Elmwood School

Effectiveness of Pupil Premium 2019/20 FSM & Ever 6 Group IMPACT Report

- Elmwood School receives a significant amount of funding via the Pupil Premium.
- The national average of pupils eligible for FSM in secondary education is 13.3% (2018), which is an increase of 0.4% (2017). At Elmwood it is 56% (1% more than in 2018/19). If we include LAC pupils the percentage increases further to 69% (1% more than 2018/19).
- The level of premium in 2018/2019 based on £935 per pupil for FSM and Ever 6 and £2,300 per pupil for LAC. Each Looked After Team within the authorities we support will "hold back" a nominal fee from the £2,300 (per child), to support the following areas,
- - Emergency referral to care, who are working below expected progress
- - Moves into the area in an emergency
- - Not accessing appropriate education
- - At risk of exclusion
- - High needs

Local Authority	"hold back"
Walsall	£800.00
Birmingham	£800.00
Staffordshire	£800.00
Wolverhampton	£800.00

- This will obviously have an impact on the amount of Individual Needs Analysis available to each pupil, dependent on the Local Authority they reside in.
- All Virtual Schools are highlighting that the award of £1,500 is an "up to" figure. If school's, feel that they require an enhancement then applications are gratefully received through the Personal Education Plan process. As a school we will be expecting the following payments:

Local Authority	June 2019	November 2019	January 2020
Walsall	£2,500.00 (5 pupils)	£2,000.00 (4 pupils)	£2,000.00 (4 pupils)
Birmingham	£500.00 (1 pupil)	£1,000.00 (1 pupil)	£1,000.00 (1 pupil)
Staffordshire	£1,000.00 (2 pupils)	£1,000.00 (2 pupils)	£1,000.00 (2 pupils)
Wolverhampton	£1,000.00 (2 pupils)	£1,000.00 (2 pupils)	£1,000.00 (2 pupils)

- It is also important to understand that it is the "corporate group" that participate with the Personal Educational Plan that make the decision whether an intervention will have a positive impact on the child and the subsequent financial contribution NOT that of the School in isolation.
- You will notice that we match fund elements from other budgets to secure the same opportunities for our NFSM so that they can make at least good progress academically, socially and emotionally.
- The estimated amount of funding in 2019/20 is £51,398.48 (an increase of £2,868.48 on 2018/19).
- This figure has been generated based on 40 FSM guaranteed funding (average across the 3 terms) of £37,398.48 and 9 LAC application based funding of £14,000.00)

We are using the funding in the following ways:

Strategies	Department / Year	Date	No. of Students	Desired Impact	Actual Impact	Cost
Child Sexual Abuse & Developmental Trauma Screening Assessment Growing need and evidence of changing population of pupils suffering from sexual abuse and subsequent developmental trauma. Intensive work with identified pupils as well as INSET day (whole school training) on the recommendations of the assessment as well as specific strategies to support the mental health and wellbeing of pupils who have experienced this level of abuse.	None Pathways and Nurture Base Whole School	September 2019 – April 2020	3 FSM (Intensive direct intervention) 37 FSM	• Completed assessment to facilitate a triangulation of information to develop a final report (with recommendations and appendices). • Staff training on interpretation of the recommendations (Child Sexual Behaviour Inventory; Trauma Symptom Checklist of Children; Child	2 pupils were able to receive direct assessment which has resulted in: **Pupil One** • Gaining access to EMDT specialist therapy in addition to direct therapy work between child and parent to provide additional strategies for improved mental health –	£197.50 per pupil TOTAL £7,900.00

				Dissociative Checklist or Adolescent Dissociative Experience Checklist; Structured Professional Judgment and Case formulation. • Pupils greater understanding of Child Sexual Abuse and Trauma (Outcome Stars). • Pupil have a Sense of Belonging and a suitable environment to engage with the curriculum on offer within Elmwood. • Reduction in the use of Physical Interactions as a means of securing emotional warmth. • Reduction in "risk" when having to physically support the identified pupils. • Positive work and collaboration with the direct and extended family members.	in the future. This will commence May 2020. • This has also seen a significant reduction of Physical Interventions as in 2018-19 there were 14 High Risk Physical Interventions but in 2019-20 there have been 2 High Risk Physical Interventions. • This has supported the appropriate funding to maintain a placement at Elmwood. • Their Self Esteem Indicator has regressed though into the vulnerable category – but this is due to the difficult content of the intensive sessions. **Pupil Two** • Gained greater understanding around the incident and secured clarity for parent (who has significant Cognition & Learning difficulties. • It has resulted in a robust safety plan and sequence of in school workshops in maintaining the pupil's safety. • They have moved from CP to Universal services – due in part to this assessment and subsequent work.	£4,345.00 £1,777.50
			22 NFSM 9 LAC's	School Contribution Generated from LAC Curriculum Opportunities		

