

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 24/25 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	168 (Summer 24)
Proportion (%) of pupil premium eligible pupils	81.5% of total Cohort
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3
Date this statement was published	September 24
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	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129.070

## 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.	Improvement in diagnostic and developmental scores for all disadvantaged children. Personalised intervention plans for individual pupils to include SMART targets linked to trackers 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 lifestyles and positive mental health and wellbeing.	Student participation improves in these areas, qualifications are obtained (where 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.
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### 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: £10,000

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"> <li>• Develop teaching staff to become SEMH specialists by providing CPD to incorporate EHCP, MSP and targets into lesson planning and delivery</li> <li>• Provide CPD on literacy strategies, assessment and differentiation.</li> <li>• Evaluate impact through the QA cycle and deep dives</li> <li>• Literacy resources in each classroom and time for LSM's to deliver strategies.</li> <li>• Introduce and embed DEAR and reading support time during each day.</li> </ul>	<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>	<p>1, 2 and 3</p>

### 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"> <li>• Develop Accelerated reader, phonics programmes and Read, Write Inc across the academy.</li> <li>• Lead Literacy Practitioners in place to drive literacy across the curriculum</li> <li>• Additional staff training and related cover costs.</li> <li>• Focus upon reading comprehension.</li> <li>• Improvement will have an impact upon progress.</li> </ul>	<p>EEF states that on average, one to one tuition (support from TAs 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>	<p>2 and 5</p>

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

Budgeted cost: £ 75,000

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"> <li>• Include CPD on introducing/using the SEMH tracker as an instrument for change.</li> <li>• 'The Hub' staff training a place for students to</li> </ul>	<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>	<p>3, 4 and 5</p>

<p>visit to receive therapeutic interventions daily and/or when necessary.</p> <ul style="list-style-type: none"> <li>• ELSA training for specific staff</li> <li>• Play Therapy training for staff.</li> <li>• CPD - Behaviour management training for staff throughout the year.</li> <li>• LSM training in Anger Management strategies</li> <li>• Zones of Regulation training</li> <li>• Advanced Team teach training and focus upon de-escalation strategies</li> <li>• Development of the Adventure, Duke of Edinburgh and Sports Curriculum across Elements and Elevate to directly impact upon student health, wellbeing and attendance.</li> <li>• Engage with coaches to provide activities when staff are not trained (e.g. Rotherham Titans Rugby Team)</li> <li>• Related activities linked to D of E to support student confidence building</li> </ul>	<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 appositive 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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<ul style="list-style-type: none"> <li>• Related staff training</li> <li>• Develop the Elements Football team and related coaching for all students irrespective of gender.</li> <li>• Small investment in parental workshops around healthy lifestyles and mental health and wellbeing.</li> <li>• Support and CPD guidance for colleagues around building successful relationships.</li> <li>• Employ SEMH/SEND Intervention Practitioner</li> </ul>		
<ul style="list-style-type: none"> <li>• Mentoring for students with low attendance to improve outcomes.</li> <li>• Engage with mentors who specifically focus upon supporting students to attend school and build upon pupils' self-esteem.</li> <li>• Utilise staff expertise to provide outreach for students who find attending</li> </ul>	<p>EEF states that mentoring has a positive impact upon student engagement and attendance +2 months progress.</p>	<p>1, 6 and 7</p>

school to be difficult.		
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Estimated Cost £25.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Mathematics Mastery</b></p> <p>Adoption of a Mathematics Mastery programme approach throughout the school. Targeting in the first instance Primary and then embedding the work already in progress throughout the school.</p> <ul style="list-style-type: none"> <li>Engage key and relevant staff with a programme of ongoing Maths Mastery Training (From NCTEM, ARK, or EEF funded programme).</li> <li>Resource a Maths mastery programme/ Scheme for the school (ARK or Whiterose)</li> <li>Resource the school with equipment especially manipulatives to enable the effective teaching</li> </ul>	<p>EEF delivered by ARK 2012 project showed the following benefits to learning of adopting a Mastery approach to mathematics</p> <p>“The independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months’ progress compared to other pupils in comparison schools. These results have a moderate-to-high security rating: 3 out of 5 on the EEF padlock scale. “</p> <p>A 2021 review on a Mastery approach from EEF stated the following findings:</p> <p>“Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months).”</p> <p>“Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).”</p>	<p><b>4</b></p>

<p>of Mathematics using and Mastery approach.</p> <ul style="list-style-type: none"> <li>• Continuous CPD and mentoring for colleagues delivering and supporting the Mathematics approach.</li> <li>• Implement an intervention programme to support mastery learning especially for those pupils showing significant gaps in basic knowledge.</li> </ul>		

