

# Elms Bank Pupil premium strategy statement for 2018-19:

1. Summary information					
School	Elms Bank			Type of SEN (eg. PMLD/SLD/MLD etc.)	PMLD, SLD, MLD, ASD
Academic Year	2018-19	Total PP budget	£ 83270 (PP) £3632 (LAC)	Date of most recent PP Review	N/A
Total number of pupils	220	Number of pupils eligible for PP	80(Yr7-11) LAC = 9 32(Yr12-14) LAC = 3	Date for next internal review of this strategy	Summer 2019

2. Current attainment		
<i>Progress Data – SLT Data</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% progress specific to school setting	% achieving national average and above national average progress	% achieving national average and above national average progress

## Data for year 7 to 11 2017-18

	2 or more red	Bronze coasters	National Average	Above National Average	Total	2 or more red	Bronze coasters	National Average	Above National Average	Total	Total Red and BC <25%	Total NA and ANA >75%
Whole School	25	13	13	100	151	17%	9%	9%	66%	100%	25%	75%
LAC	3	0	2	4	9	33%	0%	22%	44%	100%	33%	67%
Pupil Premium	12	5	5	47	69	17%	7%	7%	68%	100%	25%	75%
Non-pupil premium	13	8	8	53	82	16%	10%	10%	65%	100%	26%	74%
Behaviour Plan	12	3	1	31	47	26%	6%	2%	66%	100%	32%	68%

<b>Non Behaviour Plan</b>	13	10	12	69	104	13%	10%	12%	66%	100%	22%	78%
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**Data for whole school behaviour for learning**

	Number of pupils	Number on a BP	%	Number of pupils who incidents of behaviour decreased Sept to 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	31	13	100	10	77	4	31	0	0
PP (FSM)	68	25	37	53	78	40	59	13	19	2	3
All pupils	200	55	25	141	71	81	41	51	26	8	4

**Data for whole school attendance ( Average attendance for special schools is 90%)**

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

**3. Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers**

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|-----------|--|
| <b>A.</b> | All pupils have SEND and some pupils have complex SEND including complex health needs (202 Pupils)   |
| <b>B.</b> | A significant number of pupils have speech and language therapy needs  |
| <b>C.</b> | A number of pupils have SEMH needs   |
| <b>D.</b> | A significant number of pupils have challenging behaviour - 37% of pupil premium pupils have an individual behaviour plan (compared with 25% all pupils) |

**External barriers**

<b>E.</b>	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
<b>F.</b>	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.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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)
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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.
<b>F.</b>	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.

<b>5. Planned expenditure</b>
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Academic year					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Embedding of back to basics teaching and learning approaches across school.	Staff and teacher training focusing on differentiation, setting appropriate learning objectives and positive learning environments.	<ul style="list-style-type: none"> <li>Teaching and learning observations from 2017=-18 identified that where there was excellent teaching appropriate objectives were set and planning was differentiated effectively.</li> <li>There are a number of newly qualified and recently qualified teachers that are new to teaching students with additional needs.</li> </ul>	<p>This a key outcome for the SIP.</p> <p>Training will be provided and followed up through quality assurance activities including lesson observations.</p>	KC/NP	Termly review of SIP and quality assurance
Embedding of progress meetings for all year groups.	<p>Progress meeting planned to review intervention and progress of pupils within vulnerable groups in all year groups.</p> <p>Triangulation of academic, behaviour and attendance data.</p>	<ul style="list-style-type: none"> <li>Review of termly data pull</li> <li>Subject leader review of subject action plan</li> <li>Quality assurance of intervention</li> </ul>	<p>At least 76% of students will make good or better progress</p> <p>Students will be identified early in the academic year as requiring intervention</p> <p>Full data analysis of each subject will take place</p>	AM/NP	Termly data review Progress meeting minutes
Introduction of the intervention strategy	Structure of identification of intervention to bring together planning for pastoral and academic intervention. Intervention planning meeting to review and plan intervention	<ul style="list-style-type: none"> <li>Review of intervention highlighted that intervention was planned by three different leaders and was not cross referenced across all provision</li> </ul>	<p>All PP pupils making less than good progress will have access to intervention support</p> <p>All pupils identified as requiring support through the intervention planning meetings using crossed school progress data</p>	AM/HM	Data review (academic and pastoral) Intervention review

<b>Total budgeted cost</b>					£6902
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils making good or better progress in maths and English.	Use of intervention teach hours and TA to implement intervention across literacy and numeracy.  Use of teacher intervention hours to deliver intervention for LAC pupils.	<ul style="list-style-type: none"> <li>12 PP pupils are not making good progress in maths and/or English</li> <li>The gap between PP pupils and non PP has closed for progress in maths and English this needs consolidating</li> </ul>	85% of PP pupils to make good or better progress.	NR/HB	Intervention and progress will be reviewed half termly
SEMH pupils to access a bespoke curriculum. Nurture pathway curriculum developed to meet the needs of SEMH pupils.	Bespoke curriculum to include animal care, yoga, work experience opportunities and tailored work packages.	7 pupils have significant SEMH needs. The main school curriculum has not been successful for pupils with SEMH. Pupils have high levels of anxiety.	A termly review of incidents of challenging behaviour, attendance data and progress using PIVATS behaviour for learning and emotional aspects.	OLS/CS	Intervention and progress will be reviewed termly
LAC pupils to make good or better progress	Identified teacher to implement intervention for LAC students.	11 pupils are LAC, 67% of pupils are making good or better progress (school target is 75%).	Termly review of LAC progress, intervention tracking.	AM/NP	Termly
<b>Total budgeted cost</b>					£40 000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

There will be a decrease in the number of incidents of challenging behaviours.	Allocation of pastoral support hours to provide pastoral intervention.	37% of PP pupils have a behavioural plan.	Tracking of pastoral support data. Review of behaviour data.	AM	Termly
All pupils will have access to a range of enrichment activities.	Support to enable PP pupils to access instrumental lessons Support to enable PP pupils to access residential experiences.	There are a number PP pupils for whom cost is a barrier to accessing enrichment activities.	Track that all PP pupils have an opportunity to access enrichment activities.	AM/LV	Termly
Attendance for all pupils will be at least 92%.	Tracking of attendance of LAC pupils. Key pastoral support to implement first day absence plan.	Attendance for LAC pupils is 89% this is below the school target of 92%.	LAC pupils will achieve 92% attendance or have a planned programme of catch up as appropriate.	PLs	Termly
<b>Total budgeted cost</b>					£ 40 000

6. Review of expenditure				
Previous Academic Year		Please see impact document		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Additional detail**

In this section you can annex or refer to additional information which you have used to inform the statement above.