

Pupil premium strategy statement for 2020 - 21:

1. Summary information					
School	Elms Bank			Type of SEN (eg. PMLD/SLD/MLD etc.)	PMLD, SLD, MLD, ASD
Academic Year	2020-21	Total PP budget	£73,535	Date of most recent PP Review	14.11.18
Total number of pupils	285	Number of pupils eligible for PP	(Yr7-11) = LAC = (Yr12-14)= LAC =	Date for next internal review of this strategy	Summer 2021

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

Progress data for Spring 2020 – up to COVID related restrictions.

Percentage (%) of pupils making good or better progress

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

Behaviour data:

Behaviour points for Summer A: C2 = 2 points, C3 = 3 points, C4 = 4 points

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%

Data for whole school attendance

Groups	17-18 Attendance %	18-19 Attendance %	19-20 % Attendance	17-18 Lates %	18-19 Lates %	19-20 Lates %
Pupil Premium	92.2	92.3	93.6	1.3	0.6	0.3
LAC	89.1	91.3	91.2	3	0.7	0.4
Whole School	92.6	91.7	92.1	1.1	0.5	0.5

All data is until Spring A due to school closing following the COVID related restrictions. After this period a significant number of PP students accessed school provision and were supported to access remote learning. All pupils were contacted every week/day to maintain a safeguarding check and to identify further wellbeing needs. All LAC and PP and vulnerable students were targeted as a priority. The priorities below are based on data and qualitative evidence from this period and also take into account ongoing restrictions and working patterns.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	All pupils have SEND and some pupils have complex SEND including complex health needs (285 Pupils) Following COVID related restrictions pupils who are self-isolating or shielding will follow a blended curriculum that includes remote learning. Some pupils have complex needs which impacts their ability to access remote learning. Some students do not have access to the internet which is a barrier to accessing remote learning.
B	A significant number of pupils have speech and language therapy needs.
C	A number of pupils have SEMH needs and have difficulty accessing enhanced curriculum opportunities, wider social activities and require further support to recover from COVID related restrictions.
D	A significant number of pupils have challenging behaviour - 20% of pupil premium pupils and 20% of LAC require intervention (compared with 12% of 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 Pathways.
External barriers	
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.

4. Intent		
	<i>Desired outcomes and how they will be measured</i>	Impact
A.	All pupils to make good or better progress in maths and English. All pupils are able to access remote learning as appropriate.	Pupil premium pupils will achieve good or better progress in line with all pupils. All pupil premium students will access remote learning as appropriate.
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 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 enhanced curriculum opportunities within the wider community.	All pupils with SEMH to access and engage with an appropriate curriculum. Pupils within the nurture pathway to access transition lessons for 25% of their timetable. All pupils in Nurture Pathway will make good or better progress in Behaviour for Learning and Emotional Aspects. All KS4 Nurture pupils will have the opportunity to access remote learning as appropriate.
D.	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. To support PP and LAC with challenging behaviour to access the recovery curriculum and remote behaviour intervention as appropriate to their need.	All PP and LAC pupils with more than 20 behaviour points to access intervention. Percentage of pupils requiring intervention to be in line with all pupils. 80% of PP and LAC pupils to have good or better behaviour.

		All PP and LAC pupils who require specialist behavioural support to access learning appropriate to their needs.
E.	<p>For LAC and PP pupils who are identified as gifted and talented to access opportunities within the wider school:</p> <ul style="list-style-type: none"> • Supported transition within school, including support virtual learning across PODS. • 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.	Eligible pupils to be offered enrichment activities including music tuition, support to access residential experiences and lunchtime/afterschool clubs.	Access to enrichment activities including after school clubs in line with whole school population or better.

5. Implementation:				
Intent		Resource	Staff Lead	Allocated Budget
A	<ul style="list-style-type: none"> • Intervention programme in place for reading and maths • Love of reading curriculum in place and resourced • Toolbox math equipment in place for all maths rooms • Resources to support access to remote learning – Internet dongles and resource packs • One to one training for families to access remote learning (TA) 	<p>Contribution towards 2 x 0.5TAs</p> <p>Library/reading materials</p> <p>Maths toolbox resources</p>	NP/JP	£20 535

B	<ul style="list-style-type: none"> • Targeted and specialist SaLT resources in place for all pupils • Intervention in place for pupils requiring specialist SaLT support • All pupils to access to wider language enrichment experiences 	Contribution towards 1x TA2 specialist SaLT assistant Additional SaLT resources	FD/DH	£10 000
C	<ul style="list-style-type: none"> • Transition support for pupils from Nurture • KS4 pupils given the opportunity to access residential (on hold during COVID related restrictions) • Nurture students to access enrichment activities including after school clubs – including support to access virtual enrichment activities 	Contribution towards residential experience Transition bespoke support hours Additional funding of items to enable enrichment activities: <ul style="list-style-type: none"> • Transport • Choir uniform • Supervision at events 	CS/NP	£5 000
D	<ul style="list-style-type: none"> • Pastoral team in place to support behaviour intervention • Additional intervention resources provided in response to behaviour needs • Well-being curriculum in place with bespoke intervention as identified • Advice and support from the Advanced Behaviour Practitioner • Access to produced products in school including food items and technology items • Behaviour resource packs to support remote learning • Resources to support access to the wellbeing curriculum 	Contribution towards 1 x PS Well-being form time resources – additional 2 hours per week advanced behaviour practitioner	AM/SB/HB	£20 000
E	<ul style="list-style-type: none"> • Audited list of gifted and talented (G&T) pupils • G & T PP/LAC to be supported in 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 • Support to access school council events and projects • Support to access Holocaust memorial events 	Instrumental lessons – sourced Choir transport, supervision and resources Transport to enable PP pupils to access Arts/Sports events	AM/JMc/CD	£8 000

F	<ul style="list-style-type: none"> • Instrumental lessons provided/subsidised • Pastoral supports in place to provide after school clubs for all pupils • Subsidised access to before/after school clubs • Subsidised residential places for identified PP pupils who are also vulnerable 	Instrumental lessons – sourced Subsidised places available at after school clubs	AM/JMc/CD	£10 000
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