**Total budgeted cost: £130,000**

## 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 2023 to 2024 academic year.

#### Attendance

Elements	Autumn	Spring	Summer	Year 23/24
<b>Pupil Premium</b>	58.41%	60.35%	62.40%	<b>60.39%</b>
<b>Overall</b>	<b>59.26%,</b>	<b>61.18%</b>	62.6%	<b>61.01</b>
<b>Elevate</b>				
<b>Pupil Premium</b>	44.5%	45.4%	40.39%	<b>43.43%</b>
<b>Overall</b>	47.4%	48.3%	43.70%	<b>46.47%.</b>

- Students eligible for PP attended slightly less than other students. However, a number of students had exceptionally good attendance.

The actions that were taken

Action Taken	Progress Made
No missing marks, there's a rigorous system in place to check this.  Outreach provision now in place.	Outreach team are making good progress but cannot always action day 1 absence collections, much improved.
3 forms of communication now in place: <ul style="list-style-type: none"> <li>• Initial bulk text on Arbor</li> <li>• Individual text/call</li> <li>• Same day home visit</li> </ul>	Robust and in place.
Attendance officer actions Day 3 procedures and writes up home visits on CPOMS.	Reduction in PTT and the addition of outreach team has created capacity for Attendance Officer to meet the requirements outlined in the attendance policy.
L – arrive before 9.30am, Attendance Officer records time of arrival on the register.  U – arrives after 9.30am after registers close.	Correct codes are being used.
Any gaps in paperwork have now been updated.	This is up to date.
Creation of the outreach team school have provided taxis in special circumstances for students struggling to get into school.	Outreach team are supporting pupils.
Scripting in place with receptionist, Attendance Officer provides challenge and records on CPOMS.	Attendance calls are dealt with appropriately.
Now there are less students on PTT we are able to personalise plans – examples available.	All new PTT agreements will be personalised to each pupil and personally signed by parents.
Weekly attendance figures provided to all school and expectations to display in all classrooms.	Laminated A4 attendance display in each base group, updated weekly.

Attendance tracking spreadsheet now in place in its infancy.	Recently put into place not embedded into practice yet – example available.
Attendance will feed into future appraisal targets. Staff are planning for pupils who have been absent from school. Base staff are having daily discussions around attendance in base. Clear expectations outlined.	This is not yet quality assured.
46 pupils were accessing PTT this is now down to 22 pupils, and improvement of 66%. The goal is to get to 10 pupils by September.	Ongoing PTT strategy.
PTT strategy in place, flow chart completed, teams meetings for CLA pupils, PTT reviews are personalised. 5-day education offer for all pupils with minor exceptions.	Really proud of the progress we're making here, still some steps to take.

### SEND SEMH Pathway Progress

Elements	Autumn	Spring	Summer	23-24 Year
Overall SEMH Progress			80/136 59%	80/136 59%
Pupil Premium SEMH Progress			68/107 63%	68/107 63%

- Pupil Premium students performed better than the main cohort when measuring Pathway Progress on the main Elements roll

Elevate	Autumn	Spring	Summer	23-24 Year
Overall SEMH Progress			23/32 <b>69.6%</b>	23/32 <b>69.6%</b>
Pupil Premium SEMH Progress			13/23 <b>56.5%</b>	13/23 <b>56.5%</b>

- Pupil Premium: 13 out of 23 (56.5%) - This group shows the lowest SEMH progress percentage, indicating a potential area for improvement. Further work in this area in year 2 of this strategy. New Provision will be in place from January 25 which will focus upon meeting the needs of the children on the Elevate roll.

### Intervention Data

- 59% of pupils made SEMH Pathway progress overall.
- SEMH barriers are addressed within our Curriculum and monitored through an SEMH Tracker underpinned by Thrive values.
- 80% of pupils have mastered the initial 'learning to be' skills we set out.
- 60% of pupils have mastered to 'doing' skills set out.
- 35% of pupils have begun work on Power and Identity skills.
- Where there is a need, individual interventions are carried out by Student Support. 100% of pupils who attend at least 6 intervention sessions made progress towards targets.
- 12 pupils have been referred to the School Action Panel and are making progress towards targets.

### Elevate Students

**Areas for Improvement:** The Pupil Premium and Pathway 3 students show significant opportunity for improved support and outcomes. Additionally, even though no physical/sensory needs are reported, it's critical to ensure these areas are assessed thoroughly and that no student requires support that is overlooked.

