



Elm Tree Primary School – Pupil Premium Statement of Impact 2020 - 21

Head Teacher	David lamb	Chair of Governors	Diane Hodgson
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Pupil Premium Profile (2020 – 21)

Pupils entitled to Ever 6 funding receive	1,345
LAC Pupils eligible for Pupil Premium Plus funding receive This funding is applied for termly and accounted for through the PEP review	2,345
Total Pupil Premium Funding	£97,000

As a school, we have found the effect of the global pandemic has had a measured impact of our intended objectives. As with other schools, we have had to implement a 'Bubble' system, which has kept pupil contact with specialist practitioners to a minimum whilst segregating areas of the school away from each other. Despite the challenges Elm Tree has faced, we are very proud of the work we have done towards embedding Therapeutic inputs across school. Specialist practitioners have delivered assessments, input for individual pupils, and provided a scaffold for further work to be embedded in separate bubbles.

Covid-19

Schools in England closed on 20 March 2020, other than for vulnerable pupils and children of key workers, and national exams were cancelled. These events represent an unprecedented disruption to the education of children and young people. Schools were unable to carry out their normal activities to support children's learning, wellbeing and to prepare them for transition, and instead, attempted to provide learning activities for pupils at home. At Elm Tree Primary School, we had to consider our approach to the following obstacles-

- Remote support for pupils, including those at risk of falling behind, learning packages and online.
- Provision for vulnerable children and children of key workers, within schools and remotely
- Support for teachers, variations in workload and job satisfaction
- Plans for, and experience of, reopening during or after the crisis.

Through use of the Pupil Premium fund, we were able to offer children and families support, communication channels, resources and online education platforms to maintain a standard of learning and address well-being issues faced by our children and families.



Home learning packages and Communication

During Lockdown, all team leaders at Elm tree worked with class teachers to communicate with Parents and carers and establish interaction via video and phone calls several times a week. Home learning packages were developed and created by all teachers to not only provide learners with differentiated learning tasks appropriate to their academic levels but also practical resources and plans in order to engage as a family group to help maintain a positive sense of wellbeing. Online learning platforms, interactive reading and maths skills provision as well as topic and Science based learning were all provided by the school at appropriate levels for the children to access at home.

The learning packages were sent via post and delivered by the school transport team twice weekly and physical resources were provided and offered as a scaffold for both parents and students. The online learning was updated weekly, where parents had no access to the internet or no device to use at home, Elm Tree provided a device, and sourced free internet dongles to enable this. A constant record of contact and interactions was maintained on the schools reporting system and help and support was a regular offer due to the social demographic of our pupil backgrounds. With regular contact, we were able to adapt learning tasks for pupils, provide more support to parents and carers with teaching strategies and timetabling and also provide a support mechanism for families that were struggling to cope.

From feedback we have received from parents, the work/learning packs were an invaluable source of focus and support, which helped maintain enjoyment and structure in times of need for our families. The emotional wellbeing of the parents was also considered through our regular contact and where advice and support was identified, the school worked hard to provide this or source further support whether it be social, financial or for mental health reasons.

Covid catch-up Premium and Covid catch up tutors

The government announced £1 billion of funding to support children and young people to catch up with loss of curricular access. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

At Elm Tree, we have identified and implemented a Covid catch up intervention using two experienced members of the staff team to facilitate 1:1 tuition to bridge the gaps caused by lack of attendance resulting from Lockdown. These tutors have been timetabled over the school week to attend the learning gaps in Maths and English skills and coverage that individuals have experienced.

The impact of the Lockdown period has highlighted many areas of need and impact for a large number of our pupils.

In Mathematics – We observed a declined in basic knowledge of number facts, times table knowledge, use of method and strategies, mental maths skills and a confusion that home schooling often created with parents using alternate methods.

In English – we observed a loss of stamina to work, lower confidence and concentration levels, a decline in handwriting, spelling, punctuation and vocabulary.

Social skills were also severely impacted and lots of input has been necessary to reintroduce turn taking, sharing, following instructions, positive conversation, and appropriate interaction and working/playing in groups.


Finally, the Emotional and Mental Health impacts were evident in many pupils. A large rise in children's anxiety levels, lower levels of resilience to work and problem solve, difficulty with routine and structure and worries and attachment issues stemming from such a long time at home in isolation.

