

# Elm Tree Community Primary School Pupil Premium Strategy Statement

## School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023 – 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	David Lamb
Pupil premium lead	David Lamb
Governor lead	Mark Montgomery

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 171,680
Recovery premium funding allocation this academic year	£ 13,195
Pupil premium (and recovery premium*) funding carried	£ 0
<b>Total budget for this academic year</b>	<b>£ 184,875</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use Pupil Premium and Recovery funding to enable disadvantaged children to achieve the best possible academic success alongside their holistic development and their emotional, social, and mental wellbeing.

When identifying new strategies and allocating funds to projects it is important to consider the relative impact of previous projects or where new projects are applied, knowledge is gained from in house experience and external research to maximise the impact of the spend. Successful spending considers the needs of our children (their levels of attainment, their social background, and their category of Special Educational Need). Research states that schools need to adopt a more holistic outlook when deciding on Pupil Premium Spending.

Teaching and Learning should be accompanied by pastoral initiatives which are better at addressing the specific barriers to educational achievement which hold back pupils that are eligible for Pupil Premium. Research from the Education Endowment Foundation (EEF) underpins the allocated areas where funding is used. In line with national guidance, it is not necessary to spend an equal amount of Pupil Premium funding on each eligible pupil, or necessary to spend a pupils allocated funding on that pupil alone.

We have high expectations for our children to make accelerated progress and achieve challenging targets. Many have very low starting points and have missed a lot of school therefore the emphasis is upon removing barriers and maximising opportunities for each child to succeed academically. We place equal importance upon the emotional, social, and mental health wellbeing of the children all of whom have EHC plans.

We aim to use the Pupil Premium and Recovery funding to implement a range of 1:1 and small group therapeutic interventions to improve their Social Skills, Speech, Language and Communication skills, Occupational, Sensory Integration and meet the Attachment Needs of Trauma affected children.

We aim to improve parental engagement so that pupils and their families can build upon their strengths and succeed in their communities.

This is driven and evidenced through school self-evaluation, school improvement planning, individual annual reviews, and educational and health care plan outcomes. As well as evaluation of individual educational plans and target setting and achievement and attainment progress data and anecdotal evidence. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next stage of their life.

## Challenges

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

Challenge number	Detail of challenge
1	Children who come to us have already missed a lot of school at admission and have significant gaps in learning. They are not 'classroom ready', feel negative towards learning and need support to access any assessments. This is evidenced via observations and as detailed in the EHCP's. Data shows our children find self-regulation and managing their behaviours extremely challenging this hinders readiness to learn and engagement in learning.
2	Assessments, lesson observations and audits show that the pupil complexity is changing with pupils requiring higher levels of early intervention to support their communication and interaction skills. Due to significant diverse learning needs, pupils' abilities to communicate and express their needs are significantly greater than their peers. SEND and developmental issues related to SALT and SI.
3	Children who have severe social, emotional, and mental health needs and cannot work alongside others without intensive support. They have low self-esteem and belief in their own abilities. Insecure development hinders their progress.
4	Our most disadvantaged children are isolated in their communities and do not have opportunities for positive play, physical activity, and positive adult role models. SEND and developmental issues related to attachment and Adverse Childhood Experiences (ACES).
5	Many of the most disadvantaged children have regressed with their speech, language, and communication skills. Phonic skills for some pupils are underdeveloped. This slows reading and academic progress.
6	Large geographical area and children transported by LA transport makes it difficult to have close daily contact between school and families

## 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
That children will be able to positively access learning within a group in school and their learning needs can be assessed successfully. Overcome barriers to learning and personal development targets.	Pupil progress is positive at the end of each term/year in terms of targets set and met and EHC plan outcomes achieved (Annual Review, PLP's, Passports and Assessment Data - Progression Steps). Pupil Voice.

