

## Pupil Premium Impact and Evaluation Report Academic Year 2015-2016

### Context of Academy

The Elland Academy opened on the 1<sup>st</sup> of September 2014 as an Alternative Provision Free School Academy that provides full and part-time education and support for children and young people who, for a variety of reasons, are unable to access mainstream education.

Our vision is to provide a high quality, effective and inclusive Alternative Provision solution for challenging and vulnerable young people with behavioural and emotional issues and for whom mainstream education fails to provide the appropriate opportunities and learning solutions.

The Elland Academy has a transient cohort. Students are referred for either a full-time offer, vocational only offer, Therapeutic offer, for several hours a week and/or an outreach offer which is delivered in the referring schools. The Elland operates a revolving door policy and, following an agreed period of time, students are supported to successfully reintegrate back into their home schools. The SEND context is as follows (May 2016): **100%** of our students are on the SEND register for SEMH, **2** students have ECHP, **21.3%** have MLD, **3** students have Communication and interaction needs, **4** have Specific Learning difficulties, **30.6%** are on child protection, **12.9%** are EAL and **2** students are CLA.

Our aim is not to disadvantage any Pupil Premium student whether we receive their grant or not and identify, within our core budget, financial resource, that will enrich their time with us and promote their academic, social and emotional well-being. We enhance our Pupil Premium allocation accordingly within our Pupil Premium Spending which is also approved by The Governing Body.

### Objectives of Pupil Premium Spending

At The Elland academy, we have high expectations for all our pupils and our vision is that we:

- Provide a high quality, effective and inclusive Alternative provision option for challenging and vulnerable young people
- Provide the appropriate opportunities and learning solutions for all students through an appropriate curriculum offer
- To proactively target learners with poor attendance and behaviour ,
- Contribute to programmes of re-integration and raise the levels of aspiration and achievement across the communities we serve.
  - Respect and value each other and work cooperatively
  - Develop an understanding of our strengths and weaknesses and increase self-respect and self-discipline
  - Foster an appreciation and understanding of the core values of truth, hard work, compassion and consideration
  - Enable students to accept greater personal responsibility for their own actions.
  - Provide students with the opportunity to access nationally recognised accreditations
  - Commissioning additional specialist offers through other provisions

We use our Pupil Premium Funding to support our vision and values through 2 main areas identified to support students. However, this is not exhaustive and will be used flexibly to meet the needs of individual children and young people:

- **Achieve** well in line with national expectations to ensure they are ready for the next stage on their educational
- Ensure Pupil Premium students are well cared for, are not identifiable and that systems are in place to support their **pastoral** needs

### Amount of Pupil Premium Grant (PPG) Received

#### Amount of PPG received 01/04/2014– 31/03/2014

Total number of pupils accessing provision	103
Total no. of pupils eligible for pupil premium grant (on roll @ TEA)	23
Total amount of PPG received	<b>£40642</b>

### Summary of PPG Spending Academic Year 2015/16

Last academic year, we used our Pupil Premium allocation mainly to provide well -rounded Education opportunities for children. Some of the Grant went into specialist staff CPD to support children’s learning and progress. Each class teacher, along with the Head of Academy, identified where groups of children needed extra support. This meant that we were able to use the pupil premium allocation to match the children’s needs much more carefully. Our Literacy and Numeracy Intervention Leads completed training through the Leeds Local authority SENIT team to ensure they were skilled to offer high quality Literacy and Numeracy interventions for students with Learning Difficulties. The pastoral intervention team were also trained in Cognitive Behaviour therapy to ensure the best support is in place for all our pupils. Our intervention teams have:

- The vital knowledge to enabled staff to read, write and interpret reports, allowing us to better support other professionals, such as educational psychologists
- Skills to enable to deliver high quality interventions and measure impact.
- Skills to select and evaluate a range of educational tests and assessments in line with the Data Protection Act.
- Are competent with the purposes of testing and range of assessments and have developed the ability to interpret test scores and integrate those test scores with other forms of assessment.
- Can carry out effective assessments of learners and report the findings in a way that is relevant and meaningful to parents and carers

