

Elm Tree Primary School Speech and Language Therapy Services

Impact and Evaluation Report: September 2016 to July 2017

Service Delivery

From September 2016 to April 2017, the following sessions were delivered by the school's full-time Speech and Language Therapist:

- 2.5 days per week of SALT input in Elm Tree Primary School
- 1 day per week of SALT input delivered on behalf of ETHOS
- 1 day per week SALT input delivered in Moor Hey School through a service level agreement with school
- 0.5 days per week SALT input delivered in Hope High School through a service level agreement with school.

In April 2017, due to increased demand for services both within school and from partner settings, school employed a second Speech and Language Therapist. The following sessions of SALT were delivered from April 2017 to July 2017:

- 4.25 days per week of SALT input in Elm Tree Primary School
- 1 day per week of SALT input delivered on behalf of ETHOS
- 1 day per week SALT input delivered in Moor Hey School through a service level agreement with school
- 1 day per week SALT input delivered in Hope High School through a service level agreement with school
- 1 day per week SALT input delivered in Cobbs Brow Primary School through a service level agreement with school
- 1 day per week SALT input delivered in Delphside Primary School through a service level agreement with school
- 0.5 days per week SALT input delivered in Brookfield Park Primary School through a service level agreement with school
- 0.25 days per week SALT input delivered in St Teresa's Primary School through a service level agreement with school

Income:

£9535 income was generated from September 2016 to April 2017 through SALT service level agreements with other schools.

Predicted income for April 2017 to March 2018 through service level agreements with schools: £37,472.50

Overview of SALT interventions delivered in Elm Tree Primary School (September 2016 to July 2017)

- 29 pupils were assessed on intake to school using the CELF IV assessment. School's initial language assessment measures children's language development in 5 areas: Understanding and following spoken directions, Use of Sentences, Use of Grammatical Structures, Semantic Understanding and Phonological Awareness.
- Assessment reports have been provided for all children who took part in the assessment.
- Blocks of Individual and small group therapy have been provided for 32 children in school.
- 2 x 1 hour training sessions have been provided for teaching and support staff in school: one Stammering Awareness Session and one session to introduce children's language target sheets and provide an overview of activities to support children's language within class/small groups.
- Support has been provided to develop the Breakfast club within Mr Brown's class, introducing a range of language rich games to support children's vocabulary, receptive, expressive and higher level language skills.
- Introduction of a No Pens Day Wednesday, with a focus on spoken communication skills across the curriculum for a whole day.

Profile of Language Needs across the School at end of Spring 2017:

Data is presented below for 61 children in school during the academic year 2016/17 who have taken part in the whole school language assessment, either as part of their initial language assessment between Autumn 2015 to Spring 2016, as part of the re-assessment which was carried out in Summer 2016 or on intake to school in 2016/17.

The results of these assessments showed the following profile of language needs across the school in 2016/17:

	Concepts & Following Directions	Word Structure	Recalling Sentences	Formulated Sentences	Word Classes	Phonological Awareness	Core Language Score
Age-expected development	61%	79%	57%	64%	42%	72%	39%
Mild to Moderate Delay	25%	11%	30%	8%	42%	28%	39%
Significant Delay	15%	11%	13%	28%	15%		21%

(nb this profile does not take into account year 6 re-assessment data which is reported later in this report. For year 6 pupils the data is taken from either their re-assessment at the end of Summer 2016 or their initial language data on entry to school).

For the 61 children in school who have taken part in the whole school language assessment (Autumn 2015 to Spring 2017):

- 39% had age-expected language development overall.
- 39% had a mild to moderate delay in their language development overall (1 to 2 standard deviations below the mean)
- 21% had a severe delay in their language development overall (more than 2 standard deviations below the mean)
- 66% had below age-expected development in at least 1 of the 5 sub-tests completed as part of the language assessment.

The whole school language data includes updated assessment results for 71% of children, who were initially assessed in Autumn 2015 and then re-assessed in Summer 2017. 90% of these pupils showed accelerated progress in at least 1 sub-test of the language assessment, which had an impact on the overall school assessment data.

To provide an overview of the language needs of the children who joined school in 2016/17, initial language assessment data for just the 2016/17 pupil intake is therefore presented in the table below. The second table provides a comparison of initial language assessment data from Autumn 2015 (when the language assessment was first introduced to school) with initial language assessment data for the 2016/17 pupil intake.