<p>Improved attainment and progress for disadvantaged pupils in all areas of learning and development, relative to their starting points as identified through baseline and ongoing assessments. Improve phonic and literacy skills. Improve progress of higher attaining pupils and deeper, profound learning opportunities.</p>	<p>Demonstrated by our end of year assessments, observations, and detailed pupil progress records at the end of our strategy in 2025/26. Staff provide high quality teaching evidenced through lesson observations, learning walks, and pupil progress data, measured over time from their individual starting points and as identified through assessments and achievement of EHCP termly outcomes.</p>
<p>Children will develop trusting relationships with others and a belief in their ability to succeed in school.</p>	<p>Pupil voice data evidence the positive relationships between pupils and adults and increased confidence in their own abilities. Develop positive self-esteem and self-image. Pupils to describe some hopes and aspirations appropriate to their age / stage.</p>
<p>Children will have opportunities to be physically, emotionally, and socially healthy by accessing a wide range of interventions</p>	<p>Thrive profiles show that children are making good emotional, social and mental health development whatever their starting point. Children can safely access PE, Sport and Forest sessions and report enjoyment in at least one form of physical activity. Children make good progress in therapeutic, academic, and holistic interventions.</p>
<p>Children with Speech, Language and Communication needs will make improvements and catch-up lost progress</p>	<p>Children make good progress with their Speech and Language programmes. Parents report improvements at home (Parent voice data, Family support worker, Annual Review)</p>
<p>Positive impact of regular proactive sensory diets to improve self-regulation and engagement in learning.</p>	<p>Proactive sensory diets sessions. Increase in children self-regulating and requesting sensory diets. Increased engagement in learning. Good progress against PLPs</p>
<p>School and Family partnerships and engagement will strengthen to support the holistic development of the child and families will thrive.</p>	<p>There is positive daily contact which families appreciate. Family support team know all the families and target those in most need. There are a range of methods families can use to contact school and work successfully as a team (Dojo, phone, email, visit, coffee mornings)</p>
<p>Enable the most disadvantaged and vulnerable to access opportunities they are less likely to have access to; both in and out of school in doing so develop their cultural capital.</p>	<p>Registered increase in numbers attending after school and out of school opportunities. Educational visits and Residential experiences.</p>

## 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: £106,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing multi-disciplinary assessment (SALT, OT, Sensory Integration, Dyslexia, Counselling and Thrive) for all children in school, to ensure every child's therapeutic needs can be identified and met.	<p>Pupil screening on admission</p> <p>Early identification of need and referral for assessment to specialist practitioners to identify need/strategies. OT / SALT / Thrive / Dyslexia / Cognitive levels.</p> <p>Conclusion from research evidence from Teresa A. May-Benson, Jane A. Koomar: "This synthesis of the evidence suggests that the SI approach may result in positive outcomes in the areas of sensorimotor skills and motor planning; socialization, attention, and behavioural regulation; reading and reading-related skills; and individualized goals for the study populations". Our school evidence of impact is recorded using EFL, monitoring impact of readiness for learning, behaviour and self-regulation</p>	1, 2, 5
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.	1, 2, 5
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 – Class and individual targets.	1, 2, 3, 4
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.	1, 2, 3

Raise the 'Quality of Teaching' through mentoring, CPD, recruitment & retention.	Pupil attainment and engagement in the curriculum. CPD at every level.	1, 2, 5
Development and support of ECT's	Senior leaders and senior teachers. Managers and leaders at every level – accessibility to all.	1, 2, 5

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

Budgeted cost: £53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1, 2, 3
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.  CPD opportunities for all staff specific to their job role.	1, 2, 3, 5
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. Pupil progress files – individualised and updated ½ termly. Evidence of impact of Therapy dogs We have observed that having dogs around school has helped deescalate behaviours and anxieties.	3, 4, 5

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

Budgeted cost: £32,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'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.</p> <p>Support via parent hubs and coffee mornings.</p> <p>Celebrate success via community days.</p>	<p>The EEF Toolkit suggests that "Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline so are worth considering as alternatives to direct behaviour interventions." We cannot improve attainment for children if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Sharing relevant information with parents/carers to enable collaborative work and communication channels – reducing barriers to learning, behaviour and attendance.</p> <p>Identify a locality where parents and carers can meet and discuss areas of concerns. Network with other parents that have similar issues.</p> <p>Termly community days that is accessible to all parents and carers.</p>	<p>4, 6</p>
<p>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.</p>	<p>Teachers, team leaders and Admin team effective communication. Home school liaison, Zoom video meetings, support and advice, school Dojo and School website newsfeed.</p>	<p>1, 4, 5, 6</p>
<p>Community visits and enrichment opportunities will be funded via school to ensure that no pupil is disadvantaged.</p>	<p>In school audits, and parent and pupil feedback has identified that pupils have had limited opportunities to learn outside the classroom due to Covid. Having access to enrichment opportunities extends learning and cultural capital meeting EHCP outcomes, individual targets and wider aspirations and ambitions.</p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £192,362**