



Elm Tree Primary School – Pupil Premium Statement of Impact 2021 - 22

Head Teacher	David Lamb	Chair of Governors	Dianne Hodgson
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Pupil Premium Profile (2021 – 22)

Pupils entitled to Ever 6 funding receive	£1,345
LAC Pupils eligible for Pupil Premium Plus funding receive	£2,345
PLAC Pupils	£2,345
This funding is applied for termly and accounted for through the PEP review	
Recovery Premium Funding	£290 (per child)
Total Pupil Premium Funding for Sept 2022	£ 122,175

Identified objectives sought	Outcomes achieved
Embed multi-disciplinary therapeutic assessment and interventions across whole school.	SALT, OT, Thrive have accurate assessment tools to enable progress monitoring and reporting. Improving outcomes for all pupils.
Enhance pupil progress towards personal and academic targets.	Use of Evidence for Learning, Show Progress and B-Squared has enabled accurate and progressive targeting setting and achievement across the whole school.
Develop an effective framework to accurately assess the Impact of Therapeutic Interventions	CPOMS analysis (School reporting tool) to accurately assess pupil development, communication, and behavioural improvements over the course of the year.
To support disadvantaged pupils to reach expected standards in phonics check at the end of KS1. Closing the gap towards national norms.	Improved KS1 results from the national phonics screening check.
To provide specialist staff to help close the curricular attainment gap of underachieving pupils (Lowest 20%) in core areas of Maths, English & Reading.	A higher percentage of pupils across the whole school and those qualifying for Pupil Premium meeting or on schedule to meet their progress targets.
Improve attendance of disadvantaged pupils	Improved whole school attendance percentage.

Curriculum Boosters / Interventions – Review of Impact

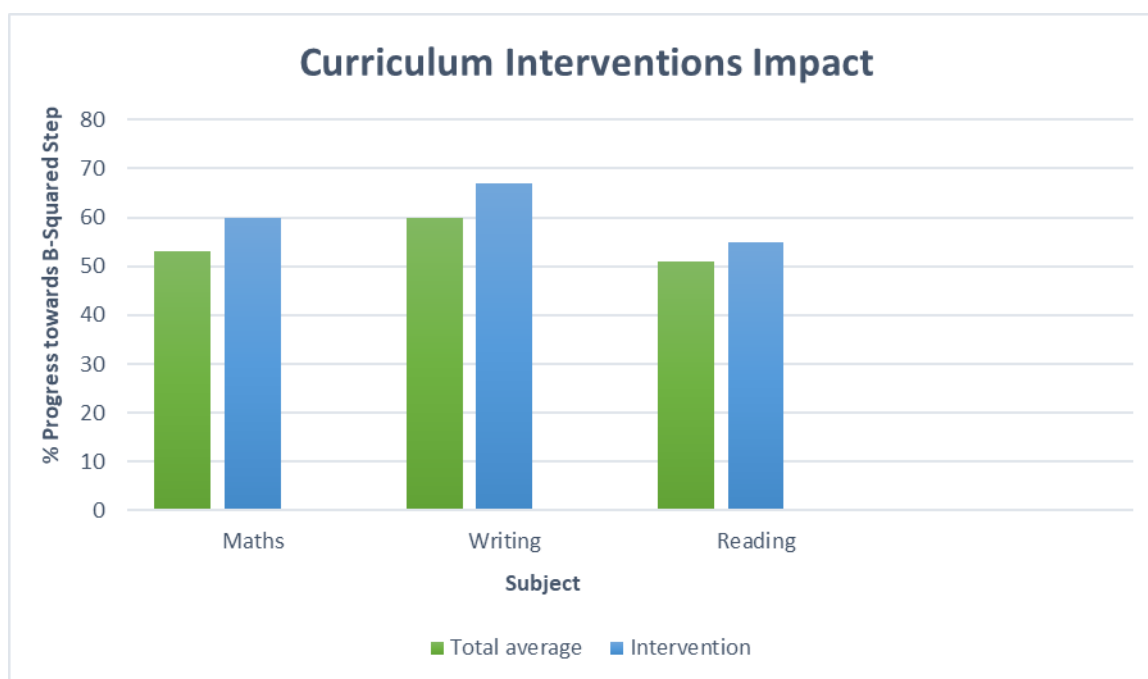
Over the course of the school year, teachers have used formative and summative assessment to monitor and track the progress of all pupils. Through use of B-Squared target tracker, teachers have been able to identify pupils who have made less than average progress for their pathway and initiated interventions to boost learning and progress. From the pupil premium cohort, the data clearly shows that these interventions have had a positive impact for those underprivileged children (including the most able)



In Maths, there can be seen, a 7% improvement in progress.

