



Pupil premium strategy statement (primary)

1. Summary information					
School	Palatine Primary School				
Academic Year	2018-2019	Total PP budget	£76,870	Date of most recent PP Review	
Total number of pupils	138	Number of pupils eligible for PP	57 (41%)	Date for next internal review of this strategy	20/9/2018

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
% making progress in reading	91% Outstanding 3% Good (94%)	88% Outstanding 6% Good (94%)
% making progress in writing	86% Outstanding 11% Good (97%)	87% Outstanding 4% Good (91%)
% making progress in number	92% Outstanding 5% Good (97%)	94% Outstanding 2% Good (96%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Behaviour/ social emotional needs – Identified pupils with complex needs (social and emotional/ trauma/ ASC) whose behaviour needs are impacting on progress/ place them as at risk of impacting on their progress.
B.	Communication- supporting children who have identified communication needs, either as a results of physical or emotional needs.
C.	Reading/ number/ Identified PP pupils (complex SEN needs - ASC, dyslexia, Downs Syndrome, social and emotional) who make less than expected progress in reading/ number (identified through data/ Pupil Progress meetings)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	



D.	Attendance continues to be a barrier to children's learning and was this year below the school's average at 90.63% compared to non-PP at 91.37%				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Children are well supported in class to make good or better progress.			Children will continue to make good or better overall progress as judged in Pupil Progress meetings July 2019	
B.	Children are emotionally resilient and we offer safe space for children to discuss needs.			Children will make progress when using the Boxall profile to assess emotional resilience. Children will build strong relationships with staff and feel ready to learn with increased focus and engagement.	
C.	Children are fully integrated into school life overcoming any social barriers			Children will be able to access opportunities to access the school day as any other child, such as having access to a good breakfast or being able to take part in extracurricular activities. This will support children in being able to remain focused on learning and engaged with school.	
5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
Children are well supported in class to make good or better progress.					



<p>All staff are well trained and support in being responsible for the progress of individuals in their class.</p>	<p>Introduction of new assessment system to put learning tool boxes at the heart of the curriculum.</p>	<p>Evidence from the EEF toolkit suggests quality first teaching strategies, such as more specific feedback and engaging children in the learning process, are the most effective ways to support children to increase their academic progress. A high percentage (95%) of our children in receipt of PP are making good or better overall progress. However, the gap is bigger between those in receipt of PP and those not for children making overall outstanding progress so it is important that our teachers are clear on the best strategies possible to support this group of pupils to strive for overall outstanding progress. This is based on the research undertaken in the Ofsted 2013 report on Pupil Premium spending which stated good schools 'never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels' Schools that have effective pupil premium strategies focus relentlessly on the quality of teaching and learning in each part of the school. Highly effective teaching disproportionately benefits disadvantaged children. So, if you teach well and pupils learn well, the gap should narrow.</p>	<p>Senior staff to run staff meetings and regular pupil progress meetings to ensure staff are aware of all groups in their class and who each individual pupils are progressing. Individualised curriculums will ensure needs are met at the core of all our teaching. Health check days will examine the quality of teaching and appraisals will ensure all teachers are aware of their strengths and areas for development.</p>	<p>AC, CH</p>	<p>Progress data shows that children in receipt of pp funding have achieved more points progress on average within reading, writing and maths. Overall 96.2% of children in receipt of PP have achieved overall good or better which is more than the previous year. The toolboxes have been an imperative part of our curriculum development this year and the data shows there overall improvement in children's outcomes this year indicating good teaching and learning.</p>
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<p>Specific staff are 'pupil premium champions' within class, allowing for extra support daily.</p>	<p>Pupil premium TA in each class.</p>	<p>As part of our endeavour to support children in a more holistic approach we are championing our children in receipt of PP by ensuring focus is maintained within class. This will allow children to catch up on work, continue daily interventions where needed and be at the forefront of individualised planning. This comes in line with Ofsted 2013 report on Pupil Premium spending which states good schools 'understood the importance of ensuring that all day-to-day teaching meets the needs of each learner'</p>	<p>Inclusion coordinator will oversee the implementation of this strategy and have regular updates with teachers and PPTAs.</p>	<p>CH</p>	<p>Pupil premium champions have been effective in some classes. Where they were most effective is where they were given a specific task or children to support. Roles undertaken included responsibility for 'Jump ahead' programme, supporting children with daily reading or mastery folders. Where it was less effective was where children were not receiving specific intervention or class teams moved. In the Autumn term class teams will be given more ownership over how the PP champion role is organised to allow them to use it to suit the class needs more specifically.</p>
<p>Children will have access to resources needed to support them within the curriculum.</p>	<p>Resources</p>	<p>To access a more individualised curriculum it may be necessary to provide children with specific resources that will support their ability to engage and progress with their learning.</p>	<p>Inclusion coordinator will oversee the ordering of new resources, with PPTAs filling in a form to outline the intended use and benefits of the new resource. The business manager will agree the orders on the basis of budgets and expenditure.</p>	<p>CH</p>	<p>Resources were sourced when requested. Examples of resources purchased include specialised musical equipment, handwriting aids, resources to support physical development such as peanut balls and toys to support imaginative play.</p>