The tutors are working under the guidance and instruction from the class teachers to not only accelerate learning in maths and English but also to provide emotional and regulatory support for those children who have been impacted the most by the Pandemic.

Much of the data provided is not specific to the pupil premium cohort, as input has been provided to individual pathway 'bubbles'. Excellent progress and outcomes have been made within these segregated areas which this document reports.

Identified objectives for Pupil Premium Focus	Outcomes achieved
To embed effective multi-disciplinary, holistic therapeutic assessment and intervention across school to enhance pupil progress.	
Providing multi-disciplinary assessment (SALT, OT, Sensory Intergration, Counsellor, Dyslexia and Thrive) for all children in school, to ensure every child's therapeutic needs can be identified and met.	Pupil screening on admission Early identification of need and referral for assessment to specialist practitioners to identify need/strategies
Provide THRIVE assessments for each child in order to identify their emotional development and individual needs so that support programmes and interventions can be put into place.	All class teachers enrolled on to Thrive training Group and individual profiles for all classes conducted by teachers Individual and group interventions ongoing
Implement THRIVE actions to promote SEMH development and more positive self-regulation across the school.	Through liason with Thrive lead with focus on increasing resilience and regulation for all pupils
Increasing parental involvement within children's therapy services in school through: providing individual therapy advice and strategies for home as required and increasing parental understanding of child development and mental health and the impact they have on learning and behaviour.	Sharing relevant information with parents/carers Using information to apply a consistent approach to improve pupils' behaviour and attendance.
Identify families who need assistance and advice from the Thrive support to improve attendance, behaviour and positive mental health.	Teachers, team leaders and Admin team effective communication. Home school liason, Zoom video meetings, support and advice
Providing additional 1:1/small group therapy for children whose specialist needs cannot be met within Therapy Enrichment alone, including support to build children's confidence and self-esteem, language and communication, motor development and co-ordination and sensory regulation.	Intervention programmes devised by specialist practitioners (OT, SALT, Thrive) to embed through pupils individual timetables
Provide training from therapy staff to enable high quality HLTA/TA interactions and allow classroom staff to provide 1:1 and small group interventions on a more regular basis. Pathway specific training identified by Team leader and Therapeutic specialists.	OT/SALT/Thrive in house training, Online training and individualised programmes of intervention/support. Training consisted of- OT training – Whole school, sensory processing –June 2020, Techniques and classroom regulation activities for pupils with OT needs. Fine and Gross motor skill activities

	<p>SALT – Wellcomm report classroom guidance/advice/strategies, SALT communication profile targets for class/learning.</p> <p>Thrive – Whole school – Thrive approach Oct 2020, January 2021, March 2021.</p> <p>Group Thrive activities, Thrive approach and ethos.</p> <p>Dyslexia – raising awareness – Feb and march 2021</p>
<p>Pathway specific training ASC, Attachment, Thrive, SEMH, EYFS.</p>	<p>Attachment disorder training, Understanding Autism and ADHD, Understanding ACE's, Mental Health in young people, Child protection, Understanding anxiety. Removing barriers to learning. Development in Early Years.</p>
<p>Provide training from therapy staff to enable high quality HLTA/TA interactions for them to fully understand individual children's needs and be able to implement individual programmes outside of 1:1 therapy sessions.</p>	<p>Knowledge and information shared regarding individual need in all areas by specialist practitioners leading to a consistent, supportive approach for all pupils</p>
<p>Providing 1:1 therapeutic counselling sessions to promote emotional resilience, safety and self-regulation for identified children within school, including those in crisis. To link in with the tiered approach with Thrive.</p>	<p>Recruitment of a qualified counsellor to work with pupils identified with need.</p> <p>Liason with senior leaders and teachers to provide support and guidance for pupils identified</p>
<p>Development of play based learning classes for children who cannot access more formal classrooms, allowing for more specialised curriculums</p>	<p>Endeavour pathway rationale developed and embedded over the course of the school year.</p> <p>Providing a provision for up to 40 pupils attending to their specific learning needs</p>
<p>Converting two areas within school into a sensory regulation space</p>	<p>Sensory regulation/intervention room scheduled for completion June 2021</p> <p>Ongoing – plans submitted for ASC pathway sensory provision</p>
<p>Delivering staff training/CPD (e.g. through teacher meetings/twilights/online training and supervision sessions) to ensure that staff are confident to support all children's emotional, sensory and developmental needs across the day.</p>	<p>Substantial training/CPD programme totalling 35 hours relevant training per employee over the course of the school year.</p>
<p>Providing specialised classes for children who have needs that cannot be met within a formal classroom. Inclusive of a attachment aware trauma informed classroom alongside specialised global delay and a high needs ASD classroom.</p>	<p>Attachment provision successfully embedded from Sept 2020 – Providing an intensive support classroom for learners who struggled in our other school pathways.</p>



