

Pupil premium strategy statement 2024/25- 2027/28

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Elmbrook School |
| Number of pupils in school | 20 pupils in total 13 FT 9 PT |
| Proportion (%) of pupil premium eligible pupils | 95% |
| Academic year/years that our current pupil premium strategy plan covers | 2024- 25 |
| Date this statement was published | Dec 2024 |
| Date on which it will be reviewed | Dec 2025 |
| Statement authorised by | Nicola Anderson Headteacher |
| Pupil premium lead | Eleanor Blockley |
| Governor / Trustee lead | Bruce Wells |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £20,720 |
| 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 | £0 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all PP students to play a full and successful part in the academic and wider school community. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see some a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

To achieve this we aim to:

1. To ensure that all PP students **participate** in the academic and wider curriculum to the same extent as their peers
2. To ensure that PP students on average make **increasingly good progress** year on year
3. To increasingly address and **remove the barriers** faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.

How does our current pupil premium strategy plan work towards achieving these objectives?

The school places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff. At the heart of our approach is high-quality teaching that is focussed on the areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

We will also provide disadvantaged pupils with support to develop independent life and social skills with an aim to prepare them to access their future relationships, education and the workplace as they continue to grow.

We will provide high quality Behaviour Mentor interventions to support our pupils with a multitude of areas such as resilience, anger management, coping strategies, anxiety etc. We will continue to ensure our pupils benefit from high quality community learning experiences including cultural, arts and sporting events through our highly bespoke curriculum that spotlights nurtures alongside academic learning.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels and we have a robust ongoing assessment system in place to ensure this. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their next steps in education.

That PP funding is leveraged to benefit **all our students**, including non-PP students. 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.

Challenges

Disadvantaged pupil challenges to success

| Challenges to Learning | | |
|--|---|---|
| Challenge | Desired outcome | Success criteria |
| 1. Low starting point for children, oral language skills are lower. | Pupils' attainment match those of all peers. | Pupils make accelerated learning, reducing their gap in attainment. |
| 2. Children unable to access a wider variety of learning experiences resulting from impoverished socio-economic circumstances. Also due to poor school attendance. | Ensure disadvantaged children take full part in the school's curriculum including educational visits. | To support accelerated progress, Pupil Premium pupils have access learning and play opportunities. To ensure pupils' social welfare is secure. Pupil Premium pupils attend school trips/visits. |
| 3. Undiagnosed complex needs eg Speech and Language, ADHD, ASD etc. | Pupils start at the PRU with at least the process of investigation for their complex need having started. | Other agencies involvement is in place. Pupils' complex needs are investigated fully, resulting in diagnosis having been made (if applicable). |

| | | |
|--|--|---|
| | | <p>Information shared is accurate and of good quality.</p> <p>Assessment data on entry is accurate.</p> <p>Transition to and from Elmbrook School is smooth and effective.</p> |
| <p>4. Due to impoverished socio-economic circumstances, the majority of Elmbrook's pupils need additional emotional and pastoral support to ensure they develop effectively both cognitively and academically.</p> | <p>Remove Barriers: Support and pastoral interventions to meet SEMH needs eg Beh Mentor interventions and Nurture provision.</p> | <p>Children arrive at school on time and every day, with a good attitude and ready to learn. Children are safeguarded effectively. Fewer behaviour incidents take place.</p> <p>Children make accelerated progress.</p> |
| <p>5. Family: Unemployment, Instability, Complex sibling needs</p> | <p>Families have the correct agency in place to support their needs.</p> | <p>Parents have support to help them get into employment.</p> <p>Other agencies are in place to help support the needs of the family eg Early Help.</p> |

