

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Mary Elliot School
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	33% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (PP) 2021-2023 (Recovery)
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Matthew Ball (EH) Suzanne Davies (HoS)
Pupil premium lead	Jenny Turner (AH)
Governor / Trustee lead	Leslie Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,065
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,535

Part A: Pupil premium strategy plan

Statement of intent

Mary Elliot School is a school for pupils with special educational needs, including Severe Learning Difficulties (SLD), Autistic Spectrum Conditions (ASC) and Profound and Multiple Learning Difficulties (PMLD).

We understand that pupils attending our school will face additional challenges in reaching their full potential with their main barriers being...

- Communication difficulties (both expressive and receptive)
- Emotional and sensory regulation difficulties
- Difficulties in managing their behaviour
- Difficulties in independence and self-help skills
- Difficulties in their everyday living without access to specialist equipment, therapy programmes or additional guidance / support.

At Mary Elliot School we ensure that the teaching and learning opportunities we provide meet the needs of all of our pupils irrespective of their ability, gender or socio-economic background. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Our aim is to use the pupil premium funding in order to help us achieve positive outcomes for our disadvantaged pupils and then sustain and build on these in the future.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for FSM. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

At the centre of the pupil premium plan is a broad, balanced and differentiated curriculum which aims at individualised and meaningful learning. Strategies included in this report works to target disadvantaged pupils but also the funding is spent in a way to support whole school approaches such as high quality teaching and learning. It is our intention that outcomes for disadvantaged pupils will improve alongside their peers.

We will provide disadvantaged pupils with support to develop communication, independence, social skills and high quality learning. Through the use of pupil premium we aim to...

- Provide enriching opportunities to engage in activities and facilities which promote self-esteem and confidence
- Continue to provide a curriculum which is rich and engaging
- Have access to a wide range of support to enable them to communicate needs
- Support pupils to develop skills which will help support their behaviour and self-regulation
- High levels of teaching and learning through CPD for staff
- Additional support to families to help engage with school and for this to have a direct and positive impact on attendance

- Access targeted interventions to help support their learning, development and progress.

At Mary Elliot School we recognise there is a variance in outcomes of disadvantages pupils across school compared with that of their peers, particularly in the areas of...

- Additional Needs (EHCP)
- Communication
- Academic attainment and progress
- Progression into higher education and employability
- Social opportunities including behaviours
- Attendance

We do encourage parents to complete a form if they think they may be eligible for FSM, even if they do not need to claim a FSM. Please see: https://go.walsall.gov.uk/free_school_meals for more information.

Challenges

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

Challenge number	Detail of challenge
1	Additional needs: All pupils have an Education, Health and Care plan. Some pupils have significant medical issues, some of which are life limiting.
2	Communication: Pupils who have severe and complex or profound needs, including difficulty with speech and communication, find access to meaningful curriculum more challenging.
3	Inappropriate social behaviours: Behaviour issues for a small group of pupils is having a detrimental impact on their academic progress.
4	Access to community resources: Access to accessible transport and suitable off site provision which enables access to the community and enriches learning opportunities for all pupils.
5	Engagement and Concentration spans: The additional needs of many of our pupils can impact on the time they are able to focus and concentrate on tasks.

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
For pupils to have opportunities to access a range of activities and facilities.	This will enrich the curriculum and support with the promotion of self-esteem and self-confidence. Achieved through observations, learning walks and discussions.
To continue to ensure pupils have access to a curriculum which is engaging.	This will allow pupils to make meaningful progress which is appropriate to them. This can be monitored through progress, achievement of EHC plan targets and termly outcomes (IEP's).
For pupils to have access to high quality communication through Speech and Language Therapy (SaLT). Pupils to have access to ACC, high quality teaching and learning by appropriately trained and experienced staff.	This will support pupils in making at least good progress with their communication needs and give them a voice. Assessment of pupil's receptive and expressive communication, spoken language and engagement of experience to also include achievement of EHC plan targets and termly outcomes (IEP's).
For pupils to be supported to develop skills and work towards managing their own behaviours.	This will help pupils to self-regulate in a variety of environments. This will mean more engagement in lessons and have a direct impact on their learning and progress. This will link with achievement of EHC plan targets and termly outcomes (IEP's). This can be monitored through observations, learning walks and discussions.
To ensure high levels of teaching and learning through on-going CPD opportunities for all staff.	All staff to engage with training and CPD development opportunities which will directly impact our pupils teaching and learning. Through observations, learning walks and discussions.
For improved attendance rates for all pupils, particularly those in receipt of pupil premium. To support pupils and families for whom have persistent high levels of absence.	This will help support families of those with lower attendance rates to become more engaged with school. This will have a positive impact on attendance, which will in turn have an impact on progress and attainment.
For pupils to access targeted intervention programmes that will identify and address areas of additional need and to support them to make progress.	Where appropriate, these interventions will support pupils with the closure of any gap in progress. Through our assessment tools, achievement of EHC plan and termly outcomes (IEP's) where appropriate.