Review of Spending		
Staff member	FTE	Cost
SALT	0.4	22,800
Occupational therapist	0.6	29,520
School counsellor	0.4	15,200
SALT assistant	0.6	12,000
Thrive practitioner training all teaching staff	1	19,846
Total		£99,366



Review of Therapeutic impact for the curricular year 2020-21

Speech and language Therapy – Intervention

<u>Number of pupils assessed – Wellcomm assessment profile</u>	38
Initial assessment profile Sept – Dec 2020	Percentage of Children %
Age appropriate scores	29%
Scored 1 section below	18%
Scored 2 or more sections below	59%

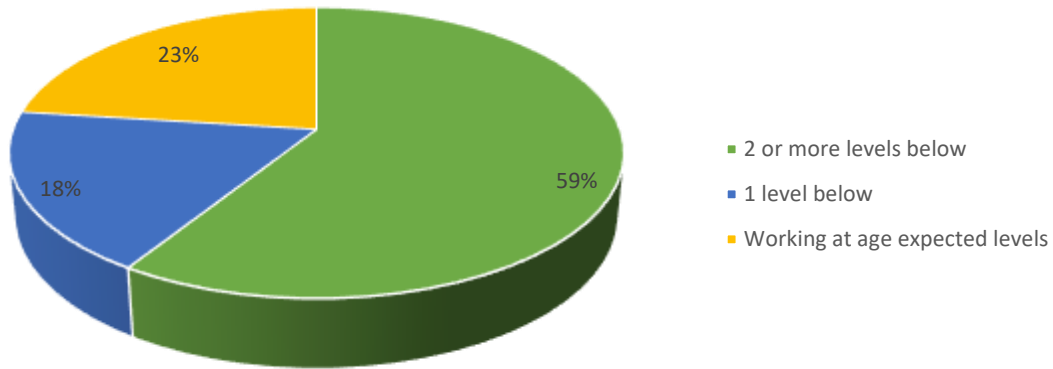
<u>Number of pupils assessed – Wellcomm assessment profile</u>	38
Initial assessment profile Jan - May	Percentage of Children %
Age appropriate scores	50%
Scored 1 section below	8%
Scored 2 or more sections below	42%

Evidence of progression with SLCN

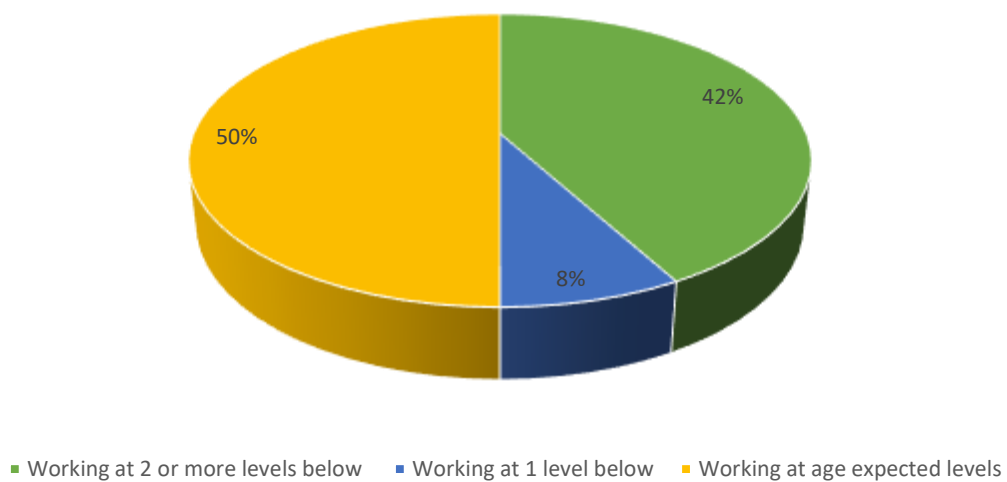
As a result of our individually tailored interventions, there has been progress made by more than 60% of our children, meaning the degree, intensity and difficulties these children face with their SLCN has significantly reduced.