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 | Challenge Addressed | Success criteria |
|--|---------------------|---|
| Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through assessments from previous school and baseline assessments. | 1 | <p>Through achievement of improved performance, as demonstrated by our termly assessments at the end of each academic year.</p> <p>Assessments show a reduction in the attainment gap between disadvantaged pupils and their peers.</p> <p>Classroom drop-ins, learning walks, book looks etc identify that all students experience lessons that enable at least good progress to be made.</p> <p>PP pupils are on (or better than) track to reach the desired progress of one sublevel per term. In other schools one sublevel per term is deemed as expected progress, but for us it represents good progress when we consider past experiences.</p> |
| Improve attendance of PP pupils. | 2, 5 | <p>Attendance for PP in line with peers.</p> <p>Attendance improved relative to the pupils' mainstream setting at referral point.</p> |
| Improve PP students' attitude to learning and reduce number of physical interventions they receive. | 3, 4, | For the % of PP students who receive a high number of physical interventions to reduce, with the aim of being equivalent to their peers by 2025 |
| PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers. | 2, 4 | Pupils engage in Experiences, forest school, outdoor learning and swimming. Levels of engagement for PP students is in line with Non-PP students each year. This can be measured by the analysis of evidence around the amount of time pupils spend out of class, the number of BM drop-ins needed and participation during our Swimming, FS/ outdoor learning and Experiences. |
| Pupils can use a range of communication systems to aid their | 1, 2, 3, 4, 5 | Through achievement of EHC plan termly outcomes. |

| | | |
|---|--|--|
| understanding and to develop expressive communication skills. | | <p>New 'PRU SEND – Outcomes and Provisions Map' completed and used effectively by teachers by ensuring individual needs are targeted.</p> <p>Through use of 'Zones of Regulation' work and systems.</p> <p>S&L I can levels show we are closing the gap between PP pupils' chronological age and their assessed age.</p> <p>Referrals to Sp&Lang (LCI) for intervention and support.</p> |
|---|--|--|

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: Strategy aims for disadvantaged pupils - academic achievement

| Aim | Evidence of impact | Target date |
|---|--|-------------|
| Pupils make at least expected progress in Reading | <p>Data shows the children are making progress in small steps. Governor scrutiny confirms this.</p> <p>Book looks and subject leader drop ins shows the quality of teaching gives children opportunities for accelerated progress and meet individual needs.</p> | July 2025 |
| Improve writing performance of PP pupils | | |
| PP pupils make expected progress in Maths | | |

Teaching priorities for current academic year

| Measure | Activity | Challenge addressed |
|--|--|---------------------|
| <p>Priority 1</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> | <p>High quality Phonics lessons for all disadvantaged pupils.</p> <ul style="list-style-type: none"> - Phonics programme is used in all classrooms, children who are secure in phonics receive ability appropriate spelling lessons - Interventions are planned by teachers and delivered by TAs for phonics and reading | 1, 3, 4 |

| | | |
|---|--|---------------|
| | <ul style="list-style-type: none"> - Subject leaders plan and deliver interventions. | |
| <p>Priority 2</p> <p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p> | <p>To continue to develop the teaching sequence used by all teachers in all lessons in line with the agreed format of:</p> <ul style="list-style-type: none"> - Share the learning objective - Revisit/ interleaving - Teacher input/ modelling - Engaging, differentiated tasks - Recap and self assessment | 1, 2, 3, 4 |
| <p>Barriers to learning these priorities are:</p> | <p>Pupils arrive at the Elmbrook significantly behind their academic ability.</p> <p>Pupils arrive at the Elmbrook disengaged from learning due to behaviour difficulties.</p> <p>Pupils may have been out of education/limited access to learning prior to attending the Elmbrook.</p> <p>Poor self-regulation, low confidence.</p> <p>Pupils not ready to learn.</p> <p>Underlying medical conditions impact ability to learn effectively eg ADHD, ASD, ADD.</p> | 1, 2, 3, 4, 5 |

Targeted academic support

| Activity | Evidence that supports this approach | Challenge addressed |
|---|--|---------------------|
| <ul style="list-style-type: none"> • High quality teaching for all pupils. • Teacher and TA CPD - ongoing for all subjects by subject leads during staff workshops. • Subject leaders track, monitor and intervene to support progress across the school | <ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Training and supporting highly qualified teachers deliver targeted support. | 1, 2 |

| | | |
|---|---|---------------|
| <ul style="list-style-type: none"> Pupil Progress meetings to track progress of PP pupils and appropriate, timely interventions are put in place. | | |
| <p>Behaviour Mentor interventions put in place for children based on assessed need.</p> <p>TA, teacher planned interventions take part based on need, as discuss in Pupil Progress meetings</p> | <ul style="list-style-type: none"> EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> Staff are trained to carry out interventions to increase their knowledge. High quality individual interventions Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> | 1, 2, 3, 4 |
| <p>Good quality ‘reading’ interventions take place via individual 1-1 reading</p> | <p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p> | 1, 2, 3, 4, 5 |