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: £3,079.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Development: Reading</p> <p>RML CPD - £980</p> <p>Federation Literacy Co-Ordinator - £1849.50</p>	<p>Reading drives all learning, therefore having a comprehensive phonics and reading scheme is at the heart of our school. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). We have chosen Ruth Miskin because this approach was not only about developing the right system for pupils to learn how to read and establish a love of reading, it was because pupils learn more easily when they enjoy it! Evidence suggests that reading for pleasure leads to increased attainment. Clark and De-Zoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. Furthermore, reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p> <p>Last year we established RML within our school and these next few years will be about embedding it. At the very start of this is CPD with training and developing our staff at the heart of this. This training is imperative in order for our staff to deliver high quality teaching of phonics and reading to our pupils. As a federation we have a literacy co-ordinator to strengthen our literacy offer to our pupils and make this consistent throughout their learning from early years through to our post 16 provision. Research shows that work on phonological skills for reading should be embedded within a broad approach. The implication of this being phonics teaching should normally be accompanied by graphic representation and reading for meaning so that irregular as well as regular patterns can be grasped. Children with</p>	<p>1, 2, 5</p>

	severe difficulties in phonological skills, or using English as an additional language, may need more 'stand-alone' phonics teaching to support their speaking and listening.	
Curriculum Development: Maths – Numacon/ Oxford Owl - £250	Numicon is a flexible, multi-sensory whole-school approach to teaching maths across all ability levels, using teaching handbooks, pupil materials and physical apparatus including the Numicon Shapes. Numicon develops mathematical conversation, reasoning and problem solving skills and creates confident mathematicians. It is created by teachers and experts in the field based on a proven Concrete Pictorial Abstract approach. A research study was commissioned to find out in more detail how teachers were using Numicon and how they perceived its impact on children's mathematical learning. The study found that of the 245 UK primary teachers who took part 97% of respondents agree or strongly agree that it helps pupils improve their use of mathematical language and vocabulary. 99% perceive that it helps children think and communicate mathematically. 98% report gains in developing fluency, reasoning and problem solving skills. 69% of respondents perceive the Numicon apparatus to be very effective at helping pupils develop their mathematical communication and use of mathematical language.	1, 2, 5

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

Budgeted cost: £290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication Boards - £290</p>	<p>AAC (Augmentative and Alternative Communication), refers to any form of communication other than speech. Examples of these include pictures, symbols, writing, hand gestures etc. These could be aided e.g. communication boards or unaided such as signing or signing.</p> <p>Beukelman, DR and Mirenda, P. (2013) note the importance of the use of AAC in helping develop and support communication for those with conditions such as autism, learning difficulties, cerebral palsy, head/brain injury and profound and multiple learning disabilities.</p> <p>AAC systems are used to establish functional communication when natural speech methods are insufficient to achieve daily communication goals and meet communication needs (<u>Beukelman and Mirenda, 2013</u>).</p> <p>Our aim through these communication boards is to extend our pupils learning and communication through these AAC boards. These can be used to help transfer communication skills to outdoor lessons and to be used during unstructured times such as break and dinner.</p> <p>The impact of these AAC boards will be pupils engaging in communication, giving them a voice throughout the day and enabling them to make choices and form relationships.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £50,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour Support</p> <p>Positive Behaviour Co-ordinator (TLR) - £4,479</p> <p>Partial Funding for Behaviour Management Support TA3 - £11,000</p>	<p>In the DfE document ‘Creating a Culture: How school leaders can optimise behaviour’ (2017), it is stated that the way pupils behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is clear. Pupils achieve more, both academically and socially. This leads to reclaimed time to focus on better and more affective learning. Staff satisfaction improves, retention is higher and recruitment is less problematic.</p> <p>In order to address this key area we have to design the school culture we want to see. This includes designing a detailed vision of what the culture should look like in school, high expectations and positive practice. Any behaviour that should be performed identically, most or all of the time, should be made into a routine. For this reason a consistent lead and behaviour support through pupil premium will enable consistency and modelling of good practice and expectations. This will then be embedded and maintained. This includes staff training, effective use of consequences, data monitoring, staff and pupil surveys and maintaining standards.</p>	<p>1, 2, 3, 4, 5</p>
<p>Occupational Therapy</p> <p>Additional Support - £13,000</p>	<p>Occupational therapy is founded on both scientific and professional knowledge – the latter acquired through practice, and is based on biomedical, social and humanistic</p>	<p>1, 2, 3, 5</p>