					• There has also been a reduction in Physical Interventions with 11 (Low, Medium and High) Physical Interventions required in 2018-19 compared to 3 (Low, medium and High) in 2019-20. • Their Self Esteem Indicator has regressed though into the lower aspects of Good category – but this is due to the difficult content of the intensive sessions. • Whole school training and the direct work with **Pupil Three** was unable to occur due to COVID-19 and school closure on 3rd April 2020. This work has been paid for and commissioned for June / July 2020.	
WAVE 3 Interventions Level 3 Teaching Assistant with specialist qualification) and / or QTS appointed to enhance the intervention opportunities within English and maths.	English and Maths KS3-4	September 2019 – April 2020	40 FSM 22NFSM 9 LAC's	• Progress is at or above expected progress in these areas. • Where progress is hindered due to historical absence (or mid entry into the school), pupils are still making the expected 1APS per term. School Contribution Generated from LAC Curriculum Opportunities	• **FSM KS3 Reading** is judged as good with 61% of cohort working at or above baseline assessment, with 71% of that cohort working above expected progress from baseline. • **FSM KS3 Writing** is judged as good with 74% of cohort working at or above baseline assessment, with 59% of that	£157.09 per pupil TOTAL £6,283.44 £3,455.89 £1,413.81

					cohort working above expected progress from baseline. • **FSM KS3 Maths** is judged as outstanding with 87% of cohort working at or above baseline assessment, with 40% of that cohort working above expected progress from baseline. • **FSM KS4 English** is judged as outstanding with 82% of cohort working at or above EKS3, with 67% of that cohort working above expected progress from EKS3. • **FSM KS4 Maths** is judged as outstanding with 100% of cohort working at or above EKS3, with 55% of that cohort working above expected progress from EKS3.	
Magazine Subscriptions Purchase child chosen magazines for Reading Zone, to encourage pupils to develop "a love of reading".	English KS3-4	April 2019 – April 2020	40 FSM 22NFSM 9 LAC's	• Pupils are engaged in social reading sessions daily. • Pupils contribute towards selection of books through school council. • Pupils demonstrate a love of reading and are rewarded for actively reading during social time. School Contribution Generated from LAC Curriculum Opportunities	• School has continued to build on the Ofsted November 2018 report "Reading is a strength of the school, pupils choices are wide from Charles Dickens to Fishing". • KS3 FSM Reading is judged to be good, this is however lower than KS3 NFSM where reading is judged as outstanding.	£13.75 per pupil TOTAL £550.00 £302.50 £123.75

					• Through school council pupils have purchased a variety of magazines that are interesting to them (at this time). • Reading Raffle has enabled £10 vouchers to be raffled with those who have successfully read aloud 10 times across the curriculum – this is a whole school initiative (and not just social reading).	
Education Attendance Officer To increase the allocation of time from 2 hours per week to 5 hours per week. Greater clarity and rigour around those who are persistent absentees and to support effective Safe and Well checks for those who are refusing to attend school.	Attendance KS3-4	April 2019– April 2020	40 FSM	• A reduction in Persistent Absentees by (?%). • To utilise interventions positively before the need for attendance panels and court appearances. • Greater identification of pupils who are at risk of falling below 90%. • Education Attendance Officer to have restricted access to CPOM's enabling accurate and direct communication with the school during visits. • Positive perception of their role within the school (including a presence). • Rewarding letters / MMe being sent for improving attendance and or 100%. • Direct support with Early Help / Core Group and Child Protection Conferences.	• Weekly meetings between Safeguarding Team and EWO has enabled a strategic approach and measured approach to interventions. These are documented in the Headteachers Report – showing positive impact. • EWO does have access to CPOMS but it was easier for Safeguarding Team to be the lead person for inputting information regarding visits and interventions. • Improvement in attendance across the board – resulted in a greater sense of belonging within the school. • MME notifications as well as assembly mentions	£150.00 per pupil TOTAL £6,000.00

			22 NFSM	School Contribution	utilised to celebrate both parents and pupils. • This has resulted in an attendance figure of 74.80% for FSM (Summer Term 2019); 83.75% for FSM (Autumn Term 2019) and 86.89% for FSM (Spring Term 2020). • EWO has also supported Family Support Team in being the Lead Professional at Early Help and school representative at CiN, thus enabling the Family Support Team to focus on those pupils / families who are on the brink of becoming a Persistent Absentee (88-90%).	£3,300.00
Kidzani Experience An opportunity to try out a variety of employment opportunities in a practical and hands on way. Also reinforces the value of money and employment. http://london.kidzania.com/en-uk/	IACG Year 9 Cohort (2019-20)	April 2020	11 FSM 5 NFSM 3 LAC	• Support the careers and guidance input by the school and enables for a proactive and informative transition plan to be generated. • Also allotted Work Experience within a safe environment. • Supports the Person Centred Review and contributes towards EHCP. School Contribution Generated from Needs Analysis Spending	• Kidzani is identified within the pupils Transition Action Plan 2019-20. • 100% of year 9's attended the experience. • Article on School News section of website. • This has supported Racheal Maybank and school to plan for EKS4 and the curriculum required to achieve these results.	£90.90 per pupil TOTAL £1,000.00 £454.54 £272.70
Play Therapy Appropriate weekly sessions for academic year to reduce anxiety; raise confidence and	None KS3	April 2019 – April 2020	5 FSM	• Raise SDQ scores from baseline	Need reports of this from Vanessa	£1,900.00 per pupil

