

Pupil premium strategy statement – Mary Elliot Academy

This statement details our school's use of pupil 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 academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	48.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rebecca Davies
Pupil premium lead	Katie Rogers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£66,150

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
- Progression to further and higher education
- Employability (where appropriate)
- Social opportunities

Mary Elliot Academy is a school for pupils with special educational needs, including Severe Learning Difficulties (SLD), Autistic Spectrum Conditions (ASC) and Profound and Multiple Learning Difficulties (PMLD). We understand that pupils attending our school will face additional challenges in reaching their full potential with their main barriers being:

- Communication difficulties (both expressive and receptive)
- Emotional and sensory regulation difficulties
- Difficulties in regulating emotions and managing their behaviour
- Difficulties in independence and self-help skills
- Difficulties in their everyday living without access to specialist equipment, therapy programmes or additional guidance / support.

At Mary Elliot Academy we ensure that the teaching and learning opportunities we provide meet the needs of all of our pupils irrespective of their ability, gender or socio-economic background. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We will provide disadvantaged pupils with support to develop communication, independence, social skills and high quality learning. Through the use of pupil premium we aim to...

- Provide enriching opportunities to engage in activities and facilities which promote self-esteem and confidence
- Provide a curriculum which is rich and engaging
- Have access to a wide range of support to enable them to communicate needs
- Support pupils to develop skills which will help support their behaviour and

self-regulation

- Provide high quality teaching and learning through CPD for staff
- Additional support to families to help engage with school and for this to have a direct and positive impact on attendance

Our strategy will be driven by the needs and strengths of each young person, 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 be prepared for adulthood, reflecting our academy vision 'Preparing for Life'.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal and self-help skills.
4	Our Assessments and conversations with pupils and their families indicate that there are a number of challenges in accessing community resources through access to transport and travel training opportunities.
5	All pupils within the pupil premium cohort have an Education, Health and Care plan and require additional support and resources. Some pupils have significant medical issues, some of which are life limiting.

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
1) Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills	Improved progress through communication aspects of curriculum Achievement of IEP termly targets linked to EHCP
2) Disadvantaged learners have a greater confidence and independence to help them engage more in the wider community and prepare for adulthood.	Increased positive encounters within the community. Improved outcomes within independence and community elements of the curriculum Progress made towards PFA IEP's linked to pupils EHCP.
3) To provide additional support to vulnerable learners to ensure that progress in reading is comparable to their peers	Improved progress shown within reading data. Increased confidence of learners observed
4) For pupils to have opportunities to access a range of activities and facilities in order to support personal development and promote inclusion	Pupils access a range of enriching activities with a wider peer group. Increased self-esteem, self-confidence and tolerance of others. Monitored through impact statements, IEP targets and observations.
5) Disadvantaged learners have an increased awareness of feeling and emotions and have the ability to regulate either with support or independently	Reduction in behaviour logs recorded Progress through behaviour plans showing reduction in level of behaviour and frequency. Greater engagement in learning
6) To ensure an appropriately designed curriculum and quality teaching and learning through ongoing CPD opportunities	Curriculum will be coherently planned with consideration to the learning needs of disadvantaged learners. Staff are appropriately trained through a robust CPD cycle

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke training for all teachers to improve pedagogy within all pathways.	<p>The National College state the following key advantages of continuous professional development:</p> <ul style="list-style-type: none"> • CPD programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that staff can deliver high-quality teaching and impact positively on pupil outcomes. • CPD enables growth of our school; it underpins achievement of our vision and ensures that all staff are working towards a common purpose. • CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment. • CPD ensures that all staff are compliant with DfE and Ofsted's requirements, which is particularly pertinent as legislation continues to change and evolve. <p>The Importance of CPD in Schools Teacher CPD (nationalcollege.com)</p>	1,3
Reading Framework resources and CPD	As outlined in the Reading Framework - "Reading is fundamental to education. Proficiency in reading is vital for pupils' success. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching."	3

	<i>The Reading Framework, July 2023</i>	
Offsite swimming provision to ensure appropriate opportunities to develop key skills and independence	The national institute for health states <i>'Learning to swim via a structured program is an important skill to develop aquatic competencies and prevent drowning.'</i> https://www.ncbi.nlm.nih.gov/pmc/articles	2,4
CPD – Tassels training to develop receptive communication for learners with most significant needs.	For SEN students, TASSEL CPD can specifically support staff in understanding and implementing sensory-based and communication interventions, such as Total Communication approaches, which are essential for learners with sensory and cognitive challenges. Programs like these improve both student well-being and their ability to engage meaningfully with their education. NATIONAL COUNCIL FOR SPECIAL EDUCATION	1,3,4