	<p>theory alongside clinical reasoning within a therapeutic practice.</p> <p>In 2016, the World Federation of Occupational Therapy published a document entitled “Position Statement on Occupational Therapy Services in School-Based Practice for Children and Youth,” stating the organization’s position on the contribution of occupational therapy in promoting inclusive education for school-based practices for children and also asserting that inclusive education is a paramount and non-negotiable right.</p>	
<p>Sensory</p> <p>Sensory Diet Support and Resources - £6,000</p> <p>Sensory Integration - £9,000</p>	<p>Sensory Diets were first created by occupational therapists Wilbarger and Wilbarger (1991). It is an individualized plan of physical activities and accommodations to help a person meet their sensory needs. This plan provides the sensory input needed to stay focused and organized throughout the day. The main purpose and goal of a sensory diet is to prevent sensory and emotional overload by meeting the nervous systems sensory needs. It can also be used as a recovering technique or as part of sensory integration. In order for sensory diets and sensory integration to be effective each pupil must first have their own sensory profile. This works side by side with purposeful integration spaces that will help promote calmness and help pupils self-regulate in moments of anxiety. Sensory diet and integration can support the attention, engagement and interaction of pupils as part of a daily routine.</p>	<p>1, 2, 3, 4, 5</p>

<p>Hydrotherapy</p> <p>Pool Resources - £7,500</p>	<p>Research has shown that hydrotherapy can help pupils in a number of different ways e.g. the warmth of the water allows muscles to relax and eases any pain or discomfort in joints; which will in turn help movement and exercise. The water supports the pupils' weight which enables them to relieve pain and increase the range of movement of the joints.</p> <p>Hydrotherapy is proven to improve circulation, lower blood pressure, reduces stress and anxiety, induces mental relaxation, creates a feeling of well-being, promotes better sleep, reduce muscle tension and helps with chronic pain or discomfort.</p>	<p>1, 2, 3, 5</p>

Total budgeted cost: £54,348.50

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.

Our internal assessments during the 2020-21 indicated that disadvantaged pupil's academic and wider development outcomes were in general below what was anticipated. Along with the impact of COVID-19 we also changed our assessment tool in January 2021 from SOLAR WS Steps to B squared.

The impact and disruption to our pupil's education due to COVID-19 has had a negative and direct impact in all areas of their learning especially their progress. Our resolution throughout this time was to develop a remote learning package which we could adapt, measure and show impact. It was challenging to provide differentiated learning remotely but each teacher set about making the learning as individual as possible by sending out physical work packs, remote learning through our 'Class DOJO' system and completing 'how to' videos to support parents in the teaching of, for example, phonics.

Each week teachers put together an individualised timetable and activities to suit their pupils, this was teamed with a parent survey and weekly evaluations of engagement from each pupil so this could be measured and most importantly challenged. It was paramount that we could show how many different ways we had tried to engage pupils with their learning. Each senior leader held a meeting each week with department leads to discuss engagement and progress for each pupil.