concentration and to help social communication.			2 LAC	38 weeks x £250.00 per session Generated from Needs Analysis Spending		TOTAL £9,500 £3,800.00
Vehicle Lease Enable pupils to access enrichment activities and extended curriculum opportunities (associated with O&A breadth of experience).	Outdoor Learning & Enrichment KS3-4	April 2019 – April 2020	40 FSM 22 NFSM 9 LAC's	• Greater access to a variety of experiences (exponential learning) School Contribution Generated from LAC Curriculum Opportunities	• The Strategic and Operational Curriculum Plan for O&A enables all pupils to experience elements of P4C, experience aligned to employment and service to others. • The increase in school vehicles to include a 12 seater has enabled larger class groups to access this provision. • O&A aligned to the schools RAP 2020 around Cultural Capital enables for this to be showcased. • All pupils who access O&A have a personalised Radar graph showing growth and development aligned to the schools values, SOAF virtues and key aspects of the Forest Schools Assessment.	£83.78 per pupil TOTAL £3,351.04 £1,843.16 £754.02
PC Lease Enabling pupils to access appropriate and up to date resources to access all components of the curriculum.	None Year 7 (Nurture Base)	September 2019 – April 2020	7 FSM	• Greater access and confidence in using PC during lessons. • Pupils are accessing (at least) 2 lessons of Literacy Planet / BKSB assessments. • Builds catalogue of evidence for "usual way of working" ready for potential	• All pupils have access to their own PC. • 25% of PC's have been updated to Microsoft Professional Plus 2019 (compatible with Windows 10). *This will be developed across 20-21 to at least 50%.*	£294.86 per pupil TOTAL £2,064.00

			4 NFSM 1 LAC	access arrangements. School Contribution Generated from Needs Analysis Spending	• BKSB in Year 9-11 is used to support teaching and assessment. • Literacy Planet is central to the new Reading scheme across KS3.	£1,179.43 £294.86
Key Note Speaker To reinforce skill level and philosophy around O&A curriculum.	Outdoor Learning KS3-4	June 2019	40FSM 22NFSM 9 LAC's	• Greater staff ability and experience in delivering the activities (safely and effectively) • Raise engagement in the lessons (active participation) School Contribution Generated from Needs Analysis Spending	• Poppy weave / crochet enabled for a large display to be produced ready for remembrance, showing staff skill sets as well as enabling them to support the learning and show empathy during this difficult task. • Poppies displayed in school and at Alweras, Uttoxeter (Care for Others and Altruism). • Staff were able to demonstrate the art of dutch arrows, Japanese's flower pressing and axe safety – which were all taught to pupils during Autumn and Spring Term.	£12.50 per pupil TOTAL £500.00 £275.00 £112.50
PE Enhancement Introduction to a new sport "Skateboarding" as a means of improving engagement as well as increase of leisure activities outside of school.	Physical Education KS3-4	December 2019	40FSM	• Greater "Buzz" around lifelong participation in sport. • Access to environments / clubs around the area. • Potential talent identification. • Awareness of Health and Safety expectations when skateboarding within the community.	• Dance was identified in KS3 as a new addition to the PE Curriculum (specifically Capoeria, Street and contemporary). This challenged the cohort to express their emotions through movement (as well as developing a	£6.25 per pupil TOTAL £250.00

			22NFSM 9 LAC's	• Supports enrichment activities (Friday afternoon and Reward Trips). School Contribution Generated from LAC Curriculum Opportunities	greater breadth). • Ultimate Frisbee was identified in KS4 as a new addition the curriculum o try and improve progress and attitude towards PE. • 80% say they agree or strongly agree that they enjoy their learning in PE. • **FSM KS4 Maths** is judged as inadequate with 43% of cohort working at or above EKS3, with 33% of that cohort working above expected progress from EKS3. This was an improvement of 14% from Autumn Term 2019. This also aligns to pupil perception of the subject (specifically Year 11). • **FSM KS3 PE** is judged as good with 70% of cohort working at or above baseline assessment, with 25% of that cohort working above expected progress from baseline.	£137.50 £56.25
Total Costing						£37,298.52
Total expenditure pupil receives						£935.00