

Pupil premium strategy statement – Elmwood School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this financial year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	72.2%%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23; 2023-24 and 2024-25
Date this statement was published	April 2023
Date on which it will be reviewed	March 2025
Statement authorised by	Lee Cross Headteacher
Pupil premium lead	Lee Cross Headteacher
Governor / Trustee lead	Curriculum & Policies Committee Chair: Sallyann Tuckwell – Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£45,770 (estimated off 45 pupils)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this financial year	£45,770

Part A: Pupil premium strategy plan

Statement of intent

As a School all of our children are valued and nurtured regardless of whether they are LAC/FSM and EVER 6 pupils. We believe that as well as financial support, pupils, especially those in care need love and guidance to help them on their journey through life.

We want our pupils to appreciate that material items and money are not everything and other factors such as a positive attitude, honesty and commitment are equally as important.

Through the use of the additional funding we aim to address all of the above and at the same time set safe boundaries to learn right from wrong helping to develop their life skills and provide academic success.

All students should have access and opportunities and not be discriminated against purely for financial or their care situations.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, without detracting from access to a broad and balanced curriculum (that addresses their SEMH needs) in their drive to being effectively prepared for adulthood.

Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each pupil, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to *“re-imagine their potential”*.

LAC Specific Strategy:

- This is aligned to their individual needs and discussed with corporate parents during termly PEP's.
- Any spend will be in addition to the resources / support provided for any pupil within the Elmwood Community.

FSM & Ever 6 Specific Strategy:

- To have access to a staffing team that are aware of Trauma Informed Practice as well as managing Post Traumatic Stress. Right Help at the Right Time (with a member of staff that cares).
- Greater use of professionals to support the RULER approach demonstrated through attuned staff.

- Access to High Quality Teaching (within whole group) that enables achievement at the end of year. The expectation is still to achieve at least at expected progress from baseline entry into school.
- To enable pupils to access an enriching curriculum and environment that improves sense of self, sense of belonging and sense of personal power.
- To support pupils thinking around a Risk Benefit Analysis approach which supports the **THINK– REDUCE RISK – HAVE FUN** approach to education.
- Access to ongoing support to improve extended writing across the curriculum.
- Access to ICT facilities that supports their preparation for adulthood.
- To have high aspirations regarding attendance as every interaction is an intervention at Elmwood.
- Experience an engaging, purposeful environment that will support Learning outside of The Classroom (LoTC)

Challenges

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

Challenge number	Detail of challenge for our FSM & Ever 6 Community
1	Pupils presentation of their work in KS3 isn't always of the highest quality. (Ofsted, 2022).
2	Extended writing is generally agreeable with the author, lacking an understanding of the audience, connectedness and coherence. (IGCSE Moderation, 2021).
3	Average attendance across 3 terms for FSM was 83.19% (improvement of 1.88%); for LAC 86.60% (improvement of 0.05%). The schools aspiration and commitment is at least 90% attendance for these identified groups.
4	A commitment for an accelerated number of pupils to work above their stage of the RULER approach. (Ofsted, 2022).
5	Greater access to cultural capital to develop leadership, communication and preparation for adulthood. This also enhance pupil enrichment activities (Ofsted, 2022).
6	School infrastructure isn't suitable for effective exposure to technology, which in turn will support preparation for adulthood.

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.

Challenge number	Intended outcome	Success criteria
1, 2	<ul style="list-style-type: none"> • Pupils work in books at KS3 shows neater presentation enabling a clearer journey of their learning. • There will also be greater opportunities of planned extended writing (where appropriate). • KS4 pupils within English show evidence of varied writing. • The effective use of technology to support presentation of work. 	<ul style="list-style-type: none"> • Staff's planning clearly identifies opportunities for applied techniques to support extended writing (The Writing Revolution). • Work scrutiny by SLT and Curriculum Leads identifies strengths and areas for development within their department. • Review of Method of Work within the Teaching & Learning Policy. • Pupils presentation of their work is celebrated within the department and class (through evidence of best practice / displays). • EQA documentation celebrates the opportunities of extended writing (at Level 1 and Level 2). • IGCSE English moderation / examination shows positive outcomes, acting on feedback from 2021 (2024 will probably be the next examination cohort utilising coursework pathway).
3	<ul style="list-style-type: none"> • FSM pupils attendance will drastically improve (above 1.88% improvement). • LAC pupil's attendance will drastically improve (above 0.05% improvement). • Improved relationship between Attendance Officer and pupils. 	<ul style="list-style-type: none"> • FSM attendance will improve by a minimum of 5% (securing 88.19%) across 3 terms. • LAC attendance will improve by a minimum of 5% (securing 91.60%) across 3 terms. • Attendance Officer and Pupil interaction supports improved attendance for those classified as PA (historically from SuT 2023).