Our assessments and observations suggested that for many pupils, being out of school and the uncertainty around this created different focuses for our pupils and family such as behaviour support, wellbeing, mental and physical health amongst others and all these in varying degrees as each family dynamic was different. We used some pupil premium money to help support targeted interventions and home learning.

The greatest impact of these were on our disadvantaged pupils which has been evidence across the country. They were not able to benefit from our pupil premium strategy as much as we'd have liked and therefore the impact of the pupil premium funded improvements to teaching and targeted interventions were not fully realised to the degree in which we had intended.

Support Mental Health: WAS Award

The WAS award is at its early implementation stages at Mary Elliot School. The audit is ongoing and staff have completed their questionnaires and these have also been

sent out to parents and carers. Our communication lead within school created a pupil friendly based questionnaire taking into account how our pupils communicate. Pupils completed this stage by the end of the summer term 2021. When all the questionnaires were completed these were collated and formed the basis of the award to determine our starting point and how we can move forward to the next stage.

The impact so far of this award is that Mental Health Awareness is very much at the forefront of school life moving forward. We are all very aware of the importance of mental health within school and have several staff members alongside doing the award who have also completed mental first aid training. These staff are on hand to support staff, pupils and parents moving forward.

We have also raised the profile of mental health awareness through 'Mental Health Awareness Week' in school. Parents were sent strategies and resources on how to support positive mental health, for their children and themselves.

Communication: Resources and Communication TLR

The impact of this has been huge throughout school for staff, parents and ultimately our pupils. By giving them a voice and the means to communicate and interact with their environment and others around them has been invaluable.

All pupils within school are now having their communication needs met and monitored on a consistent basis; with the use of additional resources that we have been able to purchase to support our pupils. We now have a TLR communication lead who is liaising with outside agencies and then back to staff; which has meant a more consistent and collaborative approach across the school and federation.

Constant updating of the SEF has meant that the RAG rating has gone from RI to good. There are a number of reasons for this but mainly the training, development and opportunity available for all pupils and staff has meant consistency which has had a huge positive impact on our pupils and their communication. Staff having ongoing CPD opportunities and development which has also had a huge impact on implementing effective communication for all pupils across the school; meaning our pupils are at the heart of all we do.

Phonics and Reading Scheme Development

The impact of phonics for our pupils is ultimately better life chances and opportunities. Reading drives all learning so it was important for us as a school to give our pupils the best opportunity to develop early phonics which would give them the tools in which to blend and develop those early reading skills and ultimately the love of reading which is so very important to our pupils. This was done alongside our reading scheme.

This is in its early stages at school along with the development of our new curriculum; which puts reading at the top of the agenda. Pupils having the opportunity to read and develop these skills allows for so many more areas of development that are so important for our pupils. Reading will help them develop functional skills which will help support their independence, employment and general wellbeing. Phonics is also structured to give pupils a sense of enjoyment and is a lesson that all pupils can become involved with and help support a love of reading.

Phonics instruction helps pupils to map sounds when reading and also when trying to spell words. The impact on our phonics and online resources enable our pupils to decode words which has helped them improve word recognition; therefore the more words they recognise and are confident with reading enables them to read with more fluency and accuracy.

Numicon Online and Maths Resources

Having the Oxford owl online resources available to staff members have enabled them to support pupils and parents with access to a wide range of maths planning suggestions, resources and a bank of songs, stories and videos.

Oxford Owl also provides CPD opportunities through videos and tutorials which help develop understanding, knowledge and how best to support pupils; providing exciting and imaginative maths lessons. The resource has IWB software which allows pupils to see all modelling of concepts done on the class IWB. Teachers have then been able to use this with pupils in small groups or individually to engage them and build on their knowledge and understanding.

Pupils are able to interact with resources in front of them and online making them real for them. By having a physical item which they can interact with online enhances the multi-sensory approached to learning and feedback shows this is already having an impact on teaching, learning and ultimately pupil engagement and progress.

Individual Resources to Support EHCP / IEP Targets

Individual learning resources were purchased for each learner to enhance their learning both in school and at home for our remote learners during this time.

