

Pupil premium strategy statement

Elm Tree Community Primary School 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Elm Tree Community Primary School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	D Lamb
Pupil premium lead	S Brown
Governor / Trustee lead	D Hodgson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,290
Recovery premium funding allocation this academic year	£37,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£162,410

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan

Statement of intent

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.

At Elm Tree Primary, we identified that the vast majority of our children have been negatively impacted by issues resulting from Covid 19 in line with children from across the country. The impact has been witnessed in academic, social, mental health and everyday basic needs. Many of the supports and interventions we have put in place, funded partly by the Catch-up premium are aimed to both improve academic redress and also provide stability and support for social and emotional wellbeing, home school relationships and reducing anxiety for our cohort.

We have recruited several full-time staff to actively contribute to the support network we offer as a school and also close the gaps created by pupils missing large chunks of schooling. We have employed another Thrive HLTA and recruited a PE HLTA as well as offering targeted support from existing staff members to address gaps in English and Mathematics learning. The creation of a Family support staff position by utilising the skillset of an experienced practitioner has also benefited families and pupils that have struggled financially and with the changes of routine, home circumstance and in some cases bereavements.

At Elm Tree we feel that Music and the Arts play a huge role in a person's health and wellbeing and therefore using the Recovery Premium we are also able to offer some pupils the opportunity to experience music and learn to play an instrument free of charge. It is expected that the gaps in learning will be greatly reduced due to the input of these targeted support offers and that we can actively support improve both family and individual's health, wellbeing and outlook with the interventions we have initiated.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Improving attendance
2	Social Emotional & mental health difficulties
3	Previous negative experiences in academia
4	Parent/carer support & communication –
5	Speech & Language deficit and Sensory processing obstacles

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance	Percentage attendance increase for the curricular year
Raising attainment in Maths, Computing, Phonics and Reading	Improved percentage pass rate after annual phonics screening check
Deliver and Impact of Therapeutic interventions	Emotional regulation strategies embedded, reduced number of incidents, positive SEMH (Therapeutic Evaluations)
Increased access to enrichment activities with positive outcomes	Access to varied activities with positive wellbeing, increase in social & emotional resilience (Thrive assessments)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject Leader Development – All subject areas	Enrol on CPD for subject areas	Ongoing over the academic year
Thrive Practitioner	Recruitment - achieved	Embedded
OT Assistant	Internal promotion – recruitment achieved	Embedded
PE HLTA	Recruitment - achieved	Embedded

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum booster HLTA	Across all pathways – Maths / English and Reading interventions	Embedding
PE HLTA	Recruitment - achieved	Embedded

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support / outreach officer	Recruitment achieved	Developing service
Thrive Practitioner	Recruitment - achieved	Embedding
OT Assistant	Internal promotion – recruitment achieved	Embedding
Music Therapy Dog Therapy SALT specialist input Ot specialist input	Recruitment achieved	Embedded

Total budgeted cost: £ £135,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Identified objectives for Pupil Premium Focus	Outcomes achieved
To embed effective multi-disciplinary, hollistic therapeutic assessment and intervention accross 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 theraputic 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	Teachers, team leaders and Admin team effective communication. Home school

improve attendance, behaviour and positive mental health.	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 SALT – Wellcomm report classroom guidance/advice/strategies, SALT communication profile targets for class/learning. Thrive – Whole school – Thrive approach Oct 2020, January 2021, March 2021. Group Thrive activities, Thrive approach and ethos. Dyslexia – raising awareness – Feb and march 2021
Pathway specific training ASC, Attachment, Thrive, SEMH, EYFS.	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.
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.	Knowledge and information shared regarding individual need in all areas by specialist practitioners leading to a consistent, supportive approach for all pupils
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.	Recruitment of a qualified counsellor to work with pupils identified with need. Liason with senior leaders and teachers to provide support and guidance for pupils identified
Development of play based learning classes for children who cannot access more formal classrooms, allowing for more specialised curriculums	Endeavour pathway rationale developed and embedded over the course of the school year. Providing a provision for up to 40 pupils attending to their specific learning needs
Converting two areas within school into a sensory regulation space	Sensory regulation/intervention room scheduled for completion June 2021 Ongoing – plans submitted for ASC pathway sensory provision
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.
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.	Attachment provision successfully embedded from Sept 2020 – Providing an intensive support classroom for learners who struggled in our other school pathways.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