Of those pupils targeted 44% of were children receiving the Pupil Premium funding. Out of this sample 53% have made progression by at least 1 level on the Wellcomm assessment.

Speech and Language Initial Wellcomm Assessment pupil data



Speech and language 2nd Wellcomm assessment - Pupil data



Occupational Therapy

Specialist Intervention

Specialist Intervention is where the Occupational Therapist works directly with the child on a one-to-one basis, either for assessment purposes or because their needs cannot be met by Whole School or Targeted Intervention strategies.

Specialist Intervention was provided for 32 children. Intervention varied according to the child but included: provision of equipment; training for support staff; consultation and advice for parents including home visits; monitoring of classroom interventions and weekly individual intervention. 15 children received a full comprehensive assessment of sensory needs. The assessment process included liaison with class staff, liaison with parent/ guardians, observation and specialist assessment as required. 14 children received specialist sensory integration sessions. An individual treatment plan was provided for each pupil linking aims of treatment to EHCP targets. Again, training was a key element of all intervention to ensure continuity when in the classroom and sharing of skills.

Some outstanding progress was made including reduction in holds of one child multiple times per day, to now rarely being held, and being able to use environments such as the MUGA that sensory sensitivities had previously prevented participation him from accessing.

Targeted Intervention

Targeted intervention is provided when a need has been identified which would benefit from OT intervention but other staff are providing the direct contact. This maximises the number of children benefiting from the service, and enables the staff in question to transfer these skills to other situations, leading to greater impact.

Summary of Individual Targets Achieved in individual Sessions

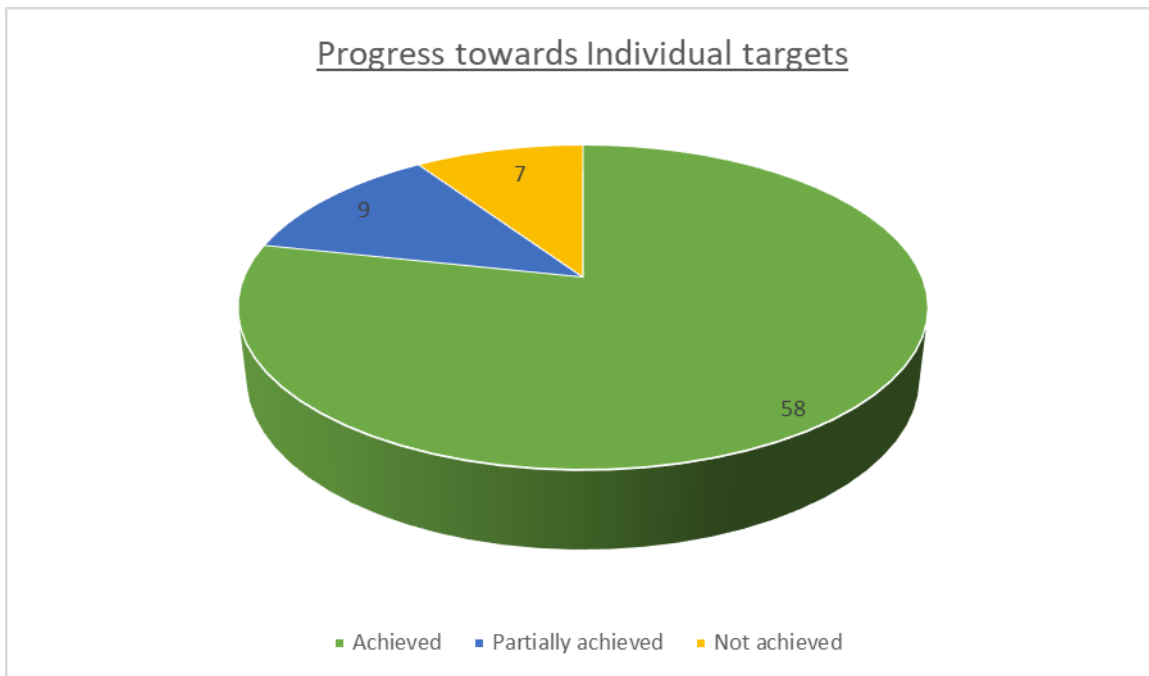
Child	Notes	Sessions	Types of Target	No of Targets	No Targets Achieved	No Targets Partially Achieved	No of Targets not achieved
Child 1		9	Assessment, Support staff, Regulation, Play skills, Crossing the midline, Safety, Bilateral skills	7	5	2	0
Child 2		9	Assessment, play skills, regulation, direction from others, Training for TAs	5	5	0	0
Child 3	(recently commenced intervention)	4	Play skills, Communication, Regulation, Trust	4	0	4	0