Wider strategies: Strategy aims for disadvantaged pupils – wider outcomes

| Aim | Evidence of impact | Challenge addressed |
|--|---|---------------------|
| To improve attendance and behaviour of pupils attracting PP | <p>Fewer behaviour incidents recorded for these pupils.</p> <p>Robust and supportive behaviour mentor intervention plans in place for these pupils.</p> <p>Overall attendance for students eligible for PP to improve to the PRU and turn to reach target of 91%.</p> | 2, 3, 4, 5 |
| To provide a wider variety of learning experiences resulting from impoverished socio-economic circumstances. | Disadvantaged children take full part in the school’s curriculum offer including the alternative provision offer. | 1, 2, 3, 4 |

| | | |
|--|--|------------|
| To provide additional emotional and pastoral support to ensure they develop effectively both cognitively and academically. | <p>Children arrive at school on time and every day, with a good attitude and ready to learn. If they are not, staff use timely interventions to manage this. Children are safeguarded effectively. Fewer behaviour incidents take place.</p> <p>Children are able to self-regulate and seek adult support if needed.</p> | 2, 3, 4, 5 |
|--|--|------------|

| Activity | Evidence that supports this approach | Challenge addressed |
|--|---|---------------------|
| <p>Admin team or wider staff phone families if pupil does not arrive at school in their taxi.</p> <p>Elmbrook staff will pick pupil up as needed.</p> <p>PRU leadership work closely with EWO to ensure pupil attendance remains high.</p> | <p>Attendance data</p> <p>Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> | 1, 2, 3 |
| <p>Parents receive at least one call per week from Elmbrook staff.</p> <p>Home visits when necessary.</p> <p>Signposting for support eg Early Help.</p> <p>Leadership team attend meetings – reviews, CIN, LAC, CP etc.</p> | <p>Parent surveys.</p> <p>EEF toolkit– Parental engagement</p> <p>6 weekly review meeting with parents when child has a PRU placement, termly meeting for those who have an EHCP placement</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> | 1, 2, 3, 4 |

| | | |
|---|---|---------|
| | Dedicated leadership link for all pupils. | |
| <ul style="list-style-type: none"> • Essential experiences built into curriculum • Minibus to transport pupils • No cost of trips for PP • Sports events promoted to PP are encouraged to attend • Outdoor learning encouraged | <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school. They report having new experiences.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p> | 3, 4, 5 |

Wider strategies for current academic year

| Measure | Activity | Challenge addressed |
|----------------------|---|---------------------|
| Priority 1 | Alternative provision/Experiences. To develop their skills in working cooperatively and as a group, develop listening skills, develop organisational skills & self-confidence. Measured by Magic 30 internal assessment and develops the Character Muscles (linked to resilience) that are targeted in lessons. | 1, 2, 3, 4 |
| Priority 2 | Therapeutic interventions for disadvantaged pupils <ul style="list-style-type: none"> - Beh Mentor interventions. - Independent and shared play opportunities. | 1, 2, 3, 4 |
| Barriers to learning | Pupils arrive at Elmbrook significantly behind their academic ability. | 1, 2, 3, 4, 5 |

| | | |
|--------------------------|--|--|
| these priorities address | <p>Pupils arrive at Elmbrook disengaged from learning due to behaviour difficulties.</p> <p>Pupils may have been out of education/limited access to learning prior to attending Elmbrook.</p> <p>Poor self-regulation, low confidence.</p> <p>Pupils not ready to learn.</p> <p>Underlying medical conditions impact ability to learn effectively eg ADHD, ASD, ADD.</p> | |
|--------------------------|--|--|

Below shows you how the Primary PRU has allocated the funding:

2024/25: £20,720 according to the figures from Oct census 2024.