**Next steps:**

- Targeted Interventions: Implement tailored support strategies for Pupil Premium students and those in Pathway 3.
- Ongoing Monitoring: Continually track progression and adjust support as necessary, ensuring no groups fall behind.
- Resource Allocation: Allocate resources thoughtfully to address areas of need, especially in Communication and Interaction.
- By addressing these areas, the overall SEMH welfare and progress of students can be significantly improved throughout the academic year.

**Behaviour Data – Includes PP students in overall data analysis.**

**Elements**

<b>SEND- Behaviour</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>24-25 Year</b>
HATE crime	9	10	11	<b>30</b>
Persistent Bullying	18	25	11	<b>54</b>
Criminal Damage	206	120	124	<b>450</b>
Drug/Alcohol possession or use	20	11	14	<b>45</b>
Persistent Disruptive Behaviour	291	157	167	<b>615</b>
Physical assault against a Pupil	75	38	59	<b>172</b>
Physical assault against an adult	101	35	65	<b>201</b>
Physical Assault in an RPI	46	29	36	<b>111</b>
Sexual misconduct	179	85	155	<b>419</b>
Theft	22	11	3	<b>36</b>
Use or Threat of Use of an Offensive Weapon or Prohibited Item	5	3	6	<b>14</b>
Verbal Abuse/Threatening Behaviour Against a Pupil	44	22	19	<b>85</b>

Verbal Abuse/Threatening Behaviour Against an Adult	173	125	85	<b>383</b>
Climbing	321	165	170	<b>656</b>
Inappropriate use of social media or Online Technology	116	82	125	<b>323</b>
Total Incidents	15	7	5	<b>27</b>
Transition group total incidents	1641	925	1055	<b>3621</b>

### Commentary (Analysis, Action, Impact)

- 42.8% decrease in the number of pupils involved in serious incidents recorded at Elements Academy during the Summer term.
- We saw a small spike (38%) in serious incidents compared to the previous term. This can be attributed to the new starters that joined us and the number of pupils returning full time to Elements who have previously been supported on part time timetables.
- Plans are in place for a new PSHE Curriculum from September 2024 that will address issues such as bullying above. Student support work closely with both victims and perpetrators of bullying to develop empathy and restore relationships. 100% of pupils working with student support have made progress.
- To support pupils with the highest number of recorded incidents, where appropriate, additional funding has been requested for 121 supervisions.
- Leaders have thought creatively about capacity in managing incidents and have planned robust and targeted CPD to be delivered in September 2024. CPD includes Team Teach, Advanced Team Teach, Scenario and Scripting, Restorative Practice.
- The data shows that afternoons are when most incidents occur. School leaders have changed the day so that after lunch pupils have 20 minutes to calm and reset before afternoon lessons.

### Elevate Students

SEND- Behaviour	Autumn	Winter	Summer	23 – 24 Year
HATE crime			1	1
Persistent Bullying			0	0
Criminal Damage			0	0
Drug/Alcohol possession or use			0	0
Persistent Disruptive Behaviour			1	1
Physical assault against a Pupil			0	0

Physical assault against an adult			1	1
Physical Assault-Pupil in an RPI			0	0
Physical Assault-Adult in an RPI			0	0
Sexual misconduct			0	0
Theft			0	0
Use or Threat of Use of an Offensive Weapon or Prohibited Item			0	0
Verbal Abuse/Threatening Behaviour Against a Pupil			0	0
Verbal Abuse/Threatening Behaviour Against an Adult			0	0
Climbing			1	1
Inappropriate use of social media or Online Technology			0	0
<b>Total Incidents</b>			<b>4</b>	<b>4</b>

Incidents remain low on Elevate.

#### Academic Progress Elements

Progress towards targets	Maths			English			Reading		
	Aut 23	Spr 24	Sum 24	Aut 23	Spr 24	Sum 24	Aut 23	Spr 24	Sum 24
At least Expected Progress%	<b>46.87</b> %	<b>56.25</b> %	<b>59.37</b> %	<b>37.50</b> %	<b>65.62</b> %	<b>75%</b>	<b>37.50</b> %	<b>53.12</b> %	<b>71.87</b> %
<b>Breakdown of Groups</b>									
Gender Male	45.83	54.16 %	<b>58.30</b> %	33.33 %	66.66 %	<b>75.00</b> %	33.33 %	54.16 %	<b>62.50</b> %
Gender Female	50.00 %	62.50 %	<b>87.50</b> %	50.00 %	62.50 %	<b>75.00</b> %	50.00 %	50.00 %	<b>87.50</b> %
Ethnicity WBRI	48.27 %	51.72	<b>62.06</b> %	37.93 %	62.06 %	<b>72.41</b> %	37.93 %	55.17 %	<b>68.96</b> %

