

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	62.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	September 23
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	Renata Modelewska-Llukaj Deputy Headteacher
Governor / Trustee lead	Pam Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,764.08
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	£84,764.08

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.

**Including Elevate Provision*

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 and our Elevate provision 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.
6	Pupils mental health and wellbeing has a direct impact upon their ability to access learning. Strategies to empower students to be healthy will enable them to live healthy lives for all of their lives and will impact positively on society.
7	To improve attendance.

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).
To increase participation in sporting activities and outdoor education to promote healthy	Student participation improves in these areas, qualifications are obtained (where

lifestyles and positive mental health and wellbeing.	appropriate). Reduction in behaviour incidences occurs and student surveys and mental health wellbeing scores improve. Students are happy and healthy.
To improve attendance	Student attendance improves significantly as the year progresses.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching effectively supports the needs of disadvantaged pupils in all lessons.</p> <ul style="list-style-type: none">• 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• Literacy resources in each classroom and time for LSM's to deliver strategies.	<p>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)</p> <p>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.</p> <p>'Meeting individual learning needs of disadvantaged students improves student progress.' (DfE 2015)</p>	1, 2 and 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support literacy and language development.</p> <ul style="list-style-type: none"> Develop Accelerated reader, phonics programmes and Read, Write Inc across the academy. Lead Literacy Practitioners in place to drive literacy across the curriculum Additional staff training and related cover costs. Focus upon reading comprehension. Improvement will have an impact upon progress. 	<p>EEF states that on average, one to one tuition (support from TA's with reading/literacy interventions) is very effective at improving pupil outcomes.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>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.</p>	2 and 5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of SEMH interventions to support pupils with the largest SEMH deficits to diminish the differences between pupil premium and non-pupil premium</p> <ul style="list-style-type: none"> Include CPD on introducing/using the Boxall profile as an instrument for change. 'The Hub' staff training a place for students to visit to receive therapeutic interventions 	<p>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.</p> <p>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.</p>	3, 4 and 5

<p>daily and/or when necessary.</p> <ul style="list-style-type: none"> • ELSA training for specific staff • Funding training for a THRIVE practitioner • CPD - Behaviour management training for staff throughout the year. • LSM training in Anger Management strategies <p>Development of the Adventure, Duke of Edinburgh and Sports Curriculum across Elements and Elevate to directly impact upon student health, wellbeing and attendance.</p> <ul style="list-style-type: none"> • Engage with coaches to provide activities when staff are not trained (eg Rotherham Titans Rugby Team) • Related activities linked to D of E to support student confidence building • Related staff training • Invest in afterschool activity clubs and utilise funding to break down barriers to attendance of clubs. • Develop the Elements 	<p>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.</p> <p>Research demonstrates that D of E has appositve impact upon pupils' mental health and wellbeing.</p> <p>EEF states that The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. However, participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	<p>4. 5, 6 and 7</p>
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<p>Football team and related coaching for all students irrespective of gender.</p> <ul style="list-style-type: none"> • Small investment in parental workshops around healthy lifestyles and mental health and wellbeing. 		
<p>Mentoring for students with low attendance to improve outcomes.</p> <ul style="list-style-type: none"> • Engage with mentors who specifically focus upon supporting students to attend school and build upon pupils self-esteem. 	<p>EEF states that mentoring has a positive impact upon student engagement and attendance +2 months progress.</p>	<p>1, 6 and 7</p>

Total budgeted cost: £85,000

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. Elements Academy opened in September 22 and therefore student numbers have fluctuated throughout the year.

***Outcomes:**

***All data includes Elevate.**

Pupil Premium Progress 2022-24

Overall progress

Overall progress

Overall Progress Data		English						Maths						Science					
		Autumn 22		Spring 23		Summer 23		Autumn 22		Spring 23		Summer 23		Autumn 22		Spring 23		Summer 23	
					No of pupils		No of Pupils				No of pupils		No of Pupils				No of pupils		No of pupils
2022/2023			%		%				%		%				%		%		%
Elements Academy (130)	Expected Progress (%)	35	47%	64	36%	47	47	48%	65	52%	67	26	45%	61	28%	37			
	Above Expected Progress (%)		3%	4	0.8%	1		10%	14	10%	13		7%	10	0%	0			
Pupil Premium	Expected Progress (%)		34%	34	34%	31		42%	42	49%	45		21%	21	24%	21			
	Above Expected Progress (%)		3%	3	0%	0		4%	4	8%	7		3%	3	0%	0			

- PP students are making above expected progress in all areas in line with non-pp students.
- PP students require ongoing intervention in English and Maths to bring progress in line with non-pp students.
- You can see a gradual improvement in the % of PP students making progress over the academic year for PP students especially in Maths.
- Slower progress in English is as a direct result of literacy levels. The PP strategy around this will take time to embed.