In English reading, a 7% improvement in progress.

In English writing, a 4% improvement in progress.



Speech & Language Information and Review of Impact

To assess pupils functioning communication levels, a checklist was designed, and assessment data sourced from The Blank Language Scheme. These were combined to develop the following areas of language.

Level 1: Early communication skills: maintaining some joint attention, the ability to make basic needs known to familiar people, following very simple directions (usually at 1 word level).

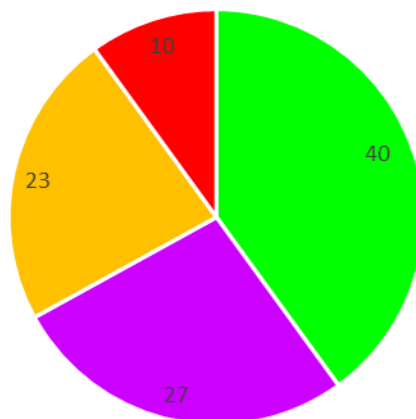
Level 2: The developing use of short utterances: following instructions on a 2-word level, the ability to attend to adult led tasks, responding to who/where questions.

Level 3: The use of more complex sentences: following instructions containing three key words, showing the development of maintaining a 2-way conversation, the ability to express feelings, sequence events and narrative.

Level 4: The use of higher-level language skills: Using verbal reasoning, inference and ambiguous language, confident communication with peers and adults.

These four areas of language, communication and social interactions were targeted and actioned across the whole school using social communication groups, individual and group interventions and via everyday learning opportunities. 100 pupils have received intervention through the speech and language service over the course of the year with the outcome of a 90% improvement with communication and language skills.

Speech and Language Progress for whole school



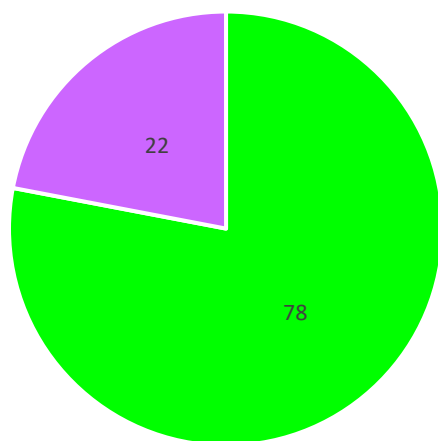
■ Significant ■ Good ■ Some ■ no/deterioration

Progress	Impact
0 % or less	no/deterioration
1-9 %	Some
10 – 19%	Good
20 % +	Significant

Pupils accessing Speech & Language Therapy Targeted Interventions Blank Level Results 2021-2022

- The following pupils accessed regular targeted support delivered by Keeley Wainwright (HLTA – Communication Lead).
- The pupils were initially assessed and reviewed by the SALT (Sophie Crilly) in school.
- Communication profiles and targets were set by the SALT.
- 1:1 or paired targeted sessions were delivered by Keeley on a regular basis.
- Teaching staff embedded Blank Level questioning within the classroom setting.
- Teaching staff attended Blank Levels Training in October 2021.

Blank Level Progress 2021-22: Pupils accessing targeted support



■ Significant Progress ■ Good Progress

Name	Assessment Date	Level 1 questions Naming things: Point to... Show me...	Level 2 questions Describing, categorising, answering who, what, where	Level 3 questions Talking about & re-telling stories and events	Level 4 questions Solve & justify abstract problems (why/how questions)
Pupil A	Autumn Term 21	100%	100%	47%	67%
	Summer Term 22	100%	100%	94%	94%
	Increase	-	-	42%	28%
Pupil B	Summer Term 21	100%	27%	47%	0%
	Summer Term 22	100%	72%	65%	11%
	Increase	-	45%	18%	11%
Pupil C	Autumn Term 21	100%	77%	41%	33%
	Summer Term 22	100%	100%	71%	55%
	Increase	-	23%	30%	22%
Pupil D	Summer Term 21	100%	77%	70%	27%
	Summer Term 22	100%	94%	82%	50%
	Increase	-	17%	12%	23%
Pupil E	Spring Term 21	100%	89%	61%	39%