Resources were very individualized and were purchased with their EHCP and IEP targets in mind. It was very important for pupils to be given resources which would enhance and support their learning with their EHCP and IEP targets specifically in mind. Resources that were purchased include sloping desks, sensory toys, communication resources, adapted equipment, sensory items which supported sensory diet etc. All these were purchased in order to reduce barriers to learning which has never been more important than during this unprecedented time.

Impact is shown through increased engagement in remote learning, through EHCP/ annual review, behaviour reports and IEP reviews.

Behaviour TLR

The impact of having a TLR post holder for behaviour has resulted in behaviour plans for all pupils which are reviewed and adapted as a working document. These has enabled staff to feel supported and implement positive communication and strategies in order to support all pupils with the main focus being the de-escalation of behaviour. Having a point of contact available and for staff to seek advice from through plans, 'drop in sessions' and CPD training has enabled a consistent approach for all.

When initially writing this report we had two trainers in school but this has now increased to 5. This means staff have a breadth and wealth of knowledge and experience to draw upon which ultimately means pupils can be supported and re-engaged

with their learning quicker. The impact of this has been evident and which we will continue to build on as the process of behaviour plans and reporting behaviour incidents. This helps further develop and embed good practice in our everyday routines.

Sensory Room

Due to COVID restrictions our planned sensory room was delayed but has now been completed (December 2021). Therefore the impact of this will be seen in the coming year. This will be an invaluable resources for all our pupils. The sensory room was designed with learning in mind. It is a calm, multi-sensory environment which will help pupils develop their senses, encourage them to problem solve and build nerve connections in the brain, thus helping them absorb and retain information.

Sensory Interaction and Skill Development

Due to COVID restrictions our planned sensory wall was built in school over the summer holidays 2021. The impact of this will be measured in the coming year. This will help pupils explore and investigate the environment around them.

The sensory wall will help pupils to refine their threshold for different sensory information, helping the brain to create stronger connections to sensory information.

The use of a sensory wall will assist pupils with touching, smelling and playing with textures in the environment. These textures help build positive pathways in the brain.

Furthermore the learning wall will encourage nerve connections in the brain, encourage the development of motor skills, support language development and encourage scientific thinking and problem solving. It will also encourage mindful activities.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We currently have no service pupils in school.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional Activities

Our Pupil Premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery. These include...

- CPD careers, relevant and meaningful support for pupils and parents linked to our careers strategy which means an increased awareness of different pathways for our pupils.
- Careers support for pupils from qualified specialist careers advisor within the special needs area. This will support and feed into EHCP and PFA's to help further embed a meaningful careers strategy for all pupils.
- Assistant Head for Transition to create links with local offers and wider providers to help support and guide pupils and parents in making pathway options which can be planned through EHCP and annual reviews. This will also link to transition events; such as the one that took place in October 2021 and will now be an annual event. We will also be arranging and encouraging taster visits to post 16 and post 19 providers where applicable (individual to pupils pathways).

Planning, Implementation and Evaluation

In planning our new pupil premium strategy, we evaluated previous years so we could see where impact was made and to what degree. Where impact was not as expected we could look further as to why and how this can be adapted in the future.

The pandemic has given us the opportunity to look deeper into the lives of our pupils and look at the socio-economic impact of these learners coupled with their SEN status. Through the pandemic, family safe and well calls and remote learning we gained a greater insight to what learning looks like for each pupil. By doing this we could then evaluate how they access their education away from the school setting. We found barriers to learning such as technology, communication along with the constraints of family work patterns and additional siblings at varying stages of learning within the home. These insights have helped us forge a stronger relationship with our parents and carers and through surveys and feedback we can gauge parental voice and adapt our strategies accordingly.

In addition to Pupil Premium funding activities we have outlined, we have put in place stronger expectations around the areas of effective practice. We are developing our new curriculum, developing each subject area and subjects leads, have new planning formats, evaluation and moderation in place. We have high expectations of teaching and learning and have completed learning walks and lesson observations giving feedback to all teachers both verbally and in written format.

In the coming academic year our next focus will be to further imbed good practice and high expectations.

We will be supporting teachers to develop their own practices and train in their specialist subject area forging strong links across federation with their subject counterpart(s).

This will allow the sharing of good practice and embed further out federation vision and core values. This will then be fed back to our support staff in a timely manner and as part of their own training and CPD.