

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Elland Academy Alternative Provision Free School
Number of pupils in school	126 (126 PAN)
Proportion (%) of pupil premium eligible pupils	78%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	E. Staton
Pupil premium lead	E. Staton
Governor / Trustee lead	J. Pittard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,433.00
Recovery premium funding allocation this academic year	£4,500.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72,720.89 (Note: This includes additional funding allocated funds from the Academy Budget ring fenced to additionally support PP Students)

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Positive Post 16 Destinations including progression to further and higher education.
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum including 'Cultural Capital' and enrichment opportunities.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme to provide one-to-one support for pupils that have been worst affected, including non-disadvantaged pupils.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments carried out by our highly trained staff. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils

	experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in the areas of reading, writing and numeracy.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal and social skills.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils.

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.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all subjects, notably Maths and English, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments and year 11 Functional Skills and GCSE examinations. An increase in the number of disadvantaged pupils entered for GCSE subjects. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. All students have access to High Quality Assessment of literacy level and need, with a bespoke intervention plan put in place to allow targeted intervention and support as required.	Through achievement of EHC plan termly outcomes. Star Reader, YARC BPVS, SWST assessment demonstrates improved SAS scores and average reading ages for all students
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.

Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Improved scores from entry to exit in student wellbeing measure, the Strengths and difficulties questionnaire (SDQ).
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring.

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: £2,308.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on delivering Literacy, Reading and Phonics Intervention to support development of students language needs.	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted Literacy, Reading and phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,485.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5
All Students receive 1-2-1 Careers advice and Guidance from a trained CEIAG Professional, linked to work experience where appropriate.	The findings of a study into CEIAG in schools indicate that effective CEIAG is an extremely important component of school provision as it impacts upon students' aspirations, achievement and therefore potentially their life chances and social mobility.	5

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

Budgeted cost: £61,926.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
PLAs working with parents and carers to develop effective home learning environments and increased self-expression.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3

<p>Wellbeing of staff and students is improved through the access to a High-Quality programme of Therapy delivered in house by 'Fortis Therapy'.</p>	<p>School based humanistic counselling leads to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only receive pastoral care.</p> <p>Research published in The Lancet, Jan 2021</p>	<p>4, 5</p>
<p>Whole School Programme of Enrichment, aimed at increasing the opportunities for 'Cultural Capital' within the curriculum at KS2, KS3 and KS4.</p>	<p>Cultural capital is realised through all aspects of the curriculum including trips and visits – exposing students to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.</p>	<p>3</p>

Total budgeted cost: £72,720.89

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal academic assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general as anticipated from their baselines on entry. There is evidence however, that the social and emotional development were in general below what was anticipated.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and contact time in school with students had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via resources delivered using Microsoft Teams. Students without ICT access were supported with a tablet device and Wi-Fi dongle.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required by our 'Fortis' Therapist. We successfully delivered online as well as face to face, group and on-to-one sessions.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, work based training and offsite training providers.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice. We have developed a comprehensive CPD programme supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.