Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Elements Academy
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	TBC
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3
Date this statement was published	
Date on which it will be reviewed	01/09/23, 01/09/24 and 01/09/25
Statement authorised by	Vicky Woodrow Headteacher
Pupil premium lead	Debbie Gamwell Deputy Headteacher
Governor / Trustee lead	Pam Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	

Part A: Pupil premium strategy plan

Statement of intent

Our intention

- At Elements Academy we have high aspirations and ambition for all of our children.
- We aim for all students to leave Elements Academy with the skills, knowledge, resilience and qualifications necessary to be successful in their future lives. We are inclusive and aspirational for all. We are aware that our students have barriers to overcome. However, we are unwavering in our belief that students who attend Elements will be inspired to overcome any barriers that they may have.
- Our students in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Elements Academy, we are determined to provide the support, intervention and guidance they need to help them overcome these barriers.
- At Elements Academy we rigorously monitor and evaluate the impact of Pupil Premium funding. Tracking of progress over time is essential so that we can quickly identify need and develop strategies and interventions to accelerate progress. The data we collect is consistently used during pupil progress meetings which take place termly.
- Essential to the success of closing the gap for pupils in receipt of pupil premium- is being able to accurately identify students and their additional SEN needs and intervene in a planned and structured manner. Staff receive the appropriate information they need to drive the outcomes for the pupils in receipt of Pupil Premium and are supported to set targets in line with those detailed in their EHCP.

Challenges

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

Challenge number	Detail of challenge

1	The vast majority of disadvantaged children enter the academy with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations, due to their complex learning needs identified in EHCPs.
2	The vast majority of students have low literacy skills and are not operating at age related expectations. This is a barrier for disadvantaged children.
3	A number of disadvantaged children have a range of existing gaps in their knowledge and skills, due to poor attendance and SEMH needs.
4	The vast majority of pupil premium children face significant obstacles to their individual learning based on their ability to communicate, social emotional and mental health needs and their ability to interact with others as identified through Boxall Profiling. Pathway Progress Assessments and through their EHCP's
5	Independence, confidence, self-esteem, resilience, problem solving and life skills need support, to enable the children to access their environment and community to raise aspirations and maximise life chances.

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
To secure increased outcomes for disadvantaged children through quality first teaching and subject specific targeted interventions to accelerate progress and plug gaps in learning.	Improvement in all key performance indicators. Data analysis will be carried out three times a year to show progress made in terms of achievement and attainment. Disadvantaged children achieve aspirational targets set in all academic subjects.
To increase literacy levels and specifically improve reading to ensure that students are able to access the curriculum.	Improvements in reading scores. Data analysis throughout the year will show a marked improvement in reading ages. Improvements in academic levels will be evident through data collection.
To increase SEMH progress for disadvantaged children through highly effective, research based and targeted SEMH interventions identified through Boxall Profiling.	Improvement in Boxall diagnostic and developmental scores for all disadvantaged children. Wellbeing levels are increased and assessed through analysis of WEMHW questionnaires and Glasgow Motivation and Wellbeing Scores (Primary children)

	Personalised intervention plans for individual pupils to include SMART targets linked to Boxall strands and evaluations
	Reduction in the number of negative incidents that disadvantaged children are involved in. (CPOMS data).

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: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching effectively supports the needs of disadvantaged pupils in all lessons. • Develop teaching staff to become SEMH specialists by providing CPD to incorporate EHCP, MSP and Boxall targets into lesson planning and delivery • Provide CPD on literacy strategies, assessment and differentiation. • Evaluate impact through the QA cycle and deep dives	EEF research has shown that 'students eligible for the pupil premium are more likely to be low attaining than other children'. However, in the EEF teaching and learning toolkit, based on extensive evidence, identifies small group tuition is a highly effective strategy in accelerating progress and closing learning gaps. (+4 months impact) EEF research has shown that targeted interventions, which are carefully pitched, and provide adequate levels of challenge, support individual pupils to close any learning gaps and are associated with successful outcomes. 'Meeting individual learning needs of disadvantaged students improves student progress.' (DfE 2015)	1, 2 and 3

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

Budgeted cost: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support literacy and language development. • Introduce Accelerated reader, phonics	EEF states that on average, one to one tuition (support from TA's with reading/literacy interventions) is very effective at improving pupil outcomes.	2 and 5

| | programmes and Read, Write Inc across the academy.
• Train key staff and disseminate training to all TA's across the academy with the aim of raising literacy levels.
• Focus upon reading comprehension.
• Improvement will have an impact upon progress. | The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.
Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. | |

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

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of SEMH interventions to support pupils with the largest SEMH deficits to diminish the differences between pupil premium and non-pupil premium • Include CPD on introducing/using the Boxall profile as an instrument for change. • Staffing of 'The Hub' a place for students to visit to receive therapeutic interventions daily and/or when necessary. • ELSA training for specific staff • Funding training for a THRIVE practitioner.	EEF social and emotional learning suggests that improving social interaction has an average impact of +6 months, interventions to improve personal outcomes have a +5 months impact and interventions to prevent problematic behaviours have a +5 months impact. EEF Both targeted interventions and universal approaches have positive overall effects (+ 4 months). There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year for Primary age children.	3, 4 and 5

- CPD - Behaviour management training for staff throughout the year. - LSM training in Anger Management strategies .		

Total budgeted cost: £TBC

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 2021 to 2022 academic year.

Outcomes:
N/A as Elements opened in September 2022
Autumn term
Spring Term
Summer term

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)