- Educational visits
- Reward trips
- Reward prizes
- Swimming
- Behaviour mentor interventions linked to Boxall Profile
- Plus sports coaches x2 to encourage participation encouraging the development of team skills and stamina across centres.
- Alternative Provision (AP) activities

Below you will find a breakdown of how the funding is currently being allocated.

| | |
|--|---------|
| Pupil premium costing overview | £20,720 |
| Recovery Premium Funding | 0 |
| Transfers from other Schools | 0 |
| Total from wider school budget | 0 |
| Total | £20,720 |
| Pearson Bug Club Phonics Scheme (incl. e-books) <ul style="list-style-type: none"> - Taught for 15 minutes per day, 4 days a week in every class - Links directly to the reading scheme that was bought 2 years ago | £630 |
| Behaviour Mentor sessions <ul style="list-style-type: none"> - Individual pupil needs are identified by staff teams, Behaviour Mentors then plan interventions to suit the needs. Boxall profiles are used heavily for this. | £2,000 |
| Breakfast <ul style="list-style-type: none"> - Preparation for learning | £1,662 |
| Reward trips <ul style="list-style-type: none"> - Each group earns points towards a 'group reward'. The reward trips/experiences are activities these pupils may not ordinarily | £404 |

| | |
|---|----------------|
| have the opportunity to take part in with their families and allows for the 'desired outcomes' on the Barriers to Learning list above therefore encouraging positive behaviours. | |
| Swimming <ul style="list-style-type: none"> - Each group access 30min swimming lesson every week | £9788.40 |
| Experiences <ul style="list-style-type: none"> - To develop their skills in working cooperatively and as a group, develop listening skills, develop organisational skills & self-confidence. Measured by Magic 30 internal assessment and develops the Character Muscles (linked to resilience) that are targeted in lessons. - To develop Maths, English and Science skills. Measured by National Curriculum standards. | £5836 |
| Reward prizes <ul style="list-style-type: none"> - Spotteds/Smilies - Learning Stars - Half term Star Pupil - Behaviour Targets - These rewards serve as part of pupil incentives and help break down their barriers to learning. | £400 |
| Total Pupil Premium Projected Spend | £20,720 |
| | |

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Progress continued to be positive for the vast majority of children in the academic year 2023-24. We introduced to new assessment areas, ICT and Speech and Language.

It was fabulous to see some excellent progress being made in phonics and this highlighted staff's increased understanding of the subject and the benefit of the sequential programme we invested in.

The cohort were significantly further behind with their attainment levels than previous years. This pattern seemed to indicate that the profile of children requiring a PRU placement was changing. It was unclear as to whether there were more children with a learning need who are masking with SEMH behaviours or whether the very challenging behaviour seen in many pupils had been a barrier to their learning for a number of years. This was a change from previous years where SEMH was overwhelming the primary need and there were gaps in learning.

Summer term 2024 data:

| | Reading | Writing | Maths | Science | PSHE | P |
|----------|---------|---------|-------|---------|------|---|
| Progress | 56% | 50% | 94% | 69% | 38% | |
| Static | 38% | 50% | 16% | 25% | 62% | |
| Regress | 6% | 0 | 0 | 6% | 0 | |

| | Reading | Writing | Maths | Science | PSHE | Phonics/ Spelling | ICT | S&L |
|------------------|---------|---------|-------|---------|------|----------------------|-----|-----|
| Exceeding | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| On track | 0 | 0 | 0 | 8% | 0 | 0 | 0 | 0 |
| 1 year behind | 8% | 8% | 0 | 8% | 16% | 0 | 12% | 8% |
| 2 years behind | 12% | 12% | 24% | 20% | 32% | 8% | 16% | 16% |
| 3 years behind | 20% | 36% | 28% | 28% | 28% | 8% | 24% | 28% |
| 4 + years behind | 60% | 44% | 48% | 36% | 24% | 84% | 48% | 48% |

| |
|--|
| |
|--|