

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	84
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026; September 2027 and September 2028.
Statement authorised by	Lee Cross Headteacher
Pupil premium lead	Lee Cross Headteacher
Trustee lead	Sir Mark Aspinall

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£63,425 (estimated based on projected places for 2025-26)
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	£63,425

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).
- To have access to a breadth of enriching experiences further increasing their cultural capital.

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 91.87% (improvement of 8.68%); for LAC 93.95% (improvement of 7.35%). The schools aspiration and commitment is at least a 2% improvement within 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 enhances pupil enrichment activities (Ofsted, 2022).
6	School infrastructure with regards to ICT has drastically improved but still requires greater application throughout the curriculum (and beyond).
7	Pupils who are at or just below ARE within English and / or Maths have access to Stretch and Challenge opportunities (SuT 2025 Target Group Monitoring Document).

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 & 7	<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 and assessment of work. • Departments have and understanding and importance of the principles of “Write like a Geographer”, Read like a Geographer” and “Speak like a Geographer”. 	<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 (2025 will potentially be the next examination cohort utilising coursework pathway). • Staff explicitly produce “Write like a Geographer”, Read like a Geographer” and “Speak like a Geographer” for their own departments.
3	<ul style="list-style-type: none"> • FSM pupils attendance will maintain improvement from 2024-25. 	<ul style="list-style-type: none"> • FSM attendance will improve by a minimum of

	<ul style="list-style-type: none"> • LAC pupil's attendance will maintain improvement from 2024-25. • Improved relationship between Attendance Officer and pupils. 	<ul style="list-style-type: none"> • 2% (securing 93.87%) across 3 terms. • LAC attendance will improve by a minimum of 2% (securing 95.95%) across 3 terms. • Attendance Officer and Pupil interaction supports improved attendance for those classified as PA (historically from SuT 2025). • Reduction of whole school PA figures, analysed ½ termly. An aspiration of below 25% - Average PA across West Midlands Special is 37.80% and across Secondary West Midlands 28.80%.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 / environment (to support co-regulation). • The use of technology supports co-regulation. • Development of Character Education as a means of developing the whole child. 	<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, Feel Good Friday 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 • Pupils have greater understanding of explicit virtues being taught across the curriculum breadth. • Alignment of Teacher and Pupil assessment of

¹ Elmwood School Progress Review 1 of 6 2025

² [SEI Scores.xlsx](#)

		RULER approach (providing parity).
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). • Development of Character Education as a means of developing the whole child. 	<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). • Experiences of greater Career Planning opportunities across the Trust – especially for those who are at ARE. • Funday Friday teacher perceptions of success criteria within the domain of leadership, communication and preparation for adulthood. • Ability to access residential opportunities each year they are at Elmwood School.
6	<ul style="list-style-type: none"> • School infrastructure established across the site and upon transition from one Wolverhampton e-services to Trust. • Departmental I-Pads to support pedagogy / assessment opportunities. • Access to PC's / Laptops that are appropriate to support technological advances. 	<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).
7	<ul style="list-style-type: none"> • Pupils identified appropriately utilising standardise assessment (where applicable) of working just below or at ARE. • Pupils who are within the above domain are demonstrated accelerated progress. • Identification of 2e community across the departments. 	<ul style="list-style-type: none"> • Utilise Primary liaison / Moderation of work to support judgements. • Explore in class and LoTC opportunities for Stretch and Challenge.

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: **£26,500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase appropriate desks and seating for Art (due to increase in demand at KS4 – and need to seat pupils). £3,000.00	<ul style="list-style-type: none"> • Pupil voice regarding seats used across the school. • New desks that flip down) providing appropriate flexibility and space saving. • Group size in KS4 is over class allocation so not suitable environment. 	1
Recovery of loss lessons (due to Industrial Action) this will be driven through Curriculum Leads ½ termly analysis of pupil progress. £10,000.00	<ul style="list-style-type: none"> • Positive experiences through LOoTC throughout Industrial Action. • DHT analysis of loss of lessons and plan to address (shared with Curriculum Leads and FGB). 	1,2 and 3
Purchase 6 interactive whiteboards to support teacher delivery (to be allocated based on	<ul style="list-style-type: none"> • Builds upon the infrastructure across the school in supporting the use of video as a teaching aid. 	6

need) ad opportunity to support presentation of work. £8,500.00	<ul style="list-style-type: none"> Aligned to The Trusts Technology advancements. 	
Resources / CPD to support teachers following the transition from Wolverhampton e-services to Trust and new software, equipment. £5,000.00	<ul style="list-style-type: none"> Improved staff confidence in using software and equipment. Exploration of Iphones to support wider curriculum engagement within Character Education (£960.00) 	1, 5 & 6