Profile of Language Needs for students who completed their initial Language Assessment between Autumn 2016 and Spring 2017 (ie 2016/17 intake):

29 children in school completed their initial language assessment in school during the academic year 2016/17. The results of these assessments showed the following profile of language needs for the newest intake of children within school:

	Concepts & Following Directions	Word Structure	Recalling Sentences	Formulated Sentences	Word Classes	Phonological Awareness	Core Language Score
Age-expected development	52%	67%	45%	52%	21%	59%	28%
Mild to Moderate Delay	24%	20%	34%	7%	64%	41%	45%
Significant Delay	24%	13%	21%	41%	14%		28%

(nb this profile does not take into account year 6 re-assessment data which is reported later in this report. For year 6 pupils the data is taken from either their re-assessment at the end of Summer 2016 or their initial language data on entry to school).

For the 29 children who have taken part in the initial language assessment from Autumn 2016 to Spring 2017:

- 28% had age-expected language development overall.
- 45% had a mild to moderate delay in their language development overall (1 to 2 standard deviations below the mean)
- 28% had a severe delay in their language development overall (more than 2 standard deviations below the mean)
- 86% had below age-expected development in at least 1 of the 5 sub-tests completed as part of the language assessment.
- The majority of children within this cohort showed a delay on the Word Classes sub-test.

Comparison of Initial Language Assessments for children who were first assessed in Autumn 2015 and those who were assessed between Autumn 2016 to Spring 2017

	Concepts & Following Directions		Word Structure		Recalling Sentences		Formulated Sentences		Word Classes		Phonological Awareness		Core Language Score	
	Assessment Aut 2015 – Spr 2016	Assessment Aut 2016 – Spr 2017	Assessment Aut 2015 – Spr 2016	Assessment Aut 2016 – Spr 2017	Assessment Aut 2015 – Spr 2016	Assessment Aut 2016 – Spr 2017	Assessment Aut 2015 – Spr 2016	Assessment Aut 2016 – Spr 2017	Assessment Aut 2015 – Spr 2016	Assessment Aut 2016 – Spr 2017	Assessment Aut 2015 – Spr 2016	Assessment Aut 2016 – Spr 2017	Assessment Aut 2015 – Spr 2016	Assessment Aut 2016 – Spr 2017
Age-expected development	51%	52%	82%	67%	46%	45%	41%	52%	47%	21%	74%	59%	37%	28%
Mild to Moderate Delay	32%	24%	18%	20%	37%	34%	24%	7%	33%	64%	28%	41%	32%	45%
Significant Delay	17%	24%	0%	13%	17%	21%	34%	41%	20%	14%			32%	28%

The results above indicate that:

- Results for the recalling sentences and concepts and following directions sub-tests were similar for both cohorts.
- For the word structure sub-test, which assesses children's expressive grammar, a significantly lower percentage of children achieved a score within the range expected for their age for the 2016/17 intake, compared to children assessed in 2015. In addition to this, a higher percentage of children in the 2016/17 intake had a significant delay on this sub-test. As this sub-test is only completed by younger children in school (up to age 7 years) this suggests that the younger children starting school in 2016/17 have more significant needs in their expressive language skills compared to previous years.
- The results for the Formulated Sentences sub-test are mixed, with more children in the 2016/17 intake achieving a score within the range expected for their age on this sub-test, but also a slightly higher proportion of children within the 2016/17 intake having a significant delay on this sub-test, when compared to the children assessed in 2015.
- A high proportion of children in the 2016/17 intake had a delay in the Word Classes sub-tests, which assesses children's understanding of words and the semantic links between words. Only 21% of children in the 2016/17 intake achieved a score within the range expected for their age on this assessment, compared to 47% for children initially assessed in 2015. A high proportion of pupils assessed in 2016/17 had a mild to moderate delay in this area, with a slightly smaller percentage of children having a significant delay on this sub-test when compared to children initially assessed in 2015. As this assessment is only completed for children aged 8 years and above, this result indicates that whilst a higher proportion of older children in the 2016/17 intake have a mild to moderate delay in their vocabulary and semantic knowledge, fewer older children in this cohort had significant difficulties in this area.
- For the 2016/17 intake, an increased percentage of children also had a delay in the phonological awareness assessment, when compared to the initial assessments carried out in 2015.
- Overall, for the children assessed in 2016/17, a lower percentage of pupils achieved a core language score within the range expected for their age, with an increase in the proportion of children with a mild to moderate language delay for this cohort. However, the number of children with a significant language delay overall is similar for the two cohorts.

In conclusion, the 2016/17 pupil intake appear to have increased language needs overall, when their initial language assessments are compared to those completed for the school population in 2015. In addition to this, more children within this cohort have speech difficulties, which is not evaluated as part of the language assessment and therefore not accounted for within the data above.