Ethnicity Other	33.33 %	100%	100%	33.33 %	<b>66.66 %</b>	100%	33.33 %	33.33 %	<b>66.66 %</b>
EAL	0%	100%	<b>100%</b>	<b>0%</b>	100%	<b>100%</b>	0%	100%	<b>100%</b>
Pupil Premium	34.78 %	47.83 %	<b>60.87 %</b>	26.09 %	56.52 %	<b>65.22 %</b>	26.09 %	47.83 %	<b>60.87 %</b>
CLA	33.33 %	66.66 %	<b>66.66 %</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
PTT	<b>46.87 %</b>	<b>56.25 %</b>	<b>59.37 %</b>	<b>37.50 %</b>	<b>65.62 %</b>	<b>68.75 %</b>	<b>37.50 %</b>	<b>53.12 %</b>	<b>71.87 %</b>
AP- SEND EHCP	<b>46.87 %</b>	<b>56.25 %</b>	<b>59.37 %</b>	<b>37.50 %</b>	<b>65.62 %</b>	<b>68.75 %</b>	<b>37.50 %</b>	<b>53.12 %</b>	<b>71.87 %</b>
AP- SEND Support									
CIN/ CP	0%	<b>100%</b>	<b>100%</b>	0%	66.67 %	<b>66.67 %</b>	0%	0%	<b>33.33 %</b>
Pathway 3	33.33 %	50.00 %	<b>54.17 %</b>	29.17 %	58.33 %	<b>70.83 %</b>	29.17 %	41.67 %	<b>58.33 %</b>
Pathway 2	83.33 %	83.33 %	<b>100%</b>	50.00 %	66.67 %	<b>83.33 %</b>	50.00 %	83.33 %	<b>83.33 %</b>
Pathway 1	100%	100%	100%	100%	100%	100%	100%	100%	100%

### Analyses:

- Overall progress showed pleasing increase in at least expected progress in Reading, English and Maths over the year, showing a positive trend but this figure still needs to increase further. Number of pupils were completely new to Elements in Year 11 and some of these have struggled to settle, and this has affected results.
- Female progress is significantly increased due to improved working relationships with females.
- Male progress has remained fairly static this is an area that needs to be investigated further, but staff absence in year 11 Boost group is likely to have affected these figures overall.
- Pupil premium progress has significantly increased from staff are more aware of who the pupil premium pupils are but there is room for further improvement.
- CLA has again increased in English and Reading but decreased in Maths again there is room for further improvement.
- PT progress has significantly reduced from this is due to the fluctuating nature of those on PT provision, and those who were previously succeeding now having transferred onto to a full timetable.

### Actions

- Robust CPD offer
- Significant emphasis on lessons being sequenced and build upon previous learning. Where gaps in knowledge, misconceptions or skill are found, these are then tackled through personalised planning or academic interventions.
- Online resources and active maths have been embedded more into classroom practice to engage more reluctant pupils.
- Doodle learning trails have taken place in primary as an online platform to improve fluency and arithmetic, pupils enjoyed using this platform which increased fluency as seen through SATS results and timetable assessments.

- New class profiles implemented enable staff forensic diagnoses of pupils needs and review strategies
- Review of the KS3 Boost group staffing as well as curriculum to ensure better engagement
- Texts and topics have been chosen in English to maximise interest and engagement. These will be regularly reviewed and (budget allowing) new texts will be invested in.
- Accelerated reader has been embedded across and the use of star reading assessments.
- Pupils love for reading has improved through the continuous implementation of daily DEAR sessions
- Selection of books and text types have been placed in each classroom including a variety of genres and levels.
- Online resources such as Epic books and Oxford owl have also been added into to reading times
- Lunch of the Numeracy strategy across academy
- Reading records and bookbags have been allocated to pupils in primary for the next academic year to promote home reading. This will link to whole school reward system.
- The English and Maths building blocks were reviewed in June and will be revisited again before Christmas to ensure they are still relevant and effective for our current cohort.