Child 4		15	Play skills, regulation, staff development, Trust, Direction from others, Safety	6	6	0	0
Child 5		10	Regulation, play skills, trust, direction from others, safety, adapting classroom	6	6	0	0
Child 7		9	Support at home, Communication, direction from others, Adapting classroom to meet needs, Training for class staff	6	4	2	0
Child 8		14	Full Assessment, Communication, Trust, Vestibular Processing, Regulation, Playfulness	6	6	0	0
Child 9		17	Understanding of autism, motor skills, trust, understanding of arousal levels	4	4	0	0
Child 10	Left school following lockdown so input incomplete	21	Assessment, Parental support, Regulation, Tactile Modulation	4	2	0	2
Child 11		13	Assessment, Regulation, Vestibular Processing, Confidence, play skills. Trust, Classroom support	8	7	1	0
Child 12		23	Assessment, Confidence, Self Esteem, Balance, Modulation, Acceptance of tactile input, Regulation, Trust, Direction from others, Confidence in movement	10	10	0	0

Child 13	Input commenced week before report written	1	Regulation, Vestibular and proprioceptive integration Communication, Trust, Confidence	5	0	0	5
Child 14		9	Communication, Imagination, play skills,	3	3	0	0

n.b. where children have not yet achieved a target, direct intervention work is still ongoing (with the exception of those who have left the school).

Occupational Therapy - Summary of Individual Targets Achieved in individual Sessions



Thrive Therapy

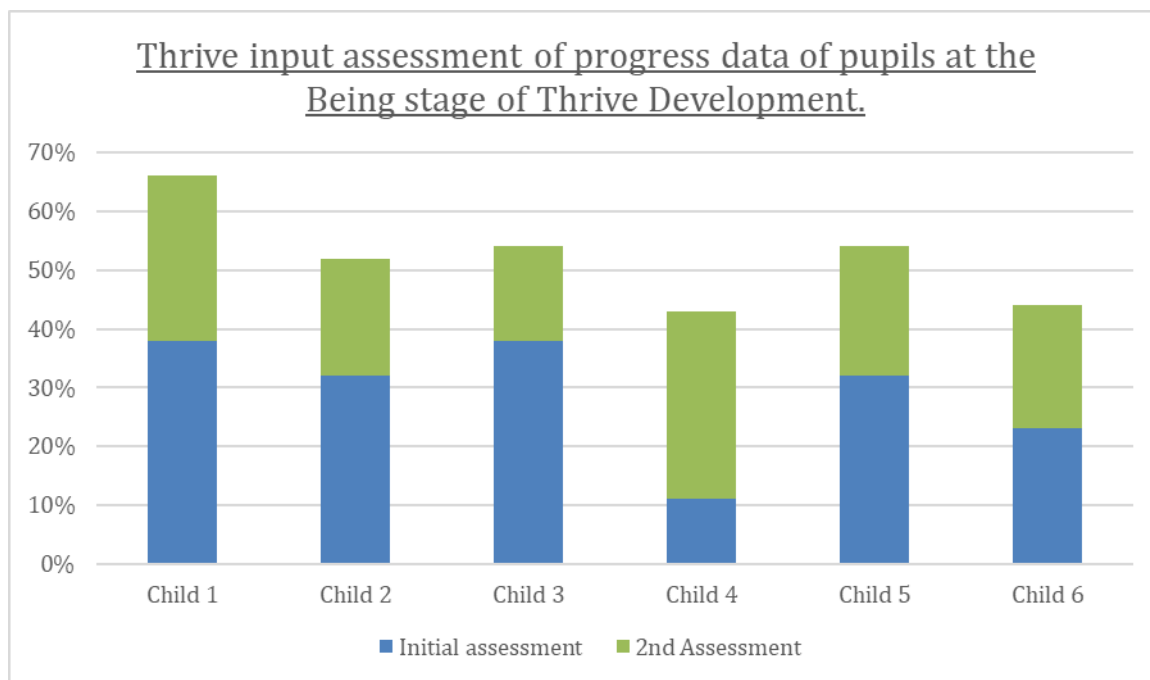
Thrive approach

THRIVE supports children with their emotional health, wellbeing and social skills, all of which are needed to enable learning to take place at school. Thrive input is unique to individual pupils and bespoke inputs by qualified practitioners aim to build on and develop skills. Healthy development, emotional well-being and