Year 6 Leavers' Re-assessments

Due to the high increase in pupil numbers this year, re-assessment of all pupil's language development at the end of the year has not been possible. For this reason, re-assessments have been completed for children in Year 6, so that updated language data can be provided for their transition to high school.

Re-assessment data is presented for 24 of the 27 Year 6 pupils. 2 children had not taken part in the initial assessment and so did not participate in the re-assessment. One child was unavailable for re-assessment due to transition days, medical appointments and a camping trip at the end of the year.

Pupils were only re-assessed on sub-tests in which they had been found to have a delay on their initial language assessment. Where children achieved age-expected development within a sub-test in an earlier assessment, their previous score within this sub-test has been included for the purpose of this evaluation.

For children initially assessed in Autumn 2015, a language re-assessment took place in Summer 2016 for children with a delay in one or more sub-test. Where children were found to no longer have a delay on any sub-tests of the assessment, further re-assessment was not completed in Summer 2017. For some children, however, re-assessment took place in Summer 2016, with further re-assessment in Summer 2017 for sub-tests on which children continued to have a delay. The table below therefore summarises the results from children's initial and final language assessments.

Comparison of Initial and Final Language Assessments for Year 6 pupils

	%age children with age-expected development		%age children with mild to moderate delay		%age children with severe delay	
	INITIAL ASSESSMENT	FINAL ASSESSMENT	INITIAL ASSESSMENT	FINAL ASSESSMENT	INITIAL ASSESSMENT	FINAL ASSESSMENT
Concepts & Following Directions	58%	75%	29%	17%	13%	8%
Recalling Sentences	54%	75%	33%	17%	13%	8%
Formulated Sentences	71%	96%	13%	0%	17%	4%
Word Classes	38%	79%	42%	13%	21%	8%
Core Language Score	33%	54%	50%	38%	17%	8%

Phonological Awareness Sub-test		
	INITIAL ASSESSMENT	FINAL ASSESSMENT
Age-expected development	63%	88%
Below age-expected development	38%	13%

Summary of Pupil's Progress on the Language Re-assessment:

- The number of children with age-expected language development overall has risen from 33% for pupil's initial assessment data to 54% for pupil's final assessment data.
- The number of children with a mild to moderate delay in their language development overall (1 to 2 standard deviations below the mean) has decreased from 50% for pupil's initial assessment data to 38% for pupil's final assessment data.
- The number of children with a severe delay in their language development overall (more than 2 standard deviations below the mean) has decreased from 17% for pupil's initial assessment data to 8% for pupil's final assessment data.
- For each sub-test on the language assessment, the percentage of pupils with age-expected development had increased on pupils' final assessments.
- Most progress was seen for the Word Classes sub-test, with an increase from 38% of pupils with age expected development on the initial assessment to 79% for pupil's final assessment data (+ 41%).
- Across the other sub-tests, there was an average increase of 27.25% in the proportion of pupils performing within the age-expected range (range: 17% to 25%).

Progress in Children's Scaled Scores

The assessment provides a scaled score for 4 of the sub-tests completed (Concepts and Following Directions; Recalling Sentences; Formulated Sentences; Word Classes). A scaled score provides a measure of a pupil's performance on the sub-test/assessment in comparison to the population of the same age. Therefore, an increase in a child's scaled score indicates accelerated/better than expected progress, compared to their peers. Children who display an increase in their raw score on the assessment but not their scaled score, whilst having made progress, have only made progress that would be expected for a child that age. Within the evaluation, therefore, we have used scaled scores to identify children who have made accelerated progress within an area of their language development, as compared to children of the same age.

4 children were not re-assessed on any sub-test as their initial language assessment showed them to have age-expected development within each sub-test. The data below is therefore based on 20 pupils.

The table below summarises the number of sub-tests in which children made accelerated progress:

Number of sub-tests in which pupil made progress	Percentage of pupils	Cumulative Percentages
5 sub-tests	0	0%
4 sub-tests	10%	10%
3 sub-tests	15%	25%
2 subtests	30%	55%
1 sub-test	35%	90%
0 sub-tests	10%	100%

- 90% of children made accelerated progress in at least one sub-test on the re-assessment
- 55% of children made accelerated progress in at least two sub-tests on the re-assessment
- 25% of children made accelerated progress in at least three sub-tests on the re-assessment
- 10% of children made accelerated progress in 4 sub-tests on the re-assessment

Progress for Pupils accessing Breakfast Club within Mr Brown's Class

Language data showed that a high proportion of children in Mr Brown's class had a mild to moderate delay in 1 or 2 areas of their language development. In particular, pupils within this class had shown difficulties in the Word Classes sub-test, which assesses children's word knowledge and their ability to identify and explain the semantic links between words.

