

Pupil premium strategy statement

This statement details our school's use of pupil premium (PP) (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our PP strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Elms Academy
Number of pupils in school	822
Proportion (%) of pupil premium eligible pupils	40.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	Initial publication- December 2021 Updated publication following review- October 2023
Date on which it will be reviewed	Next review- September 2024
Statement authorised by	Leon Wilson
Pupil premium lead	Theo Aung
Governor / Trustee lead	Shane Young, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,000
Recovery premium funding allocation this academic year	£88,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£412,320

Part A: Pupil premium strategy plan

Statement of intent

Here at The Elms Academy, we are committed to ensuring that all pupils, irrespective of background, have access to an excellent education and as a result, achieve high attainment across the school. We aim to reduce all barriers to learning faced by pupils to enable all to succeed. We are also committed to ensuring that all pupils are treated equally and have access to the same opportunities.

We recognise that pupils from disadvantaged backgrounds may face a number of challenges, especially in the context of post Covid-19. We are committed to ensuring that we use all PP funding carefully and strategically to help support all learners to achieve their full potential, irrespective of background.

At the heart of our approach is quality teaching. Research shows that high quality teaching has the greatest impact in ensuring that all pupils achieve the best outcomes, and this is particularly true for the most disadvantaged. Good teaching is not only proven to have the greatest impact on closing the attainment gap but will also benefit non-disadvantaged pupils in our school.

Through careful use of additional funding, we are fully committed to ensuring that the individual needs of each child are met. Challenges faced by our disadvantaged pupils will be identified through robust diagnostics. Interventions and support will be research led, and regularly reviewed to ensure they are having the desired impact. With over 45% of our students qualifying for PP, it is inefficient to target PP pupils separately unless a specific need dictates otherwise; moreover, many of the rest of our students are not significantly more socio-economically advantaged. We believe the approach of using PP funding in whole school interventions is fully justified both by our results, but also by what research suggests is the best use of PP funding – interventions to improve effective teaching, attendance, and literacy.

The intended outcome of all activities and interventions detailed below is that all pupils, irrespective of background, are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils is generally lower than that of their peers. The most recent GCSE exam results (August 2023) shows that 71% of non-pupil premium achieved a grade 4+ in both English and Maths, whereas only 59% of pupil premium students did.</p> <p>A significant gap has also been identified when looking at progress. In 2023 pupil premium students achieved an average P8 score of +0.42, compared with that of non-pupil premium students score of +0.75.</p>
2	<p>Our attendance data historically indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>In 2022/2023, PP students had an average attendance percentage of 92.46%, compared with 94.59% for the whole school.</p>
3	<p>Assessments, observations, and discussion with KS3 pupils indicate that PP pupils generally arrive at The Elms Academy with lower reading ages than their peers. A below expected reading age impacts pupils' ability to access the curriculum across all subjects.</p>
4	<p>Impacts of the pandemic: Parents and school staff are reporting an increased number of students who are experiencing low mood, anxiety and panic attacks compared to previous years.</p> <p>Our CAMHS referrals have also increased. The need for additional mental health support has increased. Staff are also logging more CPOMs incidents under the category of mental health that we have had in previous years.</p>
5	<p>Through rigorous testing and conversations with the transition team, it has been identified that PP pupils arrive at The Elms Academy with lower Maths and English prior attainment data than their peers. Consequently, there is a disproportionate representation of non-PP pupils in grammar stream, for</p>

	example there are 44% PP in Year 7, but only 36% PP in the grammar stream.
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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
Quality teaching for all	Students' progress data to be in line with peers who are not PP recipients and above the national average. Includes using KS3 progress data, GCSE predictions, mock results, and formative assessment. A target is to reduce any internal variation between PP and non-PP students. Learning walks and work reviews will also demonstrate quality work completed by PP students.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 thus reducing the gap between both attainment and progress of PP vs non-PP pupils.	The gap in both attainment and progress will be reduced. We will see a consistent reduction in the gaps, whilst still maintaining the best grades for our non-disadvantaged pupils.
To achieve sustained improved attendance. Ensure whole school attendance is above 96% for all pupils, including those who are PP.	Attendance figures and comparison to the national average and non-PP pupils will highlight a decline in persistent absence from previous historical data.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Reduction in external CAMHS referrals and other reliance on external professionals. In addition, holistic data such as attendance, student voice responses and positive behavioural events will be reviewed to show impact.
Students are fluent readers, enabling them to access their learning to the full extent	Students' reading age is in line with their chronological age. There is no internal variation between reading ages of those with PP and those non-PP. Observations during tutor time and lessons show that students are confident readers, and the enjoyment of reading is an integral part of the taught curriculum.

Students who are PP progress well and are exposed to catch up programmes at KS3 to ensure they are proportionally represented across all sets by KS4.