learning are crucially dependent upon, and promoted through, positive relationships across school, embedded by the Thrive approach.

A whole school Thrive summary is difficult to produce due to the impact of Covid-19 and the difficulties of running sessions with individuals across school bubbles. Below is a snapshot of the impact of Thrive input for a select Thrive practitioner reporting on their caseload.

Impact of Thrive input and 1:1 sessions across 6 pupils in the Endeavour Pathway from October 2020 – May 2021.



We can see that the impact of Thrive for a select number of pupils at Elm Tree has shown progress through the 'Being' Stages of Development. This impact will be further enhanced though greater access to pupils resulting from the Covid – 19 changes in social distancing within school.

Review

We are very proud of our efforts to embed effective multi-disciplinary, holistic therapeutic assessment and interventions across school to enhance pupil progress. The impact of Covid-19 and the Lockdown measures made the whole school target a difficult task to achieve. Where school/pathway bubbles were formed, specialist intervention was implemented to great effect but the whole school targets remain an area for focus.

Targetted intervention from School staff with relevant training and guidance from specialist practitioners has also been a great success. A larger number of pupils have benefitted through the guidance of Specialist practitioners cascading their knowledge, providing plans for development and progress. Therefore, in the next academic year we will endeavour to embed this fantastic effort to all parts of the school when the area bubble restrictions are lifted. This will give practitioners, both internal and external, the opportunity to effect all classes and pupils with dynamic and bespoke inputs developing and enhancing, academic, social and additional needs. The introduction of Music Therapy, Dog handler and the opportunity to access activities outside of the school will provide a further asset to the school targets for 2021/22.

Elm Tree Primary School – Pupil premium Statement of Intent 2021 - 22

Head Teacher	David Lamb	Chair of Governors	Diane Hodgson
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PPG allocation rates

For the financial year 2021 -22 grant allocations are as follows.

Disadvantaged Pupils	Number of pupils	PPG amount per pupil
Pupils from reception to Year 6 as 'Ever 6 FSM'	67	1,345
LAC as defined by the Children Act 1989	10	2,345
PLAC as defined by the Children Act 1989	5	2,345
Forecast of total amount of PPG funding expected		122,175

Statement of intent - Our philosophy

At Elm Tree Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). Our school ethos, 'Believe to Achieve' is rooted in our belief that every child is unique and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome all barriers to learning that may hinder pupil progress and attainment, and ultimately affect their opportunities in life. When our children begin the Elm Tree journey, they often have previous traumatic experiences ACE's (Adverse Childhood Experiences), repeated negative educational encounters, physical and psychological trauma and complex diagnosed and undiagnosed conditions that result in children lacking the neurological development required for concentration and learning. This has major implications for confidence and self-esteem, along with the desire and inspiration to achieve, so we use the PPG to provide a wide range of additional opportunities to increase safety and trust for investment for lifelong aspirations for all.

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC.
- Supporting pupils with parents in the armed forces.

We believe in maximising the use of the PPG by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'

Disadvantaged pupil barriers to success

Speech and Language deficit
Sensory processing obstacles
Social Emotional & mental health difficulties
Previous negative experiences in academia
Parent/carer support & communication – attendance

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
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Delivery of Therapeutic interventions to increase curricular engagement	Engagement and progress towards whole school curricular offer	March 2022 Mid-year - review
Progress in Phonics screening check – closer to national average	Phonics progress and Phonics screening check	May 2022 Phonics screening check
Raising attainment levels in Maths / English / Reading	Academic attainment	March 2022 Mid-year review
Improve attendance of disadvantaged pupils	Increased average attendance	July 2022 Overall analysis
Projected spending for the Academic Year		£ 150,475