		<ul style="list-style-type: none"> • Reduction of whole school PA figures, analysed ½ termly. An aspiration of below 25% - Average PA across comparable schools is 51%.¹
4	<ul style="list-style-type: none"> • Pupils are able to co-regulate quicker. • Pupils have an improved Self-Esteem Indicators to support greater resilience. • Pupils are utilising the calm spaces / mushroom trials effectively (to support co-regulation). • The use of technology supports co-regulation. 	<ul style="list-style-type: none"> • 80% of pupils achieve at or above expected progress with 25% of that population achieving above expected progress regarding the RULER approach (outstanding judgement). • Pupil voice around the calm spaces, supports future developments (meeting the demands of ever changing cohort). • The majority of groups fall within the good judgement for their Self-Esteem Indicators.²
5	<ul style="list-style-type: none"> • Pupils experience a breadth of enriching experience (integrated within the school day). • Opportunities to meet with over 10+ employers (Gatsby Benchmarks). • Pupils have aspirations for life beyond Elmwood School. • Funday Friday experience provides opportunities to practice the skills associated with leadership, communication and preparation for adulthood (age and stage appropriate). 	<ul style="list-style-type: none"> • Termly tracker sheet populates precise pupil driven enriching experiences. • Termly review of Gatsby Benchmarks through Black Country Consortium, ensuring 100% completion. • Person Centred Planning (Year 9) supports careers education and planning for Post-16 destinations (subsequently the KS4 curriculum offer). • Funday Friday teacher perceptions of success criteria within the domain of leadership,

¹

<https://elmwood832.sharepoint.com/:x/s/AdminDept/EWgq7ELfJctdjghB2czQSGIBn7AVLc1rTnMvZheUyelpFw?e=0x58YB>

² [SEI Scores.xlsx](#)

		communication and preparation for adulthood.
6	<ul style="list-style-type: none"> • School infrastructure to include Wi-Fi across the whole site. • Departmental I-Pads to support pedagogy. • Laptop access within creative department and Science (enabling the use of technology to enhance learning opportunities). • A phased approach to secure appropriate desktop PC's for pupils by 2026. • Staff desktops enable to access to Windows 11 (currently operating between 7-10). 	<ul style="list-style-type: none"> • Pupils are effectively preparing for the next stages of their education (especially KS4 to Post-16). • Teachers are able to utilise technology within their lessons. • Consistent internet access across the school. • The use of I-Pads will also support Quality Assurances within departments (especially within smaller staffed ones).

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: **£25,060.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of SLT and Administration laptops £4,620.00	<ul style="list-style-type: none"> • Able to effectively support flexible working. • Access to remote access to school systems. • Re-deployment for desktop machines across the school. • SLT and Administration are currently running Windows 8 or 10. 	6
Purchase desktop PC's for teaching classrooms (20 teaching spaces) £10,700.00	<ul style="list-style-type: none"> • Teachers are currently running windows 7, 8 or 10. • Able to utilise creative software to improve delivery. For instance Clickview, Edupuzzle. 	6

<p>Purchase 2 interactive whiteboards to support teacher delivery (to be allocated based on need) ad opportunity to support presentation of work.</p> <p>£4,740.00*</p>	<ul style="list-style-type: none"> • Builds upon the infrastructure across the school in supporting the use of video as a teaching aid. 	<p>6</p>
<p>Resources / CPD to support teachers following the transition to Wolverhampton e-services and new software, equipment.</p> <p>£5,000.00</p>	<ul style="list-style-type: none"> • Improved staff confidence in using software and equipment. 	<p>6</p>