	Summer Term 22	100%	95%	83%	83%
	Increase	-	6%	22%	44%
Pupil F	Autumn Term 21	100%	100%	78%	55%
	Summer Term 22	100%	100%	94%	100%
	Increase	-	-	16%	45%
Pupil G	Summer Term 21	100%	78%	64%	66%
	Summer Term 22	100%	100%	100%	100%
	Increase	-	22%	36%	28%
Pupil H	Summer Term 21	100%	83%	47%	66%
	Summer Term 22	100%	100%	82%	77%
	Increase	-	17%	35%	11%
Pupil I	Summer Term 21	100%	100%	94%	80%
	Summer Term 22	100%	100%	94%	94%
	Increase	-	-	0%	14%

Progress	Impact
0% or less	No progress/deterioration
1 – 9 %	Some Progress
10 – 19%	Good Progress
20% +	Significant Progress

Occupational Therapy and Review of Impact

Occupational Therapists facilitate people to participate in activities that enable them to be their best selves. This is enabled through understanding the person, the activity, and the environment. Our Occupational Therapy Team has a Highly Specialist OT, Occupational Therapy Assistant and we work in conjunction with Mosaic Therapy to provide a full sensory assessment. Our Occupational Therapist is also a Sensory Integration Practitioner. Ayres Sensory Integration (ASI) is a specialist evidence-based therapy which aims to promote the processing, integration, and organisation of sensory information from the body and the environment. The therapy is play-oriented with the child being an active participant in the choice of activities.

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 61 children. Intervention varied according to the child but included: provision of equipment; training for support staff; consultation and advice for parents; monitoring of classroom interventions and weekly individual intervention. 36 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. 9 children received Ayres integration sessions, 21 children received specialist sensory integration sessions with follow up being provided through the Occupational Therapy Assistant. Close supervision and guidance were provided throughout by the Occupational Therapist. 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. Staff were invited into sessions and were taught how to provide regulation strategies within class and given the skills to provide active sensory play sessions based in relationship as additional input.

Some outstanding progress was made including one child who progressed from being unable to sit upright on the floor for more than a few seconds to being able to climb up a climbing frame, slide down a slide and ride a pony. Another child started the year with very limited play skills and did not engage in imaginative play and progressed to being able to independently create resources and created a 15-minute narrative for a group of toys.

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.

During this year the service was enhanced by 7 key HLTAs being identified who supported the development of the Targeted Occupational Therapy service in their specific areas. Training and ongoing supervision was provided to enable the HLTAs to give individual sessions to address the needs identified in the OT assessment. In addition, training was given to enable the HLTAs to develop understanding of the sensory regulation needs of children and how to support within the classroom. Equipment was supplied to support both the needs of specific children and to develop more generalised regulation areas within classrooms. Staff were supported through training and individual mentoring to embed the use of these supports within classroom routines.

Universal Intervention

Universal intervention is input which benefits the whole school community. This may include training, development of resources and creation of therapeutic environments.

The school has invested significantly in the past year to create enhanced environments which give opportunities to build relationships, support regulation and build skills. This has included the development of a sensory light and sound

room; a new therapy cabin with soft play area and movement opportunities such as a rotating climbing wall and light reaction wall. Systems have been developed to facilitate the safe, effective use of these spaces and training has ensured that opportunities are maximised for all children.

In addition, training has been provided in Neurodiversity and the Senses, Use of Multi-sensory Environments and Effective use of the Playground.