In order to meet the needs of this class, a language rich Breakfast time was introduced, in which games were provided by the SALT to promote children's understanding, expressive language, vocabulary and verbal reasoning/problem solving skills. To evaluate the impact of this provision, initial and final language data is presented below for Year 6 pupils in Mr Brown's class. Data is presented for 6 children; 4/6 children included in the re-assessment had only been in school for 1 year, having started in Autumn 2016.

	%age children with age-expected development		%age children with mild to moderate delay		%age children with severe delay	
	INITIAL ASSESSMENT	FINAL ASSESSMENT	INITIAL ASSESSMENT	FINAL ASSESSMENT	INITIAL ASSESSMENT	FINAL ASSESSMENT
Concepts & Following Directions	67%	100%	33%	0%	0%	0%
Recalling Sentences	83%	83%	17%	17%	0%	0%
Formulated Sentences	100%	100%	0%	0%	0%	0%
Word Classes	17%	83%	67%	17%	17%	0%
Core Language Score	33%	83%	67%	17%	0%	0%

It can be seen from the data that children within this class made excellent progress across the year:

- There was an increase in the percentage of children achieving a score within the age expected range for the Concepts and Following Directions sub-test, with all children achieving a score on this sub-test within the range expected for their age, by the end of Summer 2017.
- There was a significant increase (+66%) in the percentage of children achieving a score within the age expected range for the Word Classes sub-test. A high percentage of children had a delay on this sub-test within the initial assessment, whilst by the end of the year only 1 child continued to have only a mild delay on this sub-test.
- There was also a significant increase (+50%) in the percentage of children achieving an overall core language score within the range expected for their age, by the end of Summer 2017.

No Pens Day Wednesday

On 1st March 2017, school introduced a No Pens Day Wednesday. This is a national initiative run by the Communication Trust in partnership with ICAN the Communication Charity. The aim of the day is to shift the focus within school from written language to spoken language tasks, and in doing so raise awareness of the importance of spoken communication in underpinning learning within the classroom.

Activities included:

- Drama
- Music
- Oral story telling
- Persuasive speaking
- Social games
- Recording interviews on IPADs
- Finding patterns in nature
- Using straws to make angles
- Cooking
- Painting
- Art and design
- Puppet show/finger puppets

Recording methods including:

- IPADs
- Photographs
- 3d art and structures
- Painting

Following the day, feedback was provided by both teachers and pupils to evaluate the impact of the day.

Teacher Feedback:

All teachers provided positive feedback for the day. Comments from teacher's included:

- It was different in a fantastic way.
- We should definitely do it again.
- The children responded really well.
- I'm going to introduce more practical work generally in class following the day.
- Behaviour and engagement improved.
- It was as if the kids felt like the pressure was off and it didn't matter if they were right or wrong.
- The children got on a lot better because they were talking more and working together rather than competing.
- There was more working together in groups and pupils worked better together than normal
- The day felt more relaxed and the children commented that they had not done any work today, but we knew they had.

Some teachers also made specific reference to the benefits to particular students within their class:

"Michael excelled at the SPAG activity, which involved children identifying types of grammatical words by moving to a different corner of the room for each type of word. He knew all the grammatical rules, he was even getting them right when other children in the class were wrong, which surprised us as he has never shown us this before within normal lessons".

"Doing more practical activities definitely helped Kyle a lot. It seemed to set the learning in stone for him as it was more visual".

"It's been the only day this week that Dylan has not been held".

Pupil Feedback:

81% of pupils said they had enjoyed the No Pens Day Wednesday and would like to have another one.

Pupil's 'Best Bits' included:

- Talking
- Painting
- Finger Puppets/puppets
- Music patterns
- “We felt we had no work”
- “All of it”

Other comments from pupils included:

- I liked when we didn't have to use a pen and could just use words
- I liked it because it was fun and we got to do fun activities
- I enjoyed it because I felt as though I didn't do as much work as usual
- Great
- Fantastic
- I enjoyed it
- I wasn't there but it sounds good, I would like to try it

Although not everyone agreed:

- It was terrible because I wouldn't write!
- Bad – I couldn't draw!
- Annoying because I couldn't colour!

Shine a Light Awards

In January 2017 school submitted a video entry to the national Shine a Light Awards. The awards, sponsored by Pearson Clinical and The Communication Trust, recognise schools, teams, young people and individuals who champion innovative work and excellent practice in supporting children and young people's communication development. The film starred a number of pupils within school, who provided an overview of the work delivered within school to support pupil's speech, language and communication needs and the impact this work has had. Elm Tree was shortlisted as a finalist within the awards and received a Highly Commended Award for their work in this field.