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

Budgeted cost: **£29,800.0**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to MBACP independent counsellor to support the mental health and wellbeing of staff enabling us to care for others, which means staff are effective in being significant adults.</p> <p>£450.00</p>	<ul style="list-style-type: none"> • Staff wellbeing is positive (and appreciative of the offer of support). • Staff access is slowly reducing since COVID-19 but still essential to offer. • Staff feel able to adopt Trauma Informed Practice and Emotion Coaching Principles as more regulated themselves. 	<p>4</p>
<p>Appropriate weekly sessions with Certified Play Therapist to reduce anxiety, improve confidence and communication supporting effective communication. It also supports effective triage for CAMHS direct work.</p> <p>£9,101.00</p>	<ul style="list-style-type: none"> • Improved rates of retention within CAMHS (accessing Tier 3+ support). • Appointment of a familiar therapist to build relationships (with pupils, staff and parents). • SDQ's continue to show improvement. • Re-referral rates are not required due to staff being effectively supported by the Play Therapist. • Monthly feedback provided to key staff and parents / carers. 	<p>4</p>

<p>An addition £899.00 for CPD and environmental development). £10,000</p>	<ul style="list-style-type: none"> • Additional training / CPD for Play Therapist to support pupils in KS4 (if required). 	
<p>SLA with Walsall Council for newly appointed Attendance Officer (5hrs p/w) to support prosecution of those who are long standing PA's as well as building upon pupil relationships to support school attendance. £7,050.00</p>	<ul style="list-style-type: none"> • New DfE guidance on attendance is focussed heavily on school input. • Termly monitoring reports by Walsall LA to ensure always GREEN rated. • ½ termly and termly analysis of target groups within the school. • Weekly allocation of 20mins p/w to socialise with pupils during break. 	3
<p>Creation of on site Orienteering course (and training). £1,000.00</p>	<ul style="list-style-type: none"> • Increased breadth of PE curriculum (requirement of a low arousal activity). • Support the Geography KS3 curriculum – and removal of demand on Geography teacher. • Increased frequency of experiencing this outside of Out & About curriculum (5 year rotation). • Also available (permanent) to support co-regulation of pupils who like to walk with purpose. • Ability to utilise technology and supportive of positive experiences Geo-caching. 	4, 5 & 6
<p>Vehicle lease to enable greater access to an enriching curriculum supporting breadth (LOoTC, Cultural Capital and Careers Education). £6,300.00</p>	<ul style="list-style-type: none"> • Educational research articles aligned to LOoTC, SOAF and IOE. • Historical evidence of pupils being kinaesthetic learners. • Aligned to the SEND needs of the pupils (EHCP outcomes). • Essential for supporting enhancement to the curriculum. Inclusion of Geography at KS3 for 2024-25. 	1, 2 & 5
<p>Identify 2 pupils to have access to a specialist to support a screening assessment aligned to victims of</p>	<ul style="list-style-type: none"> • Previous successes in reducing the need for physical interventions (reducing risk to pupils and staff). 	3, 4

<p>sexual abuse and developmental trauma. £4,000</p>	<ul style="list-style-type: none"> • Effective signposting for further support – preparation for adulthood. • Correct identification of need (EHCP). • Supportive of any criminal case as a victim statement. • Access to the appropriate help i.e. EMDR, PTSD diagnosis. 	
<p>Additional books to add variety to the Social Reading Programme. £1,000.00</p>	<ul style="list-style-type: none"> • Linked to Votes for School – 9 themes. • Based on pupil voice / feedback at the end of the academic year. • Ability to support new Yr7 cohort (interests). 	<p>2 & 5</p>

Total budgeted cost: £54,860.00

We are currently predicted to be £9,090.00 over spent, but this doesn't take into the account the increase in commissioned numbers for September 2024. * The school will support this over spend through the following budget code 11942X2 60000.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Target Group Monitoring (termly update) ³ indicates the gap analysis of advantaged and diss-advantaged groups across Reading, Writing, Maths and Science.

Headline data regarding pupil progress is shared with Curriculum Leads on a termly basis aligned to the following judgements:

Outstanding: 80% of the cohort are working at or above expected progress, with 25% of that cohort working above expected progress.

Good: Between 60-79% of the cohort are making at least expected progress.

Inadequate: Below 59% of the cohort are making at least expected progress.

The Strategic Achievement Plan is also shared with Governors on a termly basis indicating the headline data e.g. attainment, progress and attendance.

