

# Pupil premium strategy statement- Elms School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	78.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2026
Date this statement was published	23/24
Date on which it will be reviewed	03/09/2026
Statement authorised by	J Dexter
Pupil premium lead	Sharon Spiller
Governor / Trustee lead	Asif Hussain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£144

## Part A: Pupil premium strategy plan

### Statement of intent

This statement details the 'Elms' use of pupil premium funding is to help improve the attainment, health and mental well being for our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that the previous years spending of pupil premium had on the pupils at Elms.

Elms has identified the following key areas as barriers for some of the pupils in receipt of pupil premium funding;

- Barriers to equipment- IT and internet access
- A deficit in Social and Emotional understanding and resilience
- Language and communication difficulties
- SEMH behaviours, making them resistant to learning
- Social Opportunities
- Gifted and talented opportunities for our talented students

At the heart of our approach is a student centred approach that identifies need through diagnostic data and delivering high quality differentiated teaching alongside targeted intervention support, alongside a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments show that students enter Elms significantly lower than their mainstream peers. Within the School they enter at lower starting points and the curriculum is planned to be delivered at least 2 years lower to their chronological age appropriate learning points. This trend is in all curriculum areas and outcomes.
2	Elms students primary needs are SEMH- Their behaviour makes them resistant to learning and being in the right emotional place to engage.
3	With ASD, SEMH, ADHD, ODD, attachment difficulties and PTSD the students struggle with communication, engagement and interaction. Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils face greater challenges around having fewer opportunities to develop cultural capital and experiences outside of School.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils require additional support to develop personal social skills.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Support and access to thrive in a personalised and bespoke curriculum that embeds 3 wave interventions linked to provision mapping to meet identified individual needs. Using practitioners and	Provision mapping in place across Elms with targets being met that impacts on EHCP reviews.

improving targeted areas and outcomes in relation to their starting points.	
Bespoke behaviour support for individuals and targeted groups that creates an inclusive culture; which develops communication and understanding within individuals for triggers and support strategies.	SEMH/ Thrive targets met. Positive handling reductions. Exclusion reductions- for individuals. Pupil support targeted to be proactive.
Improved speech and language comprehension and support for disadvantaged pupils so they can communicate in a variety of methods in order to support learning and emotional needs.	Targeted speech and language interventions taking place with measurable impact of outcomes, plus the development of visual aids to support those with identified needs.
Inclusive and accessible activities/ events and activities, that widen opportunities for individuals and groups.	Programme of events internally and externally for Primary and Secondary pupils, to support development of opportunities and experiences in social situations.
To support social and emotional understanding closing gaps in understanding. The focussed work to improve social interactions and development of peer relationships through- 'Thrive' approaches.	Thrive interventions that targets individuals needs, tracked and showing targeted improvement as well as whole class thrive initiatives. Thrive monitored and tracked and outcomes evident.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [3000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trauma Training for all staff</i>	Education Endowment Foundation report-  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a>	1,2,3,5
<i>Team Teach Training</i>	As above	2,3,5
<i>Provision Mapping</i>	As above	1,2,3,4,5

<i>Behaviour Planning- pen pictures</i>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [56500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA speech and language support- 2 staff	Gov research on the impact of support staff to impact on student performance.  <a href="https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools">https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools</a>	3
HLTA Thrive support- 2 staff	Gov research on the impact of support staff to impact on student performance.  <a href="https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools">https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools</a>	5
Behaviour support interventions- Project Salus	Managing behaviour has a direct impact on teaching and learning. The  <a href="https://www.gov.uk/government/speeches/research-commentary-managing-behaviour">https://www.gov.uk/government/speeches/research-commentary-managing-behaviour</a>	2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [86500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club food	Food policy research on providing the right nutrients to support learning.  <a href="https://www.ifpri.org/publication/how-effective-are-food-education-programs">https://www.ifpri.org/publication/how-effective-are-food-education-programs</a>	3,4,5
Breakfast club Staffing	Gov research on the impact of support staff to impact on student performance.  <a href="https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools">https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools</a>	3,4,5

Primary activity/ programme of events for social and emotional development	Social skills development research  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	1,2,4,5
Secondary activities / programme of events for social and emotional development	Social skills development research  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	1,2,4,5

**Total budgeted cost: £ [3000, 69500,56500]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*The Pupil Premium Strategy has been used to;*

- Purchasing laptops and computer equipment for disadvantaged students
- HLTA employed and deployed for 1:1 Thrive, Speech and Language support
- Providing breakfast for all students at the School- paired with a 'check in' session to develop the right 'climate for learning' with students
- Project Salus undertaking in-school mentoring with disadvantaged students
- An additional pupil support staff member to help with interventions- in house-counselling/support
- Challenger Troop/ Willowbank activities take place for students in years 6,7,8 and 9
- Reduction in suspensions and physical holds; impact of Team Teach/ Trauma training CPD
- Extra Art and DT enrichment programmes for years P1.P2.P3, Year 5, Year 6,
- DT Enrichment for Years 7 and Year 8
- Girls Group for Years P1, P2, P3, Year 5, Year 6, Year 7

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Project Salus	Project Salus
Challenger Troop	Challenger Troop
Willowbank	Willowbank

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>





## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*