Summary of Individual Targets Achieved in Specialist 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,	10	10	0	0

			Acceptance of tactile input, Regulation, Trust, Direction from others, Confidence in movement				
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 (except for those who have left the school)

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Pupil Premium Profile (2022 – 23)	
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PLAC Pupils	2,345
This funding is applied for termly and accounted for through the PEP review	
Recovery Premium Funding	290 (per child)
Total Pupil Premium Funding for Sept 2022	£ 147,340

Review of Spending		
Staff member	FTE	Cost
TT Educational – Specialist support		£13,095
CPD for all subject leaders and teachers	16 teachers x £100 CPD course	£1,600
Appointment– Early Years Specialist Practitioner . Assistant Head		Around £4000
SALT Specialist Practitioner	1 x day a wk – 39 weeks	£4,950
SALT – Full time assistant	1.0 (HLTA)	£29,120
Occupational therapist	0.6	£29,520
Occupational therapy assistant	1.0 (HLTA)	£25,481
Curriculum catch up Maths / English / Phonics	1.0 (HLTA)	£27, 041
Music Therapist	£225 per day – 39 wks	£8775
Therapy Dog	£120 per day – 39 wks	£4680
Animal Therapy	£200 per day – 39 wks	£7800
Total		£156,062

Statement of Intent

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.

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’

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.

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 their 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.

At Elm Tree, we will endeavour to ensure that no child is disadvantaged either by their socio- economic background or diversification of need. We will direct appropriate and measurable support to facilitate opportunities for our learners to achieve to their fullest potential. We will ensure that pupil premium funding enables us to achieve and sustain positive outcomes and measurable progression for our disadvantaged students.

We are comitted to the 'parent pledge' and endeavour to communicate the triumphs, successes and celebrations of each and every Elm Tree Pupil directly or via our our school communication app – Class Dojo. We aim to provide targetted support for every child that needs it and extend opportunities to improve the attainment of disadvantaged children (Including the most able) using targetted activities and support. Improved communications from teachers to parents/carers will be key to success in delivering and celebrating targetted support and it's outcomes.

At Elm Tree we are committed to providing a robust and consistent approach to meeting children's needs and providing specific support to children with more complex needs. With the use of the Pupil Premium funding, we aim to provide access to and co-ordinate services and support to our children and their families to deliver the best outcomes reducing barriers to learning and development.

Pupil Premium Focus objectives	Sought Outcomes
<ul style="list-style-type: none"> • To Impliment and Embed the new, whole school curriculum providing support and training for all staff. • To close the gap in attainment and provide interventions and booster sessions for all underprivilged pupils(including the most able). • To develop the impact of the therapeutic offer and intervention provision across whole school to enhance pupil development and progress. 	
Providing multi-disciplinary assessment (SALT, OT, Sensory Intergration, 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 a high quality Early Years provision with a focus on development early reading across school.	Expert support for ECT's from Mentors to achieve targets, excellent engagement and progress by all pupils and Specialist practitioner to oversee the provision.
Design and implement new curriculum with focus on training and implementing new curriculum drivers – Experience it, play with it, Use it, Develop it & connect it and whole school approach to learning.	Increased engagement and learning for all pupils, raising attainment and overcoming barriers to learning.
Implement class THRIVE actions to promote SEMH development and more positive self-regulation across the school.	Through liaison with Thrive lead with focus on increasing resilience and regulation for all pupils
'Parent Pledge' - Improve communication between School and parents/carers with use of the 'Class Dojo' communication platform. Increasing parental involvement within children's education and therapeutic development in school. Reporting on progress in academic achievement.	Sharing relevant information with parents/carers to enable collaborative work and communication channels – reducing barriers to learning, behaviour and attendance.
Pastoral team to identify families who need assistance and advice to support to improve attendance, behaviour and provide advice to link with external agencies and supports.	Teachers, team leaders and Admin team effective communication. Home school liaison, Zoom video meetings, support and advice
Embed and further develop Blank levels Functional communication levels across the whole school, improving Speech and Language deficits and enabling greater access to curriculum and therapeutic input.	SALT team to continue to improve the progress and attainment of pupils with Specialised, targeted and Universal support. Functional communication and Blank Levels progression.
Continue to 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. Group Thrive activities – classroom specific Blank level communication support/training Physical development programmes for individuals.
Providing 1:1 and group opportunities through animal/dog therapy to promote emotional development and resilience.	Individual targets are identified and work towards over the duration of inputs.
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.	Substantial training/CPD programme totalling 35 hours relevant training per employee over the course of the school year.

