was as follows;

	Attended	Partial attendance	No attendance	Engagement	Partial engagement	No engagement
Spring A	89%	83%	15%	76%	20%	27%
Spring B	80%	16%	15%	72%	23%	15%

- 100% of pupils in Nurture have made progress when tracked against aspects of our bespoke SEMH tracker. The intent of this document is to track the importance of behaviour for learning and the personal progression pupils have made in order to increase engagement and a positive attitude towards their learning.
- To support the impact of lockdown due to COVID-19, form tutors worked with families to identify any key areas of support that individual pupils would need to ensure their transition back into school was as positive as possible. From this, bespoke interventions are currently being delivered as frequent as possible.
- During the lockdown period and throughout pod closures, pupils have been following a structured day to support their routine and wellbeing. There have been a range of learning opportunities available to pupils across the department. Some of these including; social media challenges, packs of work and basket tasks sent home and virtual lesson delivered via Teams. Pupils have engaged as familiar staff have supported them and expectations have been realistic, allowing them to revisit topics recently explored within the classroom and developing key skills.

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 – up to Spring term due to COVID related restrictions:

Behaviour	Total Students		Behaviour Plan				Good or Better Behaviour				Intervention in Place				Multi-Level Intervention			
	Jul-19	Jul-20	Jul 19 By Count	Jul 20 By Count	Jul 19 %	Jul 20 %	Jul 19 By Count	Jul 20 By Count	Jul 19 %	Jul 20 %	Jul 19 By Count	Jul 20 By Count	Jul 19 %	Jul 20 %	Jul 19 By Count	Jul 20 By Count	Jul 19 %	Jul 20 %
Whole School	220	246	64	71	29%	29%	182	185	82%	75%	39	30	18%	12%	15	31	7%	13%
LAC	15	15	3	3	20%	20%	10	10	73%	67%	4	3	27%	20%	2	2	13%	13%
PP	84	102	22	31	26%	30%	66	68	71%	67%	18	20	21%	20%	6	14	7%	14%

- 100% of LAC and PP students who reach 20 or more behaviour points received intervention
- All cohorts showed an increase in challenging behaviour up to Spring – this has been attributed to tighter recording criteria and a number of complex students who have presented with challenging behaviour
- Pupil premium students maintain 67 % good or better behaviour
- LAC pupils achieving good or better behaviour decreases to 67%; this has been impacted by 3 students with significant and complex needs

Initiative E; A significant number of pupils are gifted and talented within their curriculum pathway and would benefit from access to supported learning within Inspire and Explore Pathways.

Implementation:

- Pupils identified through PP tracking in Progress meetings
- Resources supplied to facilitate access to transition
- Resources supplied to facilitate access to remote learning appropriate to their ability
- Staffing in place to support transition
- Individual remote learning through virtual lessons offered

Impact

- 3 pupils were able to access learning beyond their pathway via virtual teaching.
- 2 pupils are on track to achieve GCSE qualifications at the end of this academic year.
- 1 pupil is on track to achieve entry level qualifications in line with his ability at the end of this year.
- 11 pupils transitioned across pathways included long term moves following COVID restrictions.

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

Implementation:

- Funding to support educational visits and residential access for pupils within Nurture Pathway
- Funding in place to support PP access after school and holiday provision
- Funding in place to support PP to access breakfast club
- 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:

- PP students who were identified as G & T in music were offered the opportunity to develop their skills through 1:1 sessions with our Instrumental teacher.

- Students benefit from having the opportunity to develop their skills and then performing in a number of events in school such as the Christmas concert, school play, etc., impacting on their confidence and self-esteem. For example, one student from our Nurture pathway performed a solo rendition of 'Walking In the Air'. Both staff familiar to this student and parents commented on his increased confidence as earlier in the year, this would not have been possible.
- All students who show an interest or strength within the Arts are supported to ensure they are able to take part in the Arts events within school, such as the school, performance, virtual choir etc. For example, this may be through simple measures such as organising transport or filming in school.
- Pupils with Nurture have accessed external educational visits and residential:

1 week residential	6 pupils
Football educational visit	2 pupils
Well-being visit (within Bury)	6 pupils
Regular community activities	6 pupils

Pathway: Inspire

Year group: KS3

Barriers to learning:

Poor Attitude, lack of confidence at times, over confidence at times, tendency to take over, rushing work.

Key characteristics:

Confident, hardworking, intelligent, helpful, sometimes inconsiderate to others.

Provision and support:

Pupil A was provided with a morning form time checklist that provided him with the responsibility to gather all resources he needed for lessons. I have discussed with Pupil A the reason behind their behaviour and they now feels confident to discuss any concerns or worries with me as well as using their time out card in lessons. Pupil A has required nurture provision within school and has been supported by all staff in their slow transition to mainstream. Pupil A has also represented the school at football tournaments and is part of the school choir.

Next steps?

Pupil A will begin his slow transition to mainstream school and will be accompanied by myself throughout transition.

Case Study of Nurture Pupil

The start of the year:

At the beginning of the year, Pupil A was lacking confidence and struggling with the class they were in. Their behaviour was mixed and they had to be reminded on several occasions about answering back to staff, rolling his eyes and making inappropriate comments to staff and peers. In lessons, they would rush through work so that they would be the first to finish which affected his handwriting and spelling skills. Pupil A was unorganised and would often forget to bring equipment to lessons e.g. choose and chance board.

The end of the year:

Pupil A's behaviour has changed and they are much more understanding to his peers. They now transitions for 100% of their lessons and no longer require a choose board in lessons. Through the implementation of checklists, they are now much more organised and independent. In terms of working, they still find it difficult to wait for peers to finish tasks, however now has a pack of work to support them once his work is complete. Pupil A's attitude has also improved and they are now able to discuss why certain choices have been made and is aware of any consequences they may get because of this. I am very pleased with Pupil A's progress and hope that this continues throughout his transition to mainstream.