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

Budgeted cost: **£38,500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. £400.00	<ul style="list-style-type: none"> Staff remain appreciative of the offer of support – aligning to access for personal circumstances). Staff access this service continues to reduce since COVID-19 – but following the additional demands placed on staff during Industrial Action (March-June 2026) the need to maintain is apparent. Staff feel able to adopt Trauma Informed Practice and Emotion Coaching Principles as more regulated themselves. Staff have greater access to mental health / wellbeing support since joining Academy. 	4
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.	<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. 	4

<p>£9,101.00 An addition £899.00 for CPD and environmental development). £10,000</p>	<ul style="list-style-type: none"> • 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. • 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. £8,000.00</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>Residential experiences to support belonging and enrichment of cultural capital. £6,000.00</p>	<ul style="list-style-type: none"> • Pupil voice following experiences in 2024-25 were positive. • Access to international experience provided. • Annual residential opportunities for each year group. 	5
<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. • This will be a transitioning spend due to new 4 x 17 seater fleet of buses into Elmwood School. 	2 & 5
<p>Identify 2 pupils to have access to a specialist to support a screening assessment aligned to victims of sexual abuse and developmental trauma. £5,000</p>	<ul style="list-style-type: none"> • Previous successes in reducing the need for physical interventions (reducing risk to pupils and staff). • Effective signposting for further support – preparation for adulthood. • Correct identification of need (EHCP). 	3, 4

	<ul style="list-style-type: none"> • 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). • To provide greater stretch and challenge within Reading (for those that its appropriate for). 	2, 5 & 7
<p>Create appropriate safe spaces within reflection rooms (one per base) to secure feedback and sturdiness £1,800.00</p>	<ul style="list-style-type: none"> • Pupil voice regarding the spaces feeling claustrophobic. • Change in cohorts and the need for a greater sensory approach. • Aligned to Trauma Informed and Team Teach Ltd “toolkit” for reflection spaces. 	4

Total budgeted cost: £65,000.00 (£1,575.00 over spent).

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 Trustee's as well as discussed during:

- Parental Advisory Forums – to ensure specific areas for development / request by Parents are answered.
- ½ termly Progress Reviews – to ensure robust evidence and progress is being made.
- Termly Curriculum Planning Meetings – to explore any innovation to the Curriculum.
- Termly Planning Meetings – to explore any environmental changes / enhancements.

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

2025-26

- A Year 11 pupil has been identified for a specific piece of work (SARVY) aligned to developmental trauma as a means of securing an appropriate Post-16 provision. 13th – 14th April 2026.
- Effective deployment of school minibuses has increased capacity to support access to enhanced vocational pathways – as able to transport in one group (due to increased in group sizes at KS4).
- The increased number of minibuses has also provided greater flexibility in support enrichment activities, as well as cost reduction on external transport requests.
- KS4 Condoover experience (8 pupils) October 2025 supported pupils in establishing positive relationships within Pathways Base as well as pushing pupils outside of comfort zone (by staying away from home for the first time). Pupils demonstrate their SULP skills through playing games with each other (collaboration) as well as developing their Character Education Passport. We have scheduled a further 8 pupils to experience in February 2026.
- The whole of Year 8 (20 pupils) will be attending Disneyland Paris as part of securing a sense of belonging within the year group (following disruption due to Industrial Action). This will occur in February 2026.
- Attendance Officer commissioned to support attendance expectations. AuT 2025 Attendance Monitoring Meeting with the LA identified strengths in our

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

determination to supporting positive attendance pictures which are above local and national expectations for Secondary School.

- Play Therapist as well as supporting 5 pupils within their caseload she has also delivered training to staff on how to support a child who has previously accessed Play Therapy. This has reduced the examples of pupils bouncing back into a Play Therapy referral.
- 9 interactive whiteboards have been purchased (2 were part of classroom modifications so were funded centrally by The Trust). Teacher training on View Sonic (15.12.25) to look at effective usage. This has provided a better learning experience secured through Quality Assurance (AuT One – Vales and Virtues; AuT – English, Drama and Performing Arts).
- Art room tables and additional storage has enabled us to meet the growing needs of group sizes of Elmwood. It has also supported the increased requirement for places within GCSE Art pathway. All pupils who selected Art as an option from KS3-KS4.

2026-27

2027-28

Externally provided programmes

Programme	Provider
MBCAP Counselling Service (for employees)	Helen Jennings
Play Therapy	Lana Tolley
Attendance Officer (SLA)	Walsall Council
Child Sexual Abuse and Developmental Trauma Screening Assessment	Steve Bore