Our students have been able to: Item / Project	Cost	Objective	Outcome
<b>Pastoral Care: Uniform</b>	£1086	<ul style="list-style-type: none"> <li>• Ensure Pupil Premium children are well cared for, are not identifiable and that systems are in place to support their <b>pastoral</b> needs:</li> <li>• Ensure students are well presented for school and ready to learn</li> <li>• Ensure students are well prepared for learning by having a nutritious and well balanced meals and snacks</li> <li>• Improving learning behaviour</li> </ul>	Students feel a sense of belonging and that they don't 'stand out'
<b>Pastoral Care: Breakfast Club</b>	£1618		Students well fed and ready for learning. Incidents of poor behaviour, related to hunger, are significantly reduced
<b>Pastoral Care: Supplementary Meals, Healthy tuck including fresh fruit</b>	£10412		Students have a mid- day meal and/or mid- day fruit break
<b>Achievement: Boosters: for year 11 in core subjects including after school hours.</b> <b>Tutoring for Persistent absentees linked to medical and CSE needs received tuitions after school and at home to ensure continuity of learning.</b>	£??	<ul style="list-style-type: none"> <li>• To support students' progress and attainment.</li> <li>• To support the attainment of vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>• At least 50% of the students accessed 'booster' lessons for Maths, English and Science. This has led to improve outcomes for controlled assessments and greater resilience in completing public examinations. (Case studies available). This was a result of student requests for additional revision sessions.</li> </ul>
<b>Achievement: Accelerated Reader</b>	£1507	<ul style="list-style-type: none"> <li>• To focus on whole school literacy</li> <li>• To improve reading and comprehension skills</li> <li>• Tracking and monitoring</li> <li>• Train staff to deliver the programme and gain more awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• All students have access to the accelerated reader programme to improve reading</li> <li>• All students have reading books that are reading age appropriate</li> <li>• Improved student progress with 72% making good or better progress in their GCSE exams.</li> </ul>

<p><b>Achievement: Ed Visits</b></p>	<p>£4096</p>	<ul style="list-style-type: none"> <li>• Students experience equality of opportunity, develop independence, aspirations, life experiences and knowledge of the world around them</li> <li>• Students develop a healthier respect for the environment/habitat and the people/inhabitants within</li> <li>• Staff have volunteered their free time to put on extra revision and teaching lessons for Year 11 students.</li> <li>• Students broaden their understanding of multicultural knowledge/experience and developing spiritual, moral, social and cultural opportunities</li> <li>• Students have a wider understanding of the range of cultural influences that have shaped their own heritage and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• All students have accessed at least two educational visits.</li> <li>• Many of these visits have been used to support curriculum lessons. For example, the theatre trips have supported pastoral and English lessons.</li> </ul>
<p><b>Achievements: Rewards</b></p>	<p>£731</p>	<ul style="list-style-type: none"> <li>• Encouraging students to become financially astute in order to save rewards monies</li> <li>• Raise students' self-esteem</li> <li>• To reward students for taking responsibility for their own behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson points are translated into Argos vouchers or Odeon cinema tickets.</li> <li>• Well-done postcards sent home have boosted self-esteem and a sense of self-achievement which can be shared with the family.</li> <li>• Self-evaluation section in the Student lesson report book used to encourage self-reflection and a sense of personal responsibility.</li> </ul>
<p><b>CPD:</b>  <b>Therapeutic arts Course – KK</b>  <b>Bereavement training – JP</b>  <b>Prevent Training – PC Hides</b></p>	<p>£1474          £100          £390</p>	<ul style="list-style-type: none"> <li>• Assistant Senco receiving training to gain key skills to lead on assessments and interventions</li> <li>• Community partnerships being developed</li> <li>• Developing Literacy programmes</li> <li>• Reduction in anti social behaviour in the communities</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are specific to students needs</li> <li>• Analysis of impact data to inform planning</li> </ul>
<p><b>Safer Schools officer</b></p>	<p>£23,726</p>		<ul style="list-style-type: none"> <li>• Summer school events</li> <li>• Enhancing self- esteem programmes             <ul style="list-style-type: none"> <li>• Working with families</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>• <i>Better school and family relationships.</i></li> </ul>

**Total Spend £43633**