Specific analysis aligned to PP+ spend (across the 3 academic years):

- Majority of pupils are wearing their new PE tops during lessons. This will continue to develop through new starters in 2024-15, showing pride in their work.
- The TV's within each base are installed but awaiting the infrastructure to launch effectively. This will occur during SuT2024 and AuT2024.
- The interactive whiteboard(s) have enabled positive presentation of work and teaching. This was evidenced during the shallow dive.
- Leadership resources are having an impact on Funday Friday (leadership strand) as well as an enhancement to the KS4 options curriculum from 2024-25. Following 2 out of 3 experiences the average completion of the Leadership Strands is 46.36%.
- Collaborative teaching and learning is more evident within Science. This was identified during the shallow dive and through pupil voice.
- Staff training following correct identification of need (aligned to trauma). There has also been accurate amendments to EHCP to support pupils in the next stages of their life.
- 2022-23 (AuT22 & SpT23 735 enriching experiences accessed by pupils); 2023-24 (1,099 enriching experiences accessed by pupils. 2024-25 (2,149 enriching experiences accessed by pupils). Transport enables these to occur and increase the cultural capital provided at Elmwood School.
- The use of sensory trials have reduced the need for Physical Interventions (for those identified as Medium and High Risk. Utilising and building upon the RULER approach and acceleration of pupils to gain effective strategies for co-regulation.
- Attendance continues to improve across all groups and subsequently whole school. The creative use of the Attendance Officer has enabled re-connection following a period of absence (in school). The remains as a GREEN school with the LA designated officer. ⁴
- 90% no re-referral into Play Therapy (2 pupils have accessed for specific work that the Play Therapist can complete – 6 week intervention around ADHD and Me and

³ <https://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium>

⁴ [Attendance Analysis - Internal verification October 2024.docx](#)

Anger Management). 100% improvement of SDQ (teachers perceptions). Staff are more effective in implementing the work of the Play Therapist (post 12 week intervention).

- Reduction of short term absences, but there is also a reduction in the need for counselling (which is indicative that staff are currently in a positive space regarding their own mental health / well being in school). This doesn't include the period of Industrial Action 03/25 – 06/25.
- Dance Instructor is scheduled for SuT24 based on successes of SuT23. We have also utilised contacts with local college to complete enrichment with pupils and the skills of a PGCSE Dance graduate throughout 2024-25 specifically within the KS3 PE curriculum.
- Newsletter articles regarding Feral Science and Ponding dipping ⁵ this also includes multiple curriculum experiences throughout the Industrial Acton to address the loss of lesson time.
- SEND Science Day occurred on 08.03.24, identified within the Shallow Dive within Science. Initial positive comments from providers and pupils.
- D&T Shallow Dive will provide evidence of the purchase of the equipment has had on their access and ability to access projects with fine or gross motor skills. It has supported effective management for the Curriculum Lead for Technologies and his allocated TA (resource creation has been easier).
- The use of staff training / development continues to be supportive in securing co-regulation strategies for pupils i.e. effective use of MISP – also an enrichment activity which then becomes more self-directed throughout the week.

Industrial Action has reduced the amount of IMPACT evidence of PP+ spend due to other priorities being required to ensure partial opening during 03/25 – 06/25.

- Directed Presentation Time provided across the academic year has been positive with Governors commenting during their termly meetings.
- Writing progress within KS3 still remains within the good judgement – with FSM & LAC outperforming NFSM by 2%.
- Work Scrutiny was as expected within AuT24 and SuT25. With new staff joining in September 25 this will be aligned to their induction (especially within Science and English).
- Attendance continues to significantly improve. Based on SpT25 data: FSM: 91.27%; LAC: 95.86%; NFSM: 94.31%. This is predicted to be above the 5% improvement targeted.
- All laptops and desk tops were purchased. We have also fast tracked the increase of 83 pupil desk tops for pupils. This is a head of schedule.
- We were able to replace the bulbs of 2 interactive boards this year – but this was a short term fix and will review this in 2025-26.
- Due to the voluntary academisation we have secured 4 new 17 seater lite minibuses. We will have to utilise PP+ for a final year on the lease – which will temporarily increase capacity of the fleet across the school and Trust.
- The work with Steve Bore has enabled explicit work by CAMHS to support pupils with historical events.
- Orienteering course has been a real success and utilised as a taster during the 4 week (SpT 2025) within Out & About at a time we didn't have a qualified teacher to deliver.
- Reading books for low confidence readers based on Year 7 pupils who initially were working significantly below ARE.

⁵ [Newsletters | Elmwood School](#)

Externally provided programmes

Programme	Provider
MBCAP Counselling Service (for employees)	Helen Jennings
Play Therapy	Lana Tolley
Attendance Officer (SLA)	Walsall Council
STEAM SEND event	Keele University – Planetarium Animal Man.
Child Sexual Abuse and Developmental Trauma Screening Assessment	Steve Bore