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity	Projected cost
Priority 1	Enrichment and social access activities Curricular visits and trips	£10,000 £5,000
Priority 2	Self-help and self-regulation skills – Therapeutic and Thrive input	Thrive (teacher & HLTA led) £1,736 per year (14 classes) Therapeutic (Specialist led) £9,594 per year
Barriers to learning these priorities address	Pupils learning ready – emotional resilience. Attendance and readiness to learn through class routine and pathway provision.	
Projected spending		£48,898

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Progress in Phonics KS1	Phonics check data	May 2022
Progress in engagement in curriculum	Attendance and learning data	May 2022

Remove barriers to learning for children with SEN	B-Squared assessment data. Show progress data for ASC pupils	May 2022
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Targeted academic support for current academic year

Measure	Activity	Projected cost
Priority 1	Maths / English booster interventions	HLTA led- 4 pathways £ 29,120
Priority 2	High quality phonics input booster sessions	Ta 3 led £9,240
Barriers to learning these priorities address	Learning readiness / academic levels	
Projected spending		£38,360

Wider strategies for current academic year

Measure	Activity	Projected spend from PPG
Priority 1	CPD for staff to deliver Maths / English booster lessons (4 x HLTA's)	£400
Priority 2	CPD for High quality Phonics delivery (3 x Ta3)	£300
Priority 3	Music / Dog / SALT / Thrive / OT input (0.7)	£62,517
Barriers to learning these priorities address	Engagement and learning readiness. 1:1 support	
Projected spending		£63,217

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Staff CPD	Use of INSET days and subject lead pedagogy
Targeted support	Timetable intervention / booster slots in all pathways	Subject leads to co-ordinate with Team leaders
Wider strategies	Home school communication	Increased contact and support offer – Home / school liaison

Objectives –

- 1. To embed effective multi-disciplinary holistic therapeutic assessment and intervention across all school pathways to enhance pupil progress towards SEMH, ASC and learning barrier goals.**
- 2. To develop an effective framework to accurately assess the Impact of the Therapeutic interventions.**
- 3. To support disadvantaged pupils to reach the expected standard in phonics check at end of Y1**
- 4. To provide specialist staff in all pathways to help close the curriculum attainment gap of underachieving pupils in core areas, Maths, English and Reading.**

Strategies and considerations to embed the whole school objective

- Extend training from therapy team to embed in all 4 learning pathways to promote, engagement, wellbeing, resilience and to remove barriers to learning.
- Upskill and train selected staff members to facilitate therapeutic inputs for targeted learners who require OT, SALT and Thrive programmes within class and in social situations.
- Provide accurate assessment of Therapeutic interventions to map progress towards goals for all pupils.
- Provide Core subject interventions and booster session in curricular areas of Maths, English and Reading.
- Development of an ASC provision to focus on pupils' individualised ASC needs alongside curricular attainment.
- Develop Intent, Implementation and Impact statements for the newly introduced interventions such as Counselling, Music Therapy and Dog Therapy.
- Build on the communication platforms created through the Covid lockdown in order to support pupils, families and carers. Providing advice and strategies for home as required and increasing parental understanding of child development and mental health and the impact they have on learning and behaviour.
- Development of home/school liaison support staff for each pathway area.
- Develop and extend an outreach service to offer support and guidance to schools within the Local Authority, cementing links and developing intra school relationships.
- Embed whole school Dyslexia awareness achieving the Dyslexia Mark award. Provide support, strategies, resources and guidance for teaching staff and parents to effect pupils with Dyslexia to overcome learning barriers.
- Development of the 4 learning pathways within school to accurately support pupils based on cognition, emotional and social needs and developmental stages. Providing specialised provision for children who have needs that cannot be met within a formal classroom.



Evidence from EEF and DfE

Research has shown that children with special educational needs and disabilities (SEND) can face significantly greater challenges than their peers, which in turn leads to large attainment gaps between them. The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs. Current statistics mainly reflect the primary type of need for an individual, however it has been found that many are likely to have multiple needs. Based on assessment data from the last academic year it was found that 68% of children who attended Elm Tree had eligibility for free school meals.

