



## Pupil Premium

2020 - 2021

Pupil Premium spending at Elm Tree Community Primary School intergrate the aims and values of our school mission statement. *'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. At Elm Tree School we have been sucessful in raising the attainment of pupils with single interventions that have accelerated learning. However, it has been more sucessful when implimenting the strategies in greater depth and with more attention to detail. Our main aim is to invest in the longer term outcomes, where we work together to design and develop learning opportunities, life experiences and individual theraputic approaches to aid the removal of barriers for easier access to quality and exceptional engagment for learning for all children. 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 (Pupil Premium) grant to provide a wide range of additional opportunities to increase safety and trust for investment for lifelong aspirations for all. Our exstensive programme of residentials and enrichment opportunites are just some examples of sustainable long term personal growth and development that increases individual potential for success and achievement.

### Aims

To enable all pupils to engage with fair, quality and equal opportunities to achieve and excel in all aspects of their educational experience that compliments their learning style, inclusive of curriculum, creative learning oportunites and extended learning expereinces that promotes positive mental health. This is supported by the use of additional, delegated funding.

To work holisitically with families and pupils eligible for pupil premium, to identify, plan, monitor and evaluate support and specialist intervention identified for the removal of barriers for social, emotioanl and academic learning to secure individual progress and personal achievement.

To work with internal and external specialist professionals and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

## Funding for 2020/2021

Total number of children eligible for Pupil Premium funding – Ever 6		
Total number of children eligible for Pupil Premium plus funding £1,800 This funding is applied for termly and accounted for through the PEP review		
	Total	£97,000

## Objective - To embed effective multi-disciplinary holistic therapeutic assessment and intervention across school to enhance pupil progress.

This objective will be met by:

- Providing multi-disciplinary assessment (SALT, OT, Sensory Intergration, Counsellor, Dyslexia and Thrive) for all children in school, to ensure every child's theraputic needs can be identified and met.
- 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. This will include 1:1 assessments and whole group class thrive for right time learning.
- Implement THRIVE actions to promote SEMH development and more positive self-regulation across the school.
- 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.
- Identify families who need assistance and advice from the Thrive support programme and provide this support inclusive with the class team in the form of parental communication that's right and relevant within the current circumstances to improve attendance, behaviour and positive mental health.
- 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.
- 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. This has been positively achieved within EYFS and will be extended throughout whole school and specialist provision.
- 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.

- 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.
- Development of play based learning classes for children who cannot access more formal classrooms, allowing for more specialised curriculums.
- Converting two areas within school into a sensory regulation space in consultation with our OT in order to support sensory needs and ensure progression in gross motor movement, self-regulation and de-escalation of sensory overload and engagement in sensory seeking behaviours.
- Delivering staff training/CPD (e.g. through teacher meetings/twilight sessions/online training and supervision sessions) to ensure that staff are confident to support all children's emotional, sensory and developmental needs across the day.
- Close links between the therapy team and EYFS department to ensure early intervention to improve outcomes for children moving forward in school. A 3 tiered approach to be developed for the benefit of the whole school accessing interventions on a more regular basis.
- Providing specialised classes for children who have needs that cannot be met within a formal classroom. Inclusive of an attachment aware trauma informed classroom alongside specialised global delay and a high needs ASD classroom.

## Rationale based on 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 61% of children who attended Elm Tree had eligibility for free school meals.

Speech and language difficulties are a key issue across the education sector with evidence showing that these difficulties are more common in children who have behavioural difficulties (Norbury et al., 2015) and those from lower socio-economic backgrounds (Meschi et al., 2012). Research has shown that difficulties with emotions and behaviour is inextricably linked to language difficulties, possibly due to problems understanding instructions and communicating views. This leads to children communicating in other ways which may be presented as difficult and challenging behaviours. Children who receive specialist support from a Speech and Language Therapist (SALT) has been shown to be highly effective with children under this care showing better literacy skills (Kirk & Gillon, 2007). It has also been found that classroom support can also benefit children and that trained teaching assistants who provide therapy in consultation with SALTs are able to have an impact on a child's progress, improving oral language skills of those children at risk. These key findings show the importance of high quality training for support staff from a qualified professional who understands the ethos of the school and the reasons for this approach.

Occupational therapy is a health profession in which therapists and therapy assistants help individuals to engage in life expectations and specific activities that are daily but are made more accessible and easier with the therapeutic input. For children and youth people in our school, occupational therapy works to ensure that a pupil can engage to the best of their ability to participate in the full breadth of school activities. This

includes engagement within the lesson; remaining focused on the task at hand; holding a pencil/knife/fork, musical instrument, or book in the easiest way; or just self-regulation that means they can enjoy and be enhanced from their learning experience. Within our school environment, our OT practitioners do not simply focus on a specific issue that may be presented but instead looks at the whole child and provides interventions through training and strategies. This helps the young person to feel safe and develop trusting relationships, which enable the focus to be on individual tasks in order to help a child to find ways to feel safe in the challenge and then to explore alternative ways to complete the things that they need/want to do.

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.

The tiered approach consists of 3 areas, Teaching, Targeted academic support and Wider strategies.