#### **Impact:**

- Further input into boost groups has seen successful beginning of embedding basic maths skills via investigating gaps in knowledge by starting the entry level certificate, positively impacting results.
- Baseline assessments and termly assessments embedded in Maths and are developing in science with this year being the first cycle of robust assessments, and hopefully enable the progress made in science to be evidenced in their progress data.
- More close monitoring of boost groups has identified areas which need addressing through training and faculty CPD.
- Entry level Certificate in Science has been successful and now replacing Building Block 1 and 2 for the secondary curriculum.
- Numeracy strategy launched and base time activities to work on filling gaps in knowledge as evidenced in testing such as time and money skills, hoping to be further impactful in raising standards
- Sharing resources has offered more variety and ideas to STEM curriculum and reinforced current practice around metacognition but provided variety in work and improved interest and engagement in many areas.
- Target and current data for pupils to be identified as part of class pupil profiles but also all pupils in STEM subjects to have assessment trackers in their books so pupils are able to see their progress and respond accordingly.
- Star reading assessments have been able to provide more accurate results when assessing pupils ensure that each classroom has appropriate reading material.
- Pupils have started to engage in different text types through book boxes. Selected thematic books have been chosen for each class group to cover a range of genres and text types. Through learning walks it has been observed that pupils have enjoyed reading these texts and has encouraged more reluctant readers to be involved in classroom story time or to read aloud.
- DEAR sessions have allowed staff to promote reading through various creative ways therefore leading to higher pupil engagement in reading. DEAR has become part of the school's ethos and, where DEAR is effectively enforced and modelled by base staff, is a 'normal' part of the school day.

- Introduction of online resources has improved pupil engagement during DEAR sessions as observed through learning walks.
- Use of different resources in writing sessions has shown an increase in pupils' engagement and confidence in writing.

### Elevate Pupil Progress

Progress towards targets	Maths			English			Reading		
	Aut 23	Spr 24	Sum 24	Aut 23	Spr 24	Sum 24	Aut 23	Spr 24	Sum 24
At least Expected Progress%	<b>46.87</b> %	<b>56.25</b> %	<b>59.37</b> %	<b>37.50</b> %	<b>65.62</b> %	<b>75%</b>	<b>37.50</b> %	<b>53.12</b> %	<b>71.87</b> %
<b>Breakdown of Groups</b>									
Gender Male	45.83	54.16 %	<b>58.30</b> %	33.33 %	66.66 %	<b>75.00</b> %	33.33 %	54.16 %	<b>62.50</b> %
Gender Female	50.00 %	62.50 %	<b>87.50</b> %	50.00 %	62.50 %	<b>75.00</b> %	50.00 %	50.00 %	<b>87.50</b> %
Ethnicity WBRI	48.27 %	51.72	<b>62.06</b> %	37.93 %	62.06 %	<b>72.41</b> %	37.93 %	55.17 %	<b>68.96</b> %
Ethnicity Other	33.33 %	100%	100%	33.33 %	<b>66.66</b> %	100%	33.33 %	33.33 %	<b>66.66</b> %
EAL	0%	100%	<b>100%</b>	<b>0%</b>	100%	<b>100%</b>	0%	100%	<b>100%</b>
Pupil Premium	34.78 %	47.83 %	<b>60.87</b> %	26.09 %	56.52 %	<b>65.22</b> %	26.09 %	47.83 %	<b>60.87</b> %
CLA	33.33 %	66.66 %	<b>66.66</b> %	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
PTT	<b>46.87</b> %	<b>56.25</b> %	<b>59.37</b> %	<b>37.50</b> %	<b>65.62</b> %	<b>68.75</b> %	<b>37.50</b> %	<b>53.12</b> %	<b>71.87</b> %
AP- SEND EHCP	<b>46.87</b> %	<b>56.25</b> %	<b>59.37</b> %	<b>37.50</b> %	<b>65.62</b> %	<b>68.75</b> %	<b>37.50</b> %	<b>53.12</b> %	<b>71.87</b> %
AP- SEND Support									
CIN/ CP	0%	<b>100%</b>	<b>100%</b>	0%	66.67 %	<b>66.67</b> %	0%	0%	<b>33.33</b> %
Pathway 3	33.33 %	50.00 %	<b>54.17</b> %	29.17 %	58.33 %	<b>70.83</b> %	29.17 %	41.67 %	<b>58.33</b> %
Pathway 2	83.33 %	83.33 %	<b>100%</b>	50.00 %	66.67 %	<b>83.33</b> %	50.00 %	83.33 %	<b>83.33</b> %
Pathway 1	100%	100%	100%	100%	100%	100%	100%	100%	100%

- The data provided presents progress towards educational targets across three subjects: Maths, English, and Reading, broken down by various groups.
- The overall percentages for students achieving at least expected progress across terms show an upward trend across all subjects.

