

Teaching Schools Leicestershire

**East Midlands Challenge Project
Tackling disadvantage and closing the achievement gap**

Case Study – How does the use of Pupil Premium funding on Emotional Literacy support children to make progress.

Summary

The upskilling of our HLTA has enabled her to plan, run and evaluate ELSA sessions with children receiving Pupil Premium, and those who don't, in terms of providing these children with focused time to explore their emotional literacy.

Name of school

Husbands Bosworth C of E Primary School

Brief description of what the case study is about

This project evaluated the impact that ELSA sessions had on children receiving pupil Premium as a result of our HLTA receiving the ELSA training.

Why did this work take place?

Rationale for the work undertaken (analysis of need/identified priority)

In our small school setting the number of pupil premium children that attend is relatively small. For those children we have, their needs are quite broad and because of the small numbers, our offer to these children needs to be bespoke and individualized. In an interview with Sir John Dunford (Rowland, 2015) he reinforces the fact that children and schools are different and need to consider the specific barriers these children are facing.

One commonality between the children we have currently is a need to develop their emotional intelligence/literacy. Some of the PP children are also SEN and we have several children who have been adopted – we have seen from the data that these children are falling behind their peers in Reading, Writing and Maths. As well as wanting to address these gaps in learning we knew it was also important to develop their Emotional Literacy; to build in some really specific work on areas like perseverance, resilience and understanding feelings. Rowland (2015) shares the EEF Early Years Toolkit which highlights, among other aspects, Communication and Language approaches and Social and Emotional Learning strategies as having between 4 and 5 months impact on a child. This gave us some credence as to why it was valid to peruse this area of need and to help these children (who may have missed out on these experiences during EYFS) and give them the opportunity to access specific experiences now.

Rowland, M. (2015) – An updated Practical Guide to The Pupil Premium.

Description of the work undertaken

The ELSA sessions are designed over 8 week blocks of 30-40 minutes per week. They are led by our HLTA who has dedicated planning time during the week to ensure that the sessions are bespoke and focus on the needs of the children. Identified children access the blocks of ELSA time and if required a new block is planned for although these blocks may not continuous.

A discussion with the parents is held before the sessions start and will make sure that parents are clear what the sessions are for, how they look and how we will evaluate their impact.

With this intervention we wanted to ensure we were evaluating its impact and value for money. One of the most important aspects was to use evaluative tools such as the Boxall Profile and observations to see the progress the children were making on general and specific areas.

The ELSA sessions have been focuses have been:

Attention span

Triggers for anger

Understanding what makes people angry
Felling part of a group
To establishing belonging

Impact of this work

In the short period of time it is difficult to say exactly what the impact academically has been on the children who have been part of the ELSA sessions.

Some of the observes that have been carried out have seen the children:

- Make suggestions on things that will help them to calm down and be included in a 'calming down box'
- Discuss why they get angry and how there reactions may make the situation worse
- Talk about how they could walk away from situations and find an adult to talk the situation through with.
- Being more confident in choosing 'friends' to play with
- An increased confidence after a group of friends session
- Making strong and new friendships for the first time

See Appendix 1 and 2 for more details.

Key learning points

- For the ELSA role to work well dedicated time needs to be set aside for the planning, delivery and evaluation of the sessions
- Parents need to be very clear about what the sessions are for – it is a new concept and some parents were quite worried initially 'What is wrong with my child?'
- Having the same person delivering the sessions also allows a relationship to form with the child – giving them another person they can go to.
- The children really enjoy the sessions
- Planning in evaluation is important so that the focus remains specific

Next Steps

- To review the impact ELSA session has on the children over a longer period of time
- To evaluate the impact these sessions have on the children academically to 'diminish the difference'.
- Use our growing experiences to identify children who may benefit from these sessions.
- Use the ELSA ideas across the school to help all stakeholders understand what it is about and how it can help.
- Provide some workshops for parents of all children to help their child with some of the areas ELSA covers.