Strategy Aims for Disadvantaged Pupils - Academic Achievement

Aim	Evidence of impact	Target date
Embed the new curriculum and 'drivers' to improve engagement, learning and retention. Closing the attainment gap for all pupils.	Termly assessment data of progress and attainment	½ termly over the course of the academic year.
Development of 'High Quality Teaching'.	Pupil engagement and attainment levels – B-Squared and EFL & CPOMS.	½ termly

Professional development and CPD opportunities.		
Development of Early reading across school.	Reading assessment – B-squared analysis	½ termly.
Improvements in communication between school & home.	Pupil / Parental Questionnaire – Positive impact on attendance.	Bi-annually
Projected spending for the Academic Year		£ 156,062

Strategy Ams for Disadvantaged Pupils – Wider Outcomes

Measure	Activity	Projected cost
Priority 1	Pupil's Individual communication & therapeutic needs to be identified and met through a robust process of assessment and specialist input.	£110,326
Priority 2	Community Participation and engagement developing cultural capital opportunities through educational and Experiential visits / trips.	Curriculum budget
Priority 3	Family communication and support to improve home circumstances, care and engagement with school.	Systems already in place
Projected spending		£110,326

Teaching Priorities for Current Academic Year

Aim	Evidence of impact	Target date
Implement & embed new curriculum to improve learning outcomes for all pupils.	B-Squared and EFL assessment on academic progress.	Termly 2022/23
Raise the 'Quality of Teaching' through mentoring, CPD, recruitment & retention.	Pupil attainment and engagement in the curriculum.	May 2023
Development and support of ECT's		

Targeted Academic Support for Current Academic Year

Measure	Activity	Projected cost
Priority 1	Maths / English booster interventions to close the attainment gap	HLTA led £29,120
Priority 2	High quality phonics input booster sessions to promote development in Early Years.	Ta 3 led £9,240
Priority 3	Development of functional communication levels through whole school SALT assessment and input.	HLTA led £29,120
Projected spending		£ 67,480

Wider Strategies for Current Academic Year

Measure	Activity	Projected spend from PPG
Priority 1	Whole school curriculum development	£13,095
Priority 2	CPD for Teachers and support staff	£1,600
Priority 3	Music / Dog / SALT / Thrive / OT input	£21,255
Barriers to learning these priorities address	Engagement and learning readiness. 1:1 and small group support	
Projected spending		£39,950

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	Team leaders to designate in timetables.
Wider strategies	Home school communication	Increased contact and support offer – Home / school liaison

Evidence from EEF and DfE

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies. The tiered approach aligns with the DfE strategy template, and 'menu of approaches', so school leaders can be confident that their school improvement approach meets the needs of their pupils and fulfils the expectations of the pupil premium strategy document.

1. High quality teaching Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.
2. Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.
3. Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting

The recovery premium grant is part of the government's package of funding to support pupils whose education has been impacted by coronavirus (COVID-19).

It is a time-limited grant providing over £300m of additional funding for state-funded schools in the 2021 to 2022 academic year and £1bn across the 2022 to 2023 and 2023 to 2024 academic years.

It is focused on pupil premium eligible pupils and pupils in specialist settings such as special schools, special units and pupil referral units (PRUs). This is because of the additional impact of the pandemic on these students.

However, schools can use it to deliver evidence-based approaches for supporting any pupil based on an assessment of individual need.

Schools should spend this premium on evidence-based approaches to support pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that:

- support the quality of teaching
- provide targeted academic support
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who are eligible for the funding
- direct recovery premium spending where they think the need is greatest



Guidance from Research from the DfE

Children and young people with SEND and those in alternative provision have consistently poorer outcomes than their peers. Research from the Children's Commissioner's Big Ask Survey shows children and young people with SEND have the same aspirations as their peers. They value their education and want good friends, a social life, and good mental health. They desire independence, and the prospect of a good job or career in the future. We believe that, with the right support, all children and young people with SEND can achieve their potential, with most achieving in line with their peers.

Despite these aspirations, children and young people with SEN fall behind their peers at every stage of education, regardless of their prior attainment. Children and young people with SEN are also more likely to be disengaged from education, pushing them further behind. They have poorer attendance and are more likely to be excluded. Children and young people with SEN face poor outcomes beyond education.

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 61% of children who attended Elm Tree had eligibility for free school meals.

Speech and language deficits remain 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 3 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 assess 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.