



Elm Tree Community Primary School
Elmers Wood Road
Tanhouse
Skelmersdale
WN8 6SA
Tel: 01695 50924
Email: admin@elmtree.lancs.sch.uk
Headteacher: Mr D Lamb



Pupil Premium

Pupil premium spending at Elm Tree School incorporates 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 which may hinder pupil progress and attainment, and ultimately affect their life chances. At Elm Tree School we believe in partnerships rather than projects. Individual short-term projects and interventions can have an impact on pupil learning and we have been engaged in some of those, but our main driver is the notion of longer term partnerships, where we work together to design and develop learning opportunities, experiences and individual therapy approaches to remove barriers to learning for all children. When our children join our community they often lack that urgency for learning and inspiration to achieve and so we use the (Pupil Premium) grant to provide a wide range of additional opportunities to increase lifelong aspiration for all. Our extensive programme of residential and enrichment opportunities are examples of sustainable long term developments that increase lifelong aspirations for all.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement by removing barriers to learning.

To work with internal and external partners 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 2016/2017

Total number of children eligible for Pupil Premium funding – Ever 6 <i>(This funding is based in January 2017 census data)</i>	46	£60720
Total number of children eligible for Pupil Premium plus funding This funding is applied for termly and accounted for through the PEP review	5	£9500
Total		£70220

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

This objective will be met by:

- Providing multi-disciplinary assessment (SALT, OT, Counsellor) for all children in school, to ensure every child's therapy needs can be identified and met.
- Introducing whole-class therapy support for all pupils through the development of a 'Therapy Enrichment programme', delivered by the Therapy Team (Speech and Language Therapist, Occupational Therapist, School Counsellor and Therapy Assistant).
- Increasing parental involvement within children's therapy services in school through: invitation to Therapy Enrichment; 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.
- 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.
- Providing 1:1 therapeutic counselling sessions to promote emotional resilience, safety and self-regulation for identified children within school, including those in crisis.
- Introducing the therapeutic approaches of Play Therapy, Theraplay and Lego Therapy to support children's social and emotional development, mental health and well-being and social communication.
- Developing the school environment to support children's sensory and emotional regulation and communication needs, including extending the use of AAC systems to support children's understanding, communication and emotional regulation.

- Delivering staff training/CPD (eg through teacher meetings/twilights) to ensure that staff are confident to support all children's emotional, sensory and developmental needs across the day.
- Continuing to deliver whole school initiatives to develop language and communication across the school (eg 'No Pens Day Wednesdays' and Communicating the Curriculum).
- Working with other key members of staff in school (eg Activities and Physical Education Co-ordinator) to promote motor development and sensory regulation at key points within the day/week (eg breakfast time, breaks, lunch and end of day).

Rational based on finding from EEF

Research indicates that between 60 and 70 percent of children with Social, Emotional and Mental Health needs also have speech and language needs, and often these needs are undetected in this population. These findings are confirmed by current language assessment data within Elm Tree Primary school, with 61% percent of pupil's in school having a delay in their language development overall, when assessed at the beginning of the Autumn term 2016.

More recently, research which has studied the social language and communication skills within this population, has found a strong correlation between pragmatic language difficulties and behavioural problems, concluding that pragmatic skills are likely to be a contributory factor in later social and emotional difficulties.

Similarly, research in the field of sensory processing disorder has found a high prevalence of sensory processing difficulties in children with Autistic Spectrum Disorder (as high as 90% in some studies) and ADHD (around 40%).

Although few studies have explored the incidence of motor impairment amongst children with social, emotional and mental health needs(SEMH), recent research suggests an increase in motor difficulties in young children and adolescents with SEMH difficulties. For example, a recent study found that 44% of children in an SEMH special school sample were found to have borderline to clinically significant motor impairment.

A recent school observation by a Paediatric Physiotherapist who is an Advanced Practitioner in Sensory Integration, corroborates the findings from research for our school population.

These are, therefore, significant barriers to learning for our children in school if not detected and supported. All children will therefore access language, motor development and sensory assessments within school so that appropriate levels of support can be provided. Social and emotional development will also be assessed using a whole school initiative "Thrive" and children will be identified for further

support through Counselling and Play Therapy through the use of Strength and Difficulties Questionnaires.

How effective is it?

Evidence indicates that meta-cognition and self-regulation approaches can be highly effective, on average accelerating learning by approximately eight additional months' progress.

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities

Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.

Short, regular weekly sessions over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.

Our Therapy support is delivered by a multi-disciplinary team consisting of 5 days per week of Speech and Language Therapist time, 3.5 days per week of Occupational Therapist time, 3 days per week of School Counselling time and 3 days per week of Therapy Assistant time. The team is managed a highly experienced and qualified Speech and Language Therapist who works at Elm Tree 5 days a week.

Costing

Staff Member	FTE	Cost
SALT	1.0	£44,850
Occupational Therapist	0.6	£26,910
School Counsellor	0.6	£13,899
SALT Assistant	0.6	£9,876
		£95,535

*Note the difference between income and outcome is supplemented by the School Budget

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.
- Monitoring of children's progress on the Communicating the Curriculum framework.
- 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.