There will not be a disproportionate representation of PP pupils in lower ability sets by year 9. This will ensure that there is not a disproportionate amount of PP pupils on non Ebacc pathways at KS4.

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: **£220,489.59**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing in core subjects.</p> <p>Some smaller class sizes and team teaching to improve attainment and progress across English, maths and science for all students.</p>	<p>Smaller class sizes allow teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support. The EEF has found that reduced class sizes have an average impact on progress of +2 months.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 4, 6
<p>Outstanding ITT and ECT training provision.</p> <p>Mentors receive high quality training, trainees progress is carefully monitored, individual needs of trainees are met, retention of staff is high.</p> <p>Embed use of Step-Lab and Mosaic to ensure quality of mentoring throughout ECT programme</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 4, 6
<p>Instructional coaching and non-directive coaching to ensure high quality CPD for all teachers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-</p>	1, 4, 6

	<p>reports/effective-professional-development</p> <p>Instructional coaching has a better evidence base than any other form of CPD for impact on student outcomes and teaching quality ('The Expert Edit: Instructional Coaching' Genevieve Field, Ambition Institute) (Yoon et al., 2007).</p> <p>Non-directive coaching: Slava Kalyuga</p>	
Purchase and use of standardised testing to accurately assess the ability of all pupils. Standardised tests used include NGRT, Accelerated reader, 'No More Marking' and MidYIS	Effective diagnosis of reading difficulties is crucial for ensuring that the right students get the support they need for developing reading comprehension strategies (EEF).	1, 4, 6
Rigorous and robust literacy catch-up plan including whole school literacy co-ordinator, purchase of additional tutor reading book sets and weekly library lessons	All interventions are in line with EEF guidance on improving literacy in Secondary Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	4, 6
Extended school day for year 11 pupils, allowing extra time for core subjects	Evidence suggests that disadvantaged pupils might benefit more from additional school time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1
IRIS subscription which will enable lessons and CPD to be recorded	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 4, 6

<p>Focus on Rosenshine & TLAC strategies leading to all students knowing more and remembering more of the common curriculum being taught.</p>	<p>Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students to maximise learning and retain key subject knowledge.</p>	<p>1, 4, 6</p>
<p>Quality First Teaching</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps. Research shows that high quality teaching has the greatest impact in ensuring that all pupils achieve the best outcomes.</p>	<p>1, 4, 6</p>
<p>Purchase of online homework platforms- Sparx, Bedrock, Seneca and Show My Homework</p> <p>Home learning is supported through homework clubs and interventions</p>	<p>“Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>“Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits”. Evidence suggests homework clubs can help overcome these barriers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 4, 6</p>

<p>Ensure all Year 11 students have a post 16 plan providing specific careers time .</p> <p>Dedicated careers SLT link and careers advisor meeting with KS4 pupils.</p>	<p>Post 16 plans will ensure that students have a pathway on from Year 11 thereby increasing their motivation to succeed.</p> <p>Careers education EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Support all pupils to access the full curriculum by the provision of ingredients for practical food lessons for PP pupils. Provision of all ingredients will be provided for all pupils during the first term to support families with the cost-of-living crisis.</p>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£94,999.86**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Direct Instruction (DI) training and implementation, with a dedicated DI leader in both Maths and English</p>	<p>Research indicates that students using Direct Instruction have higher achievement than those using other programs, Jean Stockard 2015</p> <p>https://www.nifdi.org/research/recent-research/whitepapers/1352-a-brief-summary-of-research-on-direct-instruction-january-2015/file.html</p>	<p>4, 6</p>
<p>Provide small group interventions outside of the school day using additional TEA staffing – during tutor time, after school, at weekends and during holidays when necessary for catch up to close gaps in students’ knowledge for Year 11.</p>	<p>The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year.</p>	<p>1</p>

<p>Small group intervention afterschool for pupils in KS3 identified as below target. Interventions include Elevate club and targeted interventions run by LSA's</p>	<p>The EEF states that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p>	<p>4, 6</p>
<p>Ensure all students in all years have a computer and access to the internet at home. Chromebooks are provided to families according to need.</p>	<p>A review of remote learning by the EEF, it was concluded that ensuring access to technology is key, particularly for disadvantaged pupils.</p> <p>Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Remote_Learning_Rapid_Evidence_Assessment.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf</p>	<p>1, 6</p>
<p>Provision of revision materials for core year 11 classes in Maths</p>	<p>All pupils are provided revision materials such as revision guides to help remove any barriers to home learning.</p>	<p>1</p>
<p>Year 11 small group tutor time intervention for English and Mathematics</p>	<p>Students receive tutor time intervention four times a week. Tutor time intervention is tailored to students' specific</p>	<p>1</p>

	needs; we use mock exams to identify and target these needs. The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year.	
Key workers for SEND pupils	Teaching assistants providing targeted support to specific students out of class can have an impact of +4 months on pupils' progress (EEF).	1, 3
Weekly targeted one-to-one maths tuition for Year 11 students that are not currently achieving 5+.	The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year.	1

