

# Elm Court School

## Pupil Premium Report 2017-2018



### School overview:

<b>Pupils on roll:</b>	<b>102 (at July 2018)</b>
<b>Pupils eligible for PPG:</b>	<b>76% (includes 6 Looked After)</b>
<b>Total Pupil Premium Grant received:</b>	<b>£61,710.00</b>
<b>Total Year 7 Catch Up Grant received:</b>	<b>£6,117.00</b>

At Elm Court we are committed to raising pupil achievement across our diverse curriculum alongside the wider developmental learning needs of our pupils. We invested the pupil premium income in targeted additional support to enable us to meet our pupils' needs in terms of achievement and engagement in the curriculum.

### Internal progress data for eligible pupils: 2017-2018

**Number of eligible pupils achieving expected and above progress:**

	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Pupils Total No</b>	<b>Total Non (PPG)</b>
<b>Year 6</b>	4	4	4	5	4
<b>Year 7</b>	10	14	14	18	14
<b>Year 8</b>	15	14	14	16	15
<b>Year 9</b>	11	11	11	16	13
<b>Year 10</b>	10	12	12	17	12
<b>Year 11</b>	8	7	8	15	8
<b>Total</b>	58	62	63	87	66
<b>Percentage %</b>	74	94	95		

## Summary of spending in 2017-2018:

### 1. Additional literacy support from a Specialist Teaching Assistant

**Objective:** To improve progress within literacy levels.

**Outcome:** Increased progress within literacy levels.

**Evidence:** Pupils received daily literacy sessions with specialist teaching assistants / HLTAs, reflected in progress data. Resources purchased such as Lexia and Twinkl.

**Cost: £18,000.00**

### 2. Additional numeracy support from a Specialist Teaching Assistant

**Objective:** To improve progress within numeracy levels.

**Outcome:** Increased progress within numeracy levels.

**Evidence:** Pupils received daily numeracy sessions with specialist teaching assistants / HLTAs, reflected in progress data. Resources purchased such as Mathletics and Twinkl.

**Cost: £18,000.00**

### 3. Continued provision of Art Therapy

**Objective:** To provide strategies for supporting pupils and develop sustainable interventions. Art Therapy is firmly established within our school as a therapy on offer. Pupils referred continue to respond positively to this support.

**Outcome:** Targeted intervention strategies for pupils.

Increased engagement in the curriculum.

Support to develop language or communication skills to support emotional needs.

**Evidence:** Targeted pupils saw a reduction in incidents when compared to the previous year. SDQ data, progress data, discussions with therapists and staff teams

*30 pupils received individual one-hour art therapy sessions. These ranged from one-off hourly sessions to a programme of daily sessions throughout the academic year, totalling 488 hours.*

**Cost: £25,000.00**

#### 4. Continued provision of Music Therapy

**Objective:** To provide strategies for supporting pupils and develop sustainable interventions. Music Therapy is firmly established within our school as a therapy on offer. Pupils referred continue to respond positively to this support.

**Outcome:** Targeted intervention strategies for pupils.  
Increased engagement in the curriculum.  
Support to develop language or communication skills to support emotional needs.

**Evidence:** Targeted pupils saw a reduction in incidents when compared to the previous year. SDQ data, progress data, discussions with therapists and staff teams

*3 pupils received weekly individual one-hour music therapy sessions, totalling 65 hours.*

**Cost: £5000.00**

#### **Notes:**

All our pupils' progress is measured against their predicted outcomes. These predicted outcomes are based on the results of consultation with Subject Leaders, feedback from staff, reference to Department for Education and Ofqual guidance, and extensive research into approaches in place at other schools, and/or suggested by educational consultants. All the predicted outcomes we set for our pupils equate to what these sources consider to be outstanding progress from the end of Key Stage 2.

Pupils who make expected progress / above expected progress are those who are on track to achieve or exceed their predicted outcomes. We consider all such pupils to be making outstanding progress.

**Date for next review: November 2019**