- The refined data and implementation of progression flightpath illustrate a more accurate and informative picture of progress made.
- Fourteen of our Y11 pupils have already secured Functional Skills Level1 in English and eight students have achieved Level 1 in Maths. One Pupil has secured Level 2 in Maths. This is already a significant improvement in qualifications in comparison to last year's cohort.

#### **Male Students:**

- Consistent improvement in Maths (from 45.83% to 58.30%) but lower than female peers in English and Reading.

#### **Female Students:**

- Notable performance with the highest improvement in all subjects, especially in Reading where they hit 87.50% by Sum 24.

#### **WBRI (White British):**

- Steady progress overall, peaking at 72.41% in English by Sum 24.

#### **Other Ethnicities:**

- Significant jump in Spring 24 for Maths & English, achieving 100% in both subjects by Summer 24.

#### **EAL (English as an Additional Language)**

- A remarkable turnaround with consistent 100% for all subjects by Spring and Summer 24.

#### **Pupil Premium**

- Shows improvement but remains lower than non-Pupil Premium students, indicating a need for targeted support. The highest recorded was 60.87% in Maths by Summer 24.

#### **Children Looked After (CLA) and Children in Need (CIN/ CP):**

- CLA shows a concerning gap with 0% in Fall 23 for English and Reading.
- While CIN made progress by Summer 24, they still lag behind in subjects.

#### **Pathway Performance:**

- Pathway 1 exhibits perfect scores across all subjects and terms.
- Pathway 2 and 3 reflect decent performance in progressive terms but remain modest compared to Pathway 1.

#### **Next steps:**

- **Targeted Support for Disadvantaged Groups:** To focus on Pupil Premium students and CLA, where improvements are evident but still below overall averages.
- **Gender-Based Interventions:** To consider differentiated teaching approaches to further support male students in achieving better outcomes, especially in English and Reading.
- **High Performing Groups:** To enforce strategies that capitalize on the strengths of high performing groups (Pathway 1) to share best practices across other groups, especially for those showing slower progress.#

**Results analysis for Summer 24 are including all students as only small numbers were not PP and therefore analysis is relevant to the entire cohort.**

#### **SATS Results 24**

CLA	Pupil Premium	Maths	English: Reading	English: SPaG
N	Y	88	86	84
N	Y	88	X	X
N	Y	90	100	91
N	N	102	92	95
N	Y	107	100	101
N	Y	X	X	91

- The vast majority of students in this cohort are PP. There is little variance between PP and non PP students. All students achieved in line with expectations.

SATs Results 2024	Elements 2023/24	Elements 2024/25
Reading – Expected Standard(numbers)	0	2
Reading – Average scaled score(Numbers)	89	95
Writing – Expected Standard (numbers)	0	1
Spelling, Punctuation and Grammar – Expected Standard(numbers)	1	1
Spelling, Punctuation and Grammar – Average scaled score(numbers)	89	93
Maths – Expected Standard (numbers)	0	2
Maths – Average scaled score (numbers)	88	95
Reading, Writing, Maths – Expected Standard (numbers)	0	1

## Rise Faculty Results Summer 24

### Section 1 Elements results

CLA	Pupil Premium	GCSE English Lang (9)	BTEC Home Cooking Skills (7)	GCSE Art & Design (1)	Functional Skills
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					English L1 (10)
N	Y				
N	Y		P (L1)		P
N	Y				F
N	Y	X			
N	Y	1	P (L2)		
N	N	6	P (L2)		
N	Y		P (L1)		P
N	Y				P
N	N	3			P
N	Y				F
Y	Y	2			P
N	Y				
N	N	3	P (L2)	8	
N	N	2	P (L2)		
N	Y	1	P (L1)		P
N	Y				X
N	Y				
N	Y				F
N	N	1			X
N	Y				P
N	Y				
Y	Y	2			X
<b>2</b>	<b>17</b>	<b>1=3 2=3 3=2 6=1 DNS=1</b>	<b>L1=3 L2=4</b>	<b>8=1</b>	<b>P=7 F=3 DNS=3</b>

#### Overall Analysis:

- 100% (9) of Y11s accessing GCSE English Language on-site received a grade.
- 11% (1) of students passed at grade 4+.
- 1 student did not sit the GCSE English Language exams. Circumstances in her home and with her own mental and physical health prevented her from successfully accessing on-site GCSE provision. Although the initial plan was for her to simply attend the exams, as she was capable of grading, it was decided that the impact on her wellbeing would have been too detrimental to outweigh the potential benefits for her.
- Although their start in Y10 was quite disrupted, with a series of group changes, etc, the group settled well into Y11 and the groupings remained largely consistent.
- Significant periods of learning were lost for each student, due to mental health crises, wider family/care issues, physical health concerns.