KS4

Overall Progress Data		English					Maths					Science				
2022/2023		Autumn 22														
			%	No of pupils	%	No of pupils	%	No of pupils	%	No of pupils	%	No of pupils	%	No of pupils		
All KS4 pupils (42)	Expected Progress (%)	29%	43%	18	33%	14	59%	56%	24	50%	21	33	46%	18	29%	12
	Above Expected Progress (%)		11%	5	2%	1		8%	3	7%	3		3%	1	0%	0

Overall Progress Data		English					Maths					Science				
2022/2023		Autumn 22	Spring 23		Summer 23		Autumn 22	Spring 23		Summer 23		Autumn 22	Spring 23		Summer 23	
			%	No of pupils	%	No of pupils		%	No of pupils	%	No of pupils		%	No of pupils	%	No of pupils
All KS3 pupils (59 Spring)	Expected Progress (%)	23	52%	31	50%	29	44	46%	27	50%	29		31%	18	29%	17
	Above expected Progress (%)		8%	5	0%	0		14%	8	17%	10		12%	7	0%	0
Female (11 Spring)	Expected Progress (%)		60%	7	50%	5		60%	7	40%	4		60%	7	10%	1
	Above expected Progress (%)		0%	0	0%	0		0%	0	0%	0		0%	0	0%	0
Male (32 Spring)	Above expected Progress (%)		42%	13	50%	24		30%	9	40%	19		33%	11	33%	16
	Accelerated Progress (%)		0%	0	0%	0		17%	5	10%	10		13%	4	0%	0
Pupil Premium (41 Spring)	Expected Progress (%)		49%	20	50%	20		49%	20	48%	19		20%	8	20%	8
	Above expected Progress (%)		0%	0	0%	0		5%	2	8%	3		5%	2	0%	0

- Static progress in subjects demonstrates that we are waiting for impact of intervention strategies to be evident.

Primary-KS2

Overall Progress Data		English						Maths				Science				
2022/2023		Autumn 22	Spring 23		Summer 23		Autumn 22	Spring 23		Summer 23		Autumn 22	Spring 23		Summer 23	
			%	No of pupils	%	No of pupils		%	No of pupils	%	No of pupils		%	No of pupils	%	No of pupils
Elements Academy (32)	Expected Progress (%)	52	46%	16	44%	14	40	45%	15	72%	23		80%	27	22%	7
	Above Excepted Progress (%)		0%	0	0%	0		7%	2	0%	0		0%	0	0%	0
Pupil Premium (22)	Expected Progress (%)		23%	5	45%	10		37%	8	64%	14		56%	12	23%	5
	Above Excepted Progress (%)		5%	1	0%	0		0%	0	0%	0		0%	0	0%	0

- The fluctuating number of students in 22/23 makes progress difficult to compare.
- However, expected progress across English and Maths is good. Work has to be undertaken in Science.

Reading age analyses – June 2023

Below age related	At age related	Above age related
82.8%	6.15	11%

*Autumn Term data was affected by external technical issues while opening school

- Progress to be measured from September 23 and ongoing

Strengths:

- Skills-based curriculum offered to all Pupil Premium
- Strong knowledge shown by students of the AOs and expectations at GCSE level;
- Spiral approach facilitates development for Pupil Premium, depth of understanding and revision;
- Pedagogy supports security of knowledge and understanding, with a range of strategies used to increase accessibility and retention.

Areas for Development:

- Reading for pleasure; home-learning/consolidation through homework;
- Pupil Premium reading and phonics targeted intervention
- Strategy to support SEMH and wellbeing needs

Actions:

- Across School Pupil Premium strategy to support Teaching and Learning and better outcomes
- Develop a long-term strategy to incorporate GCSE English Literature, additional maths and any other vocational options for KS4 pupils;
- Up-skill other teachers to deliver GCSE/vocational options with confidence;
- Launch of Numeracy Strategy across Academy including resources
- Work with and students to organise revision sessions ahead of the exam period to support Pupil Premium even better engagement and attendance
- Research and apply for further funding for texts; embed Ruth Miskin Read, Write Inc and Fresh Start Phonics across KS3, in class or as a targeted intervention; implement D.E.A.R. across whole school.

Pastoral data

Attendance

Whole School	Present %	Auth Absence%	Unauth Absence %
Whole school	77.48	13.8	9.24
Pupil Premium	72.45	17.28	10.27

- 5% difference in the attendance of all students and pp specific.
- Clear that interventions are required for pp students around authorized attendance. However, there is not much difference between pp and non pp.
- Further strategies are required for year 2 and 3 as highlighted in the plan.

Behaviour data

- The way in which data has been collated this year makes analysis of pp and non pp data complex. However, this has been rectified for 23/24. At the end of the academic year 22/23 all behaviour incidences had reduced across school and this included RPI.
- Boxall data will be available in 23/24.

Suspensions	Half Term 1	Half Term 2	Term 2	Term 3
No on roll	129	129	136	167
No of suspensions	6	14	31	51
No of students who receive a suspension	6	12	22	30
Suspension rate (Total number of suspensions, divided by the total number of pupils (x100))	4.6%	10.8%	24.2%	30.5
Days lost through suspensions	18.5	25	62	81.5
Average suspension length (days)	3	1.8	1.6	1.5
Maximum suspension length (days)	5	5	5.5	4.5
Students receiving 1 suspension	6	10	14	16
% of roll receiving repeat suspensions				
Most prevalent suspension reason	PA	PA	PA	PA
Second highest reason	W	VA	VA	CB

- Suspension rates increased in the Summer Term as a result of more students entering the Academy.
- The average suspension length had reduced throughout the year.
- The most prevalent reason for suspension is Physical Assault.

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?	N/A

Further information (optional)