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

Budgeted cost: **£96,768.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentivise improvements in attendance for students with weekly lottery and Principal's reward prize fund	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf	2
Assignment of an additional Mental Health practitioner from Mental Health Charity Mind allocated to our school due to the high demand for therapeutic services.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3, 5
Purchase of additional counselling hours to meet increase in referrals	Adolescent mental health: A systematic review on the effectiveness of school-based	3, 5

	interventions Early Intervention Foundation (eif.org.uk)	
Behaviour incentives including rewards trips and termly rewards assemblies	<p>According to figures published by DfE, pupils who receive free school meals are more likely to receive fixed term exclusions compared to those who do not. Through having a clear behaviour policy focussed not only on discipline but also encouragement of positive behaviours.</p> <p>Bennett, 2017, stated that “leaders ought to focus on whole school culture to benefit behaviour”.</p>	1, 2, 3
Year 11 assertive mentoring programme for targeted and vulnerable pupils with a focus on providing emotional support, careers guidance and academic support.	<p>The EEF suggests that targeted mentoring can provide a different source of support through developing a trusting relationship between mentor and mentee.</p> <p>Pupils assigned a mentor are not just selected for academic reasons but have been identified by Senior Vice Principal as pupils who would benefit from either careers, emotional or academic support.</p>	1, 3, 5
Invest in another ELSA (Emotional Literacy Support Assistant)	<p>The EEF states “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year”</p> <p>“Social and emotional learning (SEL) interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may</p>	3, 5

	subsequently increase academic attainment.” EEF	
Compulsory enrichment at KS3-school day is extended by an hour once a week to provide all pupils with the opportunity to access a range of sport, music and other enrichment opportunities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	
Increase capacity of the safeguarding team to better support pupil welfare.	By increasing capacity, we are able to provide support to a greater number of students.	5
Targeted mentoring programme to support PP boys to better improve their attendance.		2
50% of music lessons funded for PP students that want to learn an instrument.		4
12 students are invited to attend a residential at Jamie’s Farm. These students are all PP and we fund the opportunity in entirety (£7000).		2

Total budgeted cost: £412,258

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the 2022/2023 academic year using key stage 4 performance data and our own internal assessments. Through common assessments across the United Learning network, we

have also been able to assess the progress of disadvantaged pupils at The Elms Academy against a much greater data pool.

In considering KS4 results, it is most useful to compare the 2019 and 2023 GCSE outcomes, as a study of the pre-Covid and post-Covid analysis. In 2019 37.5% of PP pupils achieved 5+ in English and Maths vs 59.3% of non-PP pupils. This gap has decreased to 42.25% PP vs. 58% non-PP in 2023. This data clearly shows the impact of our efforts to remove barriers for disadvantaged students. It is encouraging that the percentage difference is decreasing, however, we are not satisfied that PP headlines remain nearly 15% lower than their peers.

A significant gap has also been identified when looking at pupil progress. In 2019 disadvantaged pupils achieved an average P8 score of -0.16, meaning that on average our most disadvantaged pupils made less progress across their subjects than expected. In comparison, the average P8 score of their peers at The Elms Academy in 2023 was +0.42. This indicated that in many instances, PP students were making more significant progress, again, an encouraging change. The gap between PP progress has been reduced. In 2019 the gap in P8 was 0.68, whereas in 2023 it was reduced to 0.33.

KS4 outcome data in 2023 shows that 17% of all grades achieved by PP students were at grade 7+ vs 34.2% for non-PP. This shows that there is considerable challenge for our PP to achieve the top grades and something TEA must continue to make a priority.

Our attendance data historically indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. PP students had an average attendance percentage of 92.46%, compared with 94.59% for the whole school. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Another focus of our current plan continues to be around student wellbeing and mental health. Referrals to our mental health provision remains much higher than pre pandemic. Referrals for disadvantaged pupils continues to be higher than non-disadvantaged.

Overall, our strong ethos of high quality lessons, staff CPD and culture around attendance and behaviour provides not only PP students, but all students at the Academy, with the effective message that we expect them to succeed together as a community.

This analysis suggests that we are currently on course to achieve the outcomes that we set out to achieve by the end of 2023/24, as stated in the Intended Outcomes section above. As stated, student welfare and attendance remains a priority this academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above, to reflect this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sparx	Sparx Maths
Show My Homework	Satchel One
Direct Instruction	McGraw Hill
Year 11 Maths Tuition	Action Tutoring
Year 11 Maths Tuition	Third Space Learning
KS3 Residential to Jamie's Farm	Jamie's Farm