Speech and language difficulties are a key issue across the educational sector with evidence showing that these difficulties are more common in children who have behavioural difficulties (Norbury *et al* 2012). At Elm Tree we have a Dedicated Speech and Language Practitioner and also a co-ordinator who works full time in school to deliver individualised programmes to enable children to develop and overcome their SALT barriers enabling participation in learning and school life with broader gains of increased self-confidence, access to gains in communication and understanding and increased

In primary schools, speech, language and communication needs represent the most extensive form of special educational need for those children with an educational health care plan. Children that are affected by speech, language and communication difficulties will often have barriers in social and learning situations. This in turn will interrupt their success to the curriculum, their ability to understand instructions, develop friendships and engagement in oral and written classroom activities.

Children who have speech, language and communication needs may have difficulty with only one skill or indeed with many. All children have an exclusive and diverse combination of strengths and abilities. Therefore, every child with SCLN is different and their communication needs will ultimately vary.

At Elm Tree we have a dedicated OT practitioner who works within all 4 pathways to assess need, provide specific and engaging interventions and develop a programme of support in order for progress towards targets and a fuller involvement with school life, personal developmental targets and self regulation strategies.

Children with poor sensory processing often have difficulty regulating their responses to sensation. (Lane, Miller, and Hanft 2000). At Elm Tree school many of our learners have additional needs in this area, a thorough OT assessment together with robust and engaging strategies, therapeutic considerations and an agreed plan of implementation are all embedded into pupils daily routine in order to work on the deficits and accelerate development and inclusion.

The goal of intervention is to improve the child's ability to process and integrate sensory information as a basis for enhanced independence and participation in daily life activities, play (including social participation) and school tasks" (Schaaf & Miller, 2005)

The ability to modulate sensory information provides a foundation for meaningful and purposeful participation in a full range of daily occupations, and therefore, people with poor sensory modulation often have problems successfully meeting the challenges of everyday life (Lane et al., 2000).

In the SEND Code of Practice sensory and/or physical needs are categorised as one of the four broad areas of need and support. Although there have been few studies into the correlation between SEMH and motor impairment, the studies that have taken place have suggested that there is an increased prevalence in motor difficulties amongst children and young people with SEMH difficulties (E. Hill et.al., 2017). This, in turn, has an effect on the ability of children to successfully take part in classroom activities. Children who transition into Elm Tree are profiled with a collaborative approach with input from families and the young person directly to provision map their unique needs. Children receive an observation and assessment from the Occupation Therapist and the SALT Team upon entry. One barrier faced by many of our children is common across the majority of our school – poor oral language and communication skills. Our data based on diagnostic assessment tools to access pupils language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years. The EEF guide to pupil premium aims to support schools in spending their pupil premium to maximise the benefit for their students. The report recommends a Tiered approach.

According to the Sutton report 2018 pupils from less well-off homes who have shown promise early in their school career are both a vulnerable and extremely important group for social mobility. Those from lower socioeconomic groups are consistently under-represented in the high achieving bracket in Primary and Secondary schools. But promising young people from such a background are at most danger of falling behind during their school years. Ensuring that those from disadvantaged backgrounds fulfil their promise in school is crucial for increasing social mobility and opening up the top echelons of British society.

Students from disadvantaged backgrounds are less likely to be in the top 10% for attainment in English and maths at the end of primary school. Disadvantaged students are three times less likely to be in this high attainment group than their more advantaged peers: only 4% of disadvantaged students have high attainment at Key Stage 2, compared to 13% of non-disadvantaged pupils.

Identifying students who have the potential for high attainment in schools is extremely challenging. Students with potential from disadvantaged backgrounds are of particular concern, as these students are both more likely to be missed when identifying the highly able, and are more likely to fall behind and struggle to fulfil their potential.

Interventions should where possible also engage the families and communities of the students involved. For those from disadvantaged backgrounds particularly, support from their family and wider community can be vital in ensuring their progression and attainment.

Working with families, sharing information, working with professionals and supporting all involved with the child enables the school to have positive relationships and a valued voice within decision making. SEND Code of Practice (2015) highlights the vital role that parents play in supporting children and young people with SEND. Parents of students with SEND may require additional support from educational settings in order for them to feel comfortable to be open and honest about their child's needs. Parents are often required to take on an 'advocate' role for their child and this can be a time consuming and emotionally laden responsibility. Elm Tree promotes an inclusive practice with the aim of providing support for parents who may be finding it difficult to deal with a child's behaviour, to engage parents and encourage them to become partners in their child's education.