#### Teaching:

Good quality first class teaching and that every teacher is supported to keep improving is the key ingredient to a successful school. Examples of this are professional development, recruitment and retention and support for early career teachers.

#### Targeted academic support:

Provides a positive impact on those who are not making good progress across the spectrum of achievement. This then considers that HLTS/TA's can link towards 1:1 or small group intervention to compliment classroom teaching. This includes structured interventions, small group tuition and 1:1 support.

#### Wider strategies:

Relate to the most significant non-academic barriers to success in school. This would include social, emotional and Thrive interventions, self-regulation approaches, specialist breakfast and increased positive attendance and engagement within school, including individual educational experiences.

Over the last academic year at Elm Tree all new children have been assessed, with a significant focus on our play based classes, which provide an EYFS curriculum for those children whose needs require this and our specialist classes, including a predominantly ASD class. This is being extended to a whole school provision in every class from identified needs and the positive impact it has with accessing learning. The needs identified include difficulties with sensory processing, cognitive development, skill development and engagement in the activities that are typical for children of that age, such as self-care and play. Attachment and attunement became the main focus for relationship building which fundamentally became the core base for children feeling emotionally and physically safe, to trust and regulate in order to facilitate a positive educational experience.

The impact of sensory processing, coordination, sensorimotor difficulties or impairment of the senses not only hinders learning and cognition but can have a pervasive and serious effect on the emotional wellbeing of children and young people, and further impacts life chances in adulthood (Gagnon-Roy 2016).

Many children require the specialist input from professionals which then enables them to achieve a successful outcome to a purposeful activity or functional task.

In the previous academic year our school OT Department has provided specific interventions for a total of 42 pupils and worked collaboratively with teachers and parents to offer interventions based on assessment. A vast amount of children were supported through whole class support and TA support under the guidance of the OT.

Studies have shown that the teaching principles associated with physical and occupational therapy underpin motor skill acquisition, such as being able to give clues to adjusting body position in order to perform a task or sharing knowledge about executing movement in a certain way. Moving forward our OT will provide even more high quality training for teaching assistants and teachers in order to help to implement interventions within classroom environments and ensure that staff are able to help children with atypical development to participate in educational activities. This will be embedded throughout whole school and in relation to all school activities in and out of the classroom.

Difficulties with sensory processing has a huge impact on daily life skills and is common in a number of conditions, including ASC, ADHD, developmental coordination disorder and sensory processing disorder. During the Covid-19 children and families mental health has suffered resulting in many complex emotional needs being identified. These difficulties can be difficult to identify, sometimes requiring a professional in their specialist field. Our OT and school counsellor have assessed children within the setting and made adaptations to the environments in order to reduce sensory reactivity, e.g. ear defenders, chew buddies, textured materials etc. Training and advice has been provided in order to ensure children feel safe within school and within relationships with specific focus being the development of emotional co-regulation.

Due to the nature of these difficulties, a child's sensory profile and emotional assessment is specific to the individual, therefore an individualised approach is created and required. This is then communicated with professionals and teaching teams to enable the focus to be on the individual to help them integrate the child into classroom life and alleviate the many barriers they have, even before they begin to learn.

Social, Emotional and Mental Health difficulties is an overarching term for children and young people who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging behaviour. Many more students are likely to have social, emotional and mental health needs that are secondary to other types of SEND, and educators should be alert to these needs in students with all types of SEND, specifically during the Covid-19 pandemic. At Elm Tree we as a whole school initiative: THRIVE; to allow us to assess each child's developmental stages in social and emotional development. These assessments lead to action plans for each child to ensure that their SEMH needs are being met within class for right time learning so that they are able to make progress in these areas. Children who require individual support are also identified from this assessment and engage with 1:1 sessions. Some children require Counselling and this again is identified through The Therapy Team working closely with each other to offer a tiered holistic approach, delivered in a timely manner responding to individual needs. Providing bespoke opportunities and plans of intervention to reconnect, repair and build emotional resilience for positive social, emotional and academic achievement. Elm Tree School believes each child has

the right to be successful and each young person has the best opportunities to flourish into the aspiring person they can be.

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.

## How effective is it?

Progress is effective by the use of the identified model of seven building blocks for success.

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
4. Focus on outcomes for individual pupils rather than on providing strategies.
5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.
7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

Elm Tree School sees raising the attainment of pupils as part of their commitment to help all pupils achieve their potential.

## Costing

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

Specialist Dyslexia Teacher	0.2	£6650
Sensory Integration Therapy	0.2	£6650
Thrive Group and 1:1	1.0	£29541
Animal Therapy	0.6	£7800
		£130,161

## How will impacted be measured? Or expected impact?

Impact will be measured through:

- Review of children's therapy targets throughout the year to ensure targets are met.
- Re-assessment of children's developmental needs as appropriate.
- Monitoring of children's social and emotional development using the Thrive Assessment.
- Improvements in the school environment evident within a sensory and communication friendly environmental audit.
- Staff report increased knowledge, understanding and confidence in supporting children's developmental needs.
- Children's academic assessments and progress achieved.