Pupil premium strategy statement – Elm Tree Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, 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) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Sep 24 84 Dec 24 88 Dec 25 114
Proportion (%) of pupil premium eligible pupils	Dec 25 46.02%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sep 25-28
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Academy Council December 2025
Pupil premium lead	B Barnsley

Governor / Trustee lead	G Birch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Predicted: £54,540
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£54,540

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our intent for our disadvantaged pupils is to maximise progress, build positive relationships between all stakeholders and flip the wider disadvantage where possible so that all children can be the best they can be.

Elm Tree's current pupil premium plan works across a 3-year period providing an overarching strategy, or key principles, focusing on building upon the progression of communication and interaction, emotional regulation and learning while supporting their personal development.

We believe providing a tiered approach leads to the best outcomes for all pupils. Initiatives to raise attainment includes a range of actions as outlined in the strategy to provide high level, quality first teaching and learning, specialist professional advice and support and quality resources.

Communication and interaction and emotional and sensory regulation feature highly. Robust tracking of pupil progress, observation of teaching and learning and parent and pupil voice will closely monitor the impact of this part of the strategy.

A focus on Achievement, Wellbeing, Communication and interaction and Independence and life skills will provide the equity that our disadvantaged pupils need to leave Elm Tree with autonomy and able to advocate for their needs, ready for their next stage of education.

Underpinning this approach, is the drive to build, maintain and develop positive relationships with our children and their families. This ranges from professional interventions of support and services, to quality, ongoing CPD for staff. Strong relationships with academy council will provide accountability. Regular review and evaluation as we monitor progress throughout the year enables us to adapt practice where needed.

We believe that all children are unique and know that sometimes a different approach may be required.

Challenges

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

Challenge number	Detail of challenge
1	Communication and interaction- All children have significant differences in communication and interaction which require specialist knowledge and approaches to support. This may vary from children with fantastic vocabulary but differences in their use of language, interaction strategies and level of anxiety related to interaction, to children who have not yet developed any spoken words.
2	Sensory processing differences- all children will present with some level of sensory processing difference. Some will have significant differences which mean typical environments are extremely challenging. This can impact on the ability to regulate their arousal levels, energy levels and emotions.
3	Cognition and learning difficulties: All children have some degree of learning need and require individualised teaching programmes with adapted and highly differentiated resources and learning outcomes. Students are working well below expected standards in their reading, writing and maths skills, the curriculum needs to be appropriate to meet the very wide range of learning needs across the school. Students need to be provided with learning opportunities that motivate them and give them high aspirations for their futures.
4	Socio-economic factors. The Indices of Multiple Deprivation (IMD) 2019 shows Sandwell's average deprivation score as ranked 12th most deprived local authority in England. We have an unknown number of families with no recourse to public funding which we believe limits our pupil premium numbers.
5	Gaps in knowledge and experiences. Sandwell came 12th in the 2017/18 top 20 local authorities with highest level of child poverty across the UK after housing costs (43.2% of children). Having little disposable income after housing costs means our disadvantaged children may not have the access to wider experiences in the community or beyond from their early years that help develop neural pathways. This in turn prevents them building on schema and making wider links. Some of our children have also had extremely limited experience of settings outside of the home with some of the children either never having attended a setting, or being limited to extremely short visits. Some have also had very little experience within the community as parents struggle to find accessible experiences and/or struggle to manage the child's needs whilst in the community.
6	Attendance and punctuality. Children attending Elm Tree come from all across Sandwell. Some travel by LA transport and some are transported by parents.

	Some of the children struggle with transition to school which can impact on attendance and punctuality.

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
Children progress well in their interaction and communication skills.	Staff have the appropriate level of expertise to support communication and interaction development All children are making progress towards short and long-term communication and interaction outcomes Parents are supported to implement communication and interaction strategies and approaches at home
Sensory needs are met well ensuring self-regulation and/or mutual regulation are possible	Staff have the appropriate level of expertise to support sensory processing needs. Fewer instances of dysregulation occur. Engagement is developing for all children The environment is carefully thought out and managed to meet need Parents are supported to understand sensory processing needs and implement strategies at home Students will access activities that will have a clear focus on self-regulation, improved emotional well-being and confidence.
Poverty proofing is high priority and families receive the support they need.	Disadvantaged children receive equitable provision- essential items are provided School does not unnecessarily request fanatical contributions. Trips and experiences are subsidised
An increase in enrichment activities that develop engagement, social interaction and personal development	Children will have access to enrichment experiences both within school and the community. This will broaden their life experiences. Children will be happier; more stimulated and fulfilled; evidenced by improved attendance levels, reduced incidences of dysregulation, pupil and parent feedback and increased access to the community.
Children want to be in school and families feel attendance is important for their child's development	Attendance is in line with or better than national special school attendance figures Persistent absence figures are low

	Parent feedback shows confidence in school and reduced anxiety PP attendance is in line with non PP attendance

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: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory integration CPD	Sensory processing needs impact on regulation and engagement and therefore access to the environment and learning opportunities	2,3,6
Communication and interaction CPD	Communication and interaction plays a vital role in wellbeing, social and emotional development and learning opportunities	1,3,4,5
SCERTS CPD	Integrating communication and interaction and sensory and emotional regulation to enable children to access the environment, social opportunities, improve engagement and access to learning opportunities	1,2,3
Rebound therapy training	Supporting sensory processing, communication and interaction, core strength and physical development, engagement and wellbeing	1,2,4,5

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Sensory Integration Occupational Therapist	Supporting the development of environment, sensory profiles and activities, the SCERTS curriculum	2,4,5
Additional Speech and Language therapist	Supporting the development of environment, communication profiles and approaches, the SCERTS curriculum	1,3,4

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

Budgeted cost: £ 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Big top musical adventures- music therapy	Development of engagement, development of communication . Over the course of the year 2 groups will receive music therapy through Big top Developing creative and expressive abilities, engagement, coordination. Self-esteem and confidence, supporting specialist interests	1,2,3
Open theatre	Development of communication, expressive skills, wellbeing, engagement, self-esteem and confidence Over the course of the year 5 classes will receive drama through open theatre	1,2,4,5
Enrichment activities subsidised trips	Enabling internal and external enrichment opportunities for all pupils	3,44
Fantastic Journeys	Development of engagement, development of communication . Over the course of the year 8 classes will receive music therapy through fantastic journeys plus additional Pupil premium groups	1,2,3

	Developing creative and expressive abilities, engagement, coordination. Self-esteem and confidence, supporting specialist interests	
Providing jumper and bookbag for all new starters	Inclusion, belonging, less pressure on parents to provide uniform	3,5

Total budgeted cost: £ 55300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils made good progress across the year. Attendance was above national and local special school data. Parental feedback was positive in terms of provision and progress. Pupils accessed community trips and facilities otherwise unable to access. Speech and language support enabled parents to access training and advice in addition to improving progress and provision within school. It also upskilled colleagues and impacted provision for pupils in class Additional sensory integration support enabled regulation and therefore access to learning opportunities including fulltime attendance. Parents were provided with training and support and colleagues were given training and advice that developed their understanding and practice. Big top musical adventures and Open theatre provided access to creative arts, impacted on engagement, communication skills and wellbeing of pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)