Children will continue to make good or better progress in reading.	Reading intervention	As stated in the EEF toolkit, reading comprehension schemes show a positive impact on children's overall reading age.	Inclusion coordinator will work 1:1/small groups with children to support academic progress. Inclusion coordinator will oversee interventions that are supported in class, discussing with PPTA at least half termly and identifying effectiveness with teachers in pupil progress meetings.	CH	These interventions took place in the Autumn term. What was realised was children were finding it difficult to transfer skills back into classes. One child who was accessing this then received daily reading intervention with their PP champion. He made 16.4 within his reading which keeps it in line with his other points progress. The overall cost effectiveness of the reading interventions was not as effective as intervention within class using class based staff. The implementation of mastery folders throughout the school has shown a good impact on pupils reading according to teacher judgement.
Total budgeted cost					59,883
Total spent					37156.50
ii. Targeted support					
Desired outcome Children are emotionally resilient and we offer safe space for children to discuss needs.	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



<p>Children will feel safe and secure at school, enabling them to begin to make good progress</p>	<p>Learning mentor/nurture support/early years support/Mindfulness training</p>	<p>Richard Aird OBE, among others, explains the importance of children being ready to learn by feeling secure, emotionally stable and have a sense of self-worth. With this in mind we have ensured a greater number of children are able to access nurture support within the school timetable.</p>	<p>Inclusion coordinator will meet regularly with the learning mentor to ensure that pupils' needs are being met, that interventions are effective and that they are progressing well.</p>	<p>CH</p>	<p>9 out of 10 children assessed using the Curtis scale assessment tool made progress in one or more areas. Teachers were able to see improvements in many areas this includes one teacher commenting on a child: "he is more able to manage his feelings, he still requires support but takes less time to calm down and will respond to adults more appropriately." With another child her teachers report that they have seen an enormous improvement in her ability to cope with positive praise. Another teacher discussed how one child is now "able to identify if his emotions have changed then change it on the feelings board. If he is feeling angry or annoyed he will talk to an adult." This shows that there has been a positive impact regarding the work with the nurture lead. Their role has also developed this year to provide support for a greater range of pupils.</p>
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<p>Children will be supported at times of trauma.</p>	<p>Drawing and talking therapy</p>	<p>Drawing and Talking is a safe and easy to learn serial drawing technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. The technique is based on Jungian and Attachment (Bowlby) theories. (drawingandtalking.com) We offer this therapy to children who have been identified as going though or having experienced trauma in the past.</p>	<p>Learning mentor will follow training to implement programme for children to access therapy. Inclusion coordinator will liaise to discuss effectiveness and any changes to children accessing the programme.</p>	<p>SM</p>	<p>The increased skill base of the learning mentor has enabled us to precisely target this intervention and it is now used only where we are certain a child will be able to access the therapeutic programme. Where children's social imagination impairment makes it hard for them to draw beyond the literal this approach is less effective. The learning mentor has increased her skill set through CPD which has allowed children to access a wider range of strategies which has supported their communication, sensory processing, social interaction and mental health.</p>
<p>Children will be supported at times of trauma.</p>	<p>Play therapy</p>	<p>Research suggest that schools attempting to be trauma sensitive address 'students' needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being.(traumasensitiveschools.org). With this in mind we chose to access specialist therapy sessions in school to support those children in, or having experienced, some form of trauma. Local school recommendations lead to choosing this particular play therapist who has worked successfully with children in the school for the past year.</p>	<p>AHT will oversee the play therapists interventions and support with what is needed. AHT and Inclusion coordinator will liaise about children's needs and if this particular approach is needed for others.</p>	<p>RN</p>	<p>Art therapy was used to support 4 children throughout the year. It was seen by teachers as an important part of their time at school and support children's SEMH progress. One example of the Therapist's report states a child 'was more able to talk to me directly and to take risks. He also learnt to make decisions for himself and developed confidence and autonomy'.</p>
<p>Total budgeted cost</p>					<p>16,427</p>



Total spent					12,227
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are fully integrated into school life overcoming any social barriers					
Children receive a nutritious breakfast to allow them to focus during the morning at school	Breakfast club	It is well documented that a healthy breakfast can support children to concentrate in schools. It is also offered a calm space during what can be a tricky transition for some pupils.	Breakfast club is an established resource that we will continue to run.	SM	14 pupils accessed breakfast club on a regular basis. This supported them to have a sufficient breakfast before they accessed class and also supports social and communication skills. There were more children who would access this on an ad-hoc basis as and when they needed to.
Children will be able to access extra-curricular activities when these opportunities are offered to them.	Extra-curricular activities	Social, emotional and physical health are all supported when children choose to take part in extracurricular activities. We will support children to be able to access these when and where possible.	Teachers will suggest children. Sports Lead may request funding for children to attend specific events. Inclusion lead will oversee implementation of these and evaluate their outcomes.	CH	We were able to support funding for year 6 camp this year which allowed children to access experiences beyond those we could offer in class. Some children were able to access extra P.E sessions which supported confidence and social skills.



Children will be able to attend school by use of LA transport	Concessionary transport one pupil currently/ one pupil to be decided by LA	The DFE states that central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. (DFE-00257-2013). We have supported children to be able to physically be at school on time and regularly. If this is not happening we take measures to ensure we can support families in the best ways possible and in line with our attendance policy.	AHT to liaise with transport to ensure a place for this academic year.	RN	Attendance continued to rise this year from 90.63% to 91.02%.
Children and families will be supported in attending school in line with our attendance policy.	Attendance to be overseen and supported during target attendance meetings, social care meetings, MDT meetings and early help plans.		AHT to ensure regular records are kept on attendance and any issues are flagged up at appropriate meetings.	RN	
Total budgeted cost					560
Total spent					1006.41