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

Budgeted cost: £28,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining provision of Speech and Language therapist (30 days)	The Royal College of Speech and Language Therapists state speech and language therapists (SLTs) provide life-improving treatment, support, and care for children rcslt-what-is-slt-factsheet.pdf The National Institute for Health and Care Excellence also provide evidence to demonstrate the effectiveness of speech and language therapist support benefits of speech and language therapy Evidence search service closure information NICE	1, 2, 5
Maintain the provision of the communication lead (TLR)		
Provision of communication resources to support		

academy strategies and improve learners access to the curriculum and wider world		
Maintaining provision of Occupational Therapist for sensory processing	OTs help students understand and regulate their sensory responses to achieve a calm and focused state, which is optimal for learning. East London NHS Foundation Trust	5,6
Intervener training equips professionals with specialised skills to support students who are deafblind, facilitating their access to information, communication, and social interactions.	The presence of trained interveners leads to significant improvements in the educational experiences and outcomes of students who are deafblind. Their role is vital in providing access to information and communication at the student's level, facilitating the development of social and emotional well-being, and ensuring that students can engage meaningfully in their educational programs. (Wyoming instructional network)	3,5
Music Therapy to enhance communication skills, improve social interactions, and support emotional well-being.	Music Therapy is an effective tool in promoting communication and social skills among children with developmental disabilities, including those with autism spectrum disorders	2,5

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

Budgeted cost: £20,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach training to support positive behaviour management across the academy	The Education Endowment Foundation provides research on the importance of behaviour strategies in schools: Improving_Behaviour_in_Schools_Evidence_Review.pdf (educationendowmentfoundation.org.uk)	1,5

	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	
Maintain the provision of the behaviour lead (TLR)	Positive behaviour leadership emphasizes proactive strategies over reactive measures. It involves setting clear expectations, using consistent reinforcement strategies, and fostering an environment that promotes respect and inclusivity. These practices help reduce disruptive behaviors and create a predictable environment, which is particularly beneficial for learners with SEN. SEN MAGAZINE	1,5
Jessie's Fund	Jessie's Fund supports children with special educational needs (SEN) by using music as a tool to enhance emotional well-being, communication, and expression. Music therapy, which Jessie's Fund frequently facilitates, has been shown to help children with SEN improve their self-esteem and emotional resilience.	1,2,4
Whole school inclusion enrichment activities - linking to employer/employee encounters	Research from the Department of Education states too many young people from disadvantaged backgrounds never get the chance to take part in activities outside of school. As a result, they lose out on the benefits – increase confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	2,4,5
MIDAS training for staff to help more disadvantaged students to access the wider community.		

Total budgeted cost: £66,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Communication skills have developed significantly among learners, as seen in lesson observations. Intensive interaction, where students engage one-on-one with staff, provides tailored support that helps refine both receptive and expressive communication skills.

Our most disadvantaged pupils have had the opportunity to receive visits from public services, including paramedics, nurses, and other key community workers. These visits have provided valuable learning experiences, helping students gain a better understanding of various professions and public services. Data indicates an increase in the number of community visits undertaken, further enhancing students' engagement with the wider community and contributing to their social development and well-being. Annual events such as Winter Fayre, Summer Fayre and Prom allow for disadvantaged pupils to access a wide range of enriching activities, supporting inclusion across the Academy.

Reading strategies have been integrated into daily practice, with students engaging in explicit phonics sessions. Phase One strategies are being expanded to include more of our disadvantaged students, providing them with opportunities to develop and progress in essential pre-reading skills.

A new behaviour lead has been appointed, and PBS CPD has been provided to staff to enhance their skills and strategies. A three-tiered behaviour approach is currently being implemented, focusing on proactive, preventative measures, targeted interventions, and individualised support for students. This approach aims to create a positive and consistent behaviour framework that supports all students, particularly disadvantaged pupils, ensuring they receive the tailored support needed to overcome barriers and succeed both inside and outside of the school community, preparing them for adulthood.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.