Recommendations to other schools

- Before you send any member of staff on the training for ELSA be very clear about whether you have the capacity to run the sessions – there is more to it than just a 30 minute session once a week.
- Pick a member of staff who is passionate about this area
- The Affinity training has been very comprehensive and the continuing network meetings have been very helpful. Our ELSA continues to be inspired.
- Approach the initial parents with care – the message has to be carefully delivered otherwise parents will not give permission for the child to take part.

Appendix 1

XXXXXXX

- Made a new close friendship (XXXXXXX)
- When completing activities whereby needing a partner he is happy to approach other children, these tend to be girls that are academically able.
- He is willing to take part in PE sessions without becoming upset

- Beginning to put his hand up to answer questions during carpet sessions. When completing activities whereby needing a partner he is happy to approach other children and other children are mostly happy to work with him.
- He is very caring about his classmates and will readily check that they are okay if they are upset/hurt.
- He is willing to take part in PE sessions without becoming upset and gets changed with ease.
- Beginning to put his hand up more to answer questions during carpet sessions, sometimes his answers/ thoughts can be random (not linking to the discussion content).
- He is starting to work more independently but relies heavily on adult support or will become upset if he perceives the task to be too difficult however he has started to develop a more positive mindset to failure which has been evident in spelling tests where he is now happier if he achieves only a few words spelt correctly.

BOXALL ASSESSMENT

- ❖ At baseline, XXXXX had only been attending the school for a matter of weeks, his priority areas came out as:-
 1. To show insightful involvement (developmental strand)
 2. He was scoring as disengaged. (diagnostic strand)
- ❖ After some ELSA sessions and prioritised support when in the classroom he is now far more engaged and will willingly participate, Although the Boxall assessment shows a static score in the developmental strand, it has been noted by all teaching staff that his attitude to learning has improved greatly and will happily offer his thoughts and explain his thinking without becoming upset.
- ❖ In the diagnostic strand, his focus area has changed from 'disengaged' to 'self-negating' , showing that now he is now engaged and is now developing an 'I can' mentality.
- ❖ In this strand 8 out of the 10 sub-areas have improved (80%) and the remaining 2 staying static.

Appendix 2

XXXXXXXXXX

- Struggling to transfer discussions from ELSA sessions to different situations e.g. playground, classroom etc. Alterations have been made to Autumn term 2017 to give added support in the classrooms. He is able to discuss rules and he understands the expected behaviour but he struggles to apply this personally during testing times for him. Alterations have been made to Autumn term 2017 to give added support in the classrooms and to become part of a social communication group.
- He has loved all of the topics that we have covered. Confident to share ideas with the class and knowledgeable about many things. He often struggles to put his hand up to share these thoughts.
- Very caring and gentle towards the younger children (class 1) and can be seen using appropriate level of force with them.
- Limited progress noted in core areas of learning.
- He shows some extremities- overt amounts of love and affection (hugging adults and children, saying 'I love you') or disregard and disrespect to adults and children (ignoring, shouting in faces, saying mean things).
- He is able to discuss rules and he understands the expected behaviour but he struggles to apply this personally during testing times for him. Alterations have been made to Autumn term 2017 to give added support in the classrooms and to become part of a social communication group.

BOXALL ASSESSMENT

- ❖ At baseline had the priority areas as:-
 3. Accommodates to others. (developmental strand)
 4. Shows inconsequential behaviour. (diagnostic strand)
- ❖ After some ELSA sessions and prioritised support when in the classroom he is beginning to show improvement. His developmental strand he has made progress in 7 out of the 10 sub-areas (70% improvement), with the largest improvement being in his priority area. The remaining 3 sub-areas have given static scores.
- ❖ In the diagnostic strand, he has made progress in 9 out of the 10 sub-areas (90% improvement) . The remaining sub-area being a static score.