

## Pupil Premium Impact Assessment

### Pupil Premium Impact and Evaluation Report Academic Year 2017-2018

#### 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 academy serves the cluster of local Delta trust academies, both primary and secondary and other local authority schools through a referral process that is at present monitored and managed by the academy SLT. The cluster has areas of high levels of deprivation within the communities as evidenced by the number of our students who are pupil premium **64%** and **45 %** who are %FSM. Support has been offered for parents and carers through the Elland academy to ensure parents complete applications for the same.

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

|  |               |
|--|---------------|
| Total number of pupils accessing provision                           | 124           |
| Total no. of pupils eligible for pupil premium grant (on roll @ TEA) | 40            |
| Total amount of PPG received   | <b>£19322</b> |

### Summary of PPG Spending Academic Year 2017/18

Last academic year, we used our Pupil Premium allocation mainly to provide wrap around care for our students. Some of the Grant went into programmes outside the staffroom to enhance children's learning and progress, therapeutic work for our students to support with the SEMH needs. 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 SEND interventions team received training on providing quality interventions and tracking. We also purchased additional Numicon Kits to support the Maths interventions to diminish the difference. Our intervention teams have:

- The vital knowledge to enable 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

| Item / Project   | Cost   | Objective  | Outcome  |
|--|--------|--|--|
| <b>Pastoral Care: Uniform</b>  | £680   | <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> </ul>   | <ul style="list-style-type: none"> <li>Students feel a sense of belonging and that they don't 'stand out'</li> </ul> <p>Based on 180.00 t-shirts<br/>80.00 pumps<br/>400.00 trousers/skirts</p>  |
| <b>Pastoral Care: Breakfast Club</b>   | £2340  | <ul style="list-style-type: none"> <li>Ensure students are well prepared for learning by having a nutritious and well balanced meals and snacks</li> </ul>   | <ul style="list-style-type: none"> <li>Students well fed and ready for learning. Incidents of poor behaviour, related to hunger, are significantly reduced</li> </ul> <p>Based on kids having 2 slices of toast a day and 1 hot drink £0.30P</p>   |
| <b>Pastoral Care: Supplementary Meals, Healthy tuck including fresh fruit</b>  | £10725 | <ul style="list-style-type: none"> <li>Improving learning behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>Students have a mid- day meal and/or mid- day fruit break</li> </ul> <p>25 students on FSM at £2.20 per day, for 5 days x 39 weeks.</p>   |
| <b>Achievement: Boosters: for year 11 PP in core subjects including after school hours. Tutoring for Persistent absentees linked to medical and CSE needs received tuitions after school and at home to ensure continuity of learning.</b> | £1920  | <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>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> <li>Interventions are specific to students needs</li> </ul> |
| <b>Achievement: Ed Visits</b>  | £2009  | <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>Students broaden their understanding of multicultural</li> </ul> | <ul style="list-style-type: none"> <li>All PP 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>Herd farm, Leeds Climbing Wall, Bradford Museum, Yorkshire Wildlife Park, Salford Media Museum, Tropical World.</p>    |

|                                      |         |  |  |
|--------------------------------------|---------|--|--|
|                                      |         | <p>knowledge/experience and developing spiritual, moral, social and cultural opportunities</p> <p>Students have a wider understanding of the range of cultural influences that have shaped their own heritage and that of others</p>   |  |
| <b>Achievements: Rewards</b>         | £151.00 | <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> <li>To enable students develop appreciation and understand actions and consequences</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. <ul style="list-style-type: none"> <li>Self-evaluation section in the Student lesson report book used to encourage self-reflection and a sense of personal responsibility.</li> </ul> </li> </ul> <p>White Rose vouchers, Sweets, Trophies</p> |
| <b>Safer Schools officer Ed Phyc</b> | 2250.00 | <ul style="list-style-type: none"> <li>Input for students using additional agencies to support family work</li> <li>Reduction in anti-social behaviour in the communities</li> </ul>   | <ul style="list-style-type: none"> <li>Support for children and families</li> <li>Better school and family relationship</li> </ul> <p>Not had this year, do you want to include Ed Phyc cost of £ 2250 so far last bill Jan</p>  |
| <b>Safer Schools officer</b>         |         | <ul style="list-style-type: none"> <li>Horse riding and activities over the summer holidays with support from staff working additional hours.</li> </ul>   | <ul style="list-style-type: none"> <li>Summer school events</li> <li>Enhancing self-esteem programmes</li> <li>Working with families</li> </ul>  |
| <b>Transport</b>                     | £1632   | <b>Transport for high anxiety students who struggle in big crowds in the bus or who have significant difficulties and can't find their way home from the academy</b>   | <ul style="list-style-type: none"> <li>Support for children and families</li> </ul> <p>Taxi's (Some are recharged back so we have a CR of 1041 against this)</p>   |

**Total Spend £19322**