- Due to a range of issues with staff availability, room allocation, etc, mock examination was not as formal as would have been ideal, meaning that mocks were often held in classrooms with teaching staff they knew well. Although every effort was made to ensure the fidelity of the process, this meant that students had very little experience of the formal exam conditions required for the final exams.
- Four students dropped GCSE Art and Design, leaving only one to complete the course. This student passed with a grade 8.
- Both students in the Extra Support Group (ESG) received GCSEs in English Language, with one making above expected progress.

#### Specific Strengths:

- One student was able to complete the GCSE Art and Design course and graded well. She expressed that this subject was almost therapeutic, in contrast to her other areas of study.
- All of those attending timetabled English Language classes with JHa achieved a grade.
- Despite the initial reluctance and adjustments needed to support engagement, every student who took part in the Spoken Language Study element of the GCSE English Language course achieved a Pass or above.
- The four students from Y11F who began the Home Cooking Skills BTEC completed it and passed at Level 2.
- The 3 students from Y11B, who were identified as performing particularly well in Functional Skills English, were entered for GCSE English Language and all received a grade.

#### Areas for Development:

- GCSE Art and Design has been replaced with GCSE Photography, with the aim of improving levels of engagement and, ultimately, results for the current cohort of Y10s and Y11s.
- To open Food Tech up to more students at KS4, allowing for more to leave with qualifications. Discussions to be had with RHo to look at the most appropriate offer(s).
- All KS4 Futures groups to be entered for Functional Skills English L1 as early in the academic year as possible, allowing Y11s to move onto GCSE and Y10s to have multiple attempts and still access GCSE, if appropriate.
- To investigate the various options for Functional Skills English, following AQA's announcement that they will be withdrawing the qualification. NCFE appears to be an advantageous option at the moment, due to its flexibility at the point of readiness for assessment.
- Regular and rigorous mock examinations must take place to improve accuracy of predictions and aid students with acclimatisation to exam conditions.

- To work closely with the new Exams Officer to ensure that the correct entries are made for the Spoken Language Study (GCSE) and speaking and listening element (Functional Skills) and in plenty of time.

## Section 2 Elevate results

CL A	Pupil Premium	GCSE English Lang (1)	GCSE English Lit (1)	Functional Skills English L1 (8)	Functional Skills English L2 (2)	GCSE French	GCSE Geography	GCSE History
N	Y			P				
N	Y			P				
N	Y							
N	N	5	8			7	7	7
N	Y			P				
N	N				P			
N	Y			P				
N	Y			F				
N	Y			P				
N	N			P				
Y	Y							
N	Y							
N	Y				F			
N	Y							
N	N			P				
<b>1</b>	<b>11</b>	<b>5=1</b>	<b>8=1</b>	<b>P=7 F=1</b>	<b>P=1 F=1</b>	<b>7=1</b>	<b>7=1</b>	<b>7=1</b>

## Overall Comments

- 60% (9) of students left with some form of English qualification (GCSE or Functional Skills). This is an increase of 10% on last year.
- 100% (1) of the students entered for GCSE English Language passed at grade 4+.
- 80% (8) of students entered for Functional Skills L1 or L2 passed the qualification.
- 1 student left with both Language and Literature qualifications at GCSE level.

- 40% (6) of students left with no English qualification. Of these, 2 students were not accessing Elevate tutors for English tuition. 1 student was also due to sit the Functional Skills English exams, but, as a result of moving far out of area (2 hours away), was unable to be brought in.

### Specific Strengths

- 1 student was entered for five GCSEs and passed all at grade 4+: English Language, English Literature, History, Geography and French.
- All students accessing Elevate tutoring were from a cohort of very hard-to-reach children, whose barriers to education were many and varied. Teaching, on the whole, has been engaging and of a high quality, leading to an increase in pass grades for Functional Skills English.
- Tutors and other support staff have worked tirelessly to ensure that some of the most vulnerable and/or disengaged learners were able to complete the spoken elements of their assessments and pass their English qualifications.

### Areas for Development

- To continue to develop and strengthen links between Elevate and Elements staff to ensure delivery and assessment is consistent in content and quality.
- To look at how Entry Level or AQA Unit Awards could be used to plug gaps for students who are not engaging with more formal English teaching.
- To investigate the various options for Functional Skills English, following AQA's announcement that they will be withdrawing the qualification. NCFE appears to be an advantageous option at the moment, due to its flexibility at the point of readiness for assessment.
- To explore ways in which regular and rigorous mock examinations can take place for Elevate students, in order to improve accuracy of predictions and aid students with acclimatisation to exam conditions.
- To work closely with the new Exams Officer to ensure that the correct entries are made for the Spoken Language Study (GCSE) and speaking and listening element (Functional Skills) and in plenty of time. This can then be communicated effectively with relevant Elevate staff.

## **Maths Year 11 Analysis**

### **GCSE Results**

#### **Elements Onsite**

- Onsite there were 22 pupils altogether of which 11 pupils (50%) sat a GCSE Maths
- 100% of pupils (10) who sat a GCSE paper onsite achieved a GCSE, one pupil did not sit the exam

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Of the pupils that sat the GCSE exam

- 40% of pupils achieved the expected grade from term 3 data
- 30% of pupils exceeded the expected grade from term 3 data (These were all from the boost group)

- 30 % of pupils were below the term 3 expected data- (20% of these were in the additional support group and one attended part time, the other out of this group significantly exceeded expectations in the mock exams but is at expected grade).
- 2 pupils were below their expected grade from term 3 data but achieved their target grade from the beginning of the year.
- 75% of the futures group achieved their expected GCSE grade.

#### **Elevate**

- Of the Elevate pupils 15 pupils
- 3 pupils took GCSE Maths of which 100% achieved a GCSE grade
- Of these 66% achieved an expected grade and 33% (1 Pupil) was below an expected grade.

#### **Functional Skills**

##### **Elements Onsite**

- 9 pupils in sat FS Maths onsite
- 4 pupils passed 45%
- 5 pupils did not achieve a grade

##### **Elevate**

- 6 pupils sat a FS paper
- 66% (4) of pupils passed
- 33% (2 ) pupils exceeded expectations
- 1 pupils did not attend.

#### **Maths Actions**

- Boost groups to have additional CPD and further moderation to enable accurate GCSE predictions, and further support in delivery and measuring success of the FS syllabus going forward alongside the Entry especially in view of the termination of FS in it's current form.
- Review how to interlink teaching of Entry Level FS and GCSE Maths.
- Implement Entry Level Maths to enable all pupils to achieve a qualification- investigate most appropriate exam board.
- Review GCSE Exam board and analyse papers across boards to ensure the best Board is used for our pupils- as a result of noticing that other exam boards required fewer marks to achieve grades- however it is essential that this is done whilst looking at the exam papers in conjunction with the papers and to view the reading age and accessibility of the papers for our pupils.

### **Science Year 11 Results Analysis**

#### **GCSE Science**

##### **Elements onsite**

- 8 Pupils accessed GCSE Dual award Science onsite
- 100% of pupils achieved a grade
- 37.5% of pupils achieved above expected results in comparison to term 3 data
- 37.5% achieved expected results
- 25% of pupils were below, of these one pupil was in the additional support group and the other pupil was a higher candidate.

##### **Elevate Science**

- 1 pupil sat a GCSE Biology exam and achieved a grade 5, this was below his term 2 results, however in line with predictions from August. The absence of his main teacher for the last term may have negatively impacted their result.

### **OCR Science**

#### **Elements onsite- (no elevate pupils accessed Entry Level Science Qualification)**

- 7 pupils (87.5%) passed at level 1 Entry Level.
- The pupil who did not achieved moved to a part time timetable and this has affected access to science lesson.

### **Science Actions**

- To ensure pupils are able to continue to access Entry Level qualification and support teaching of Entry Level and GCSE simultaneously to enable all pupils to access a Science qualification
- Ensure that boost staff are given Science CPD and support to enable Boost pupils to access a full Entry level programme which is less reliant on the subject specialists teaching a Science lesson.
- Review Year 11 offer to find better model of either, Entry Level, GCSE single science or GCSE double award
- Review exam board offer and ensure exam board is still best fit for the needs of our pupils.

### **PE Year 11 Results Analysis**

#### **Elements onsite (no elevate pupils did PE)**

- 4 pupils were entered for BTEC PE
- All pupils entered gained a qualification
- All pupils were below the anticipated achievements

### **PE Actions**

- NBR to Access further training and support in delivery and moderation of BTEC PE
- Review offer of PE for all pupils to increase qualification offer for pupils.
- GSI to increase monitoring of BTEC provision-
- Awareness that all pupils undertook the BTEC qualification in 1 year investigate how a 2 year programme might have a positive impact on results.

### **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*

<b>Programme</b>	<b>Provider</b>
N/A	
N/A	

### **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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)**

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