



## Pupil premium strategy statement (primary)

1. Summary information					
School	Palatine Primary School				
Academic Year	2019-2020	Total PP budget	90381.84	Date of most recent PP Review	
Total number of pupils	152	Number of pupils eligible for PP	55 (36%)	Date for next internal review of this strategy	3.10.2019
2. Current attainment					
Measurement of progress points			<i>Pupils eligible for PP</i>	<i>Whole school Average</i>	<i>Non PP Pupils</i>
% making progress in reading			22.0	19.9	18.5
% making progress in writing			20.8	19.2	18.1
% making progress in number			18.8	16.8	15.4
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	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>B.</b>	Communication- supporting children who have identified communication needs, either as a results of physical or emotional needs.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	Attendance continues to be a barrier to children's learning. We understand that the varying needs of our pupils mean that they may experience more absence than nationally average, however this year our data is above national average for special schools.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	



<b>A.</b>	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 2020
<b>B.</b>	Children are emotionally resilient and we offer safe space for children to discuss needs.	Children will make progress when using the Curtis scale to assess emotional resilience. Children will build strong relationships with staff and feel ready to learn with increased focus and engagement.
<b>C.</b>	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**      **2019-2020**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Children are well supported in class to make good or better progress.</b>					
All staff are well trained and support in being responsible for the progress of individuals in their class.	Introduction of new assessment system to put learning tool boxes at the heart of the curriculum.	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 higher percentage of pupils in receipt of PP funding achieved an overall outstanding measure (48.15%) than those not (46.99%) However more children not in receipt achieved good or better (100% to 96.3%) Although those whose progress required improvement were just two pupils so this is not statistically significant. However, it is imperative we continue our	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	AC, CH	Training has continued this term and staff have shown this within their teaching. We have conducted staff meetings looking at different skills within teaching. We have conducted training on new resources to support writing teaching. We have had training on maths mastery.



		<p>improvement in whole class teaching and strive for 100% of pupils making good or better 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'</p> <p>Schools that have effective pupil premium strategies focus relentlessly on the quality of teaching and learning in each part of the school. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. We believe all of our pupils face disadvantage because of their learning needs and therefore our ethos encapsulates this strive for personalisation and quality first teaching.</p>	<p>core of all our teaching. MOT days will examine the quality of teaching and appraisals will ensure all teachers are aware of their strengths and areas for development.</p>		
<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>PPTAs will be identified by teachers this year and may over a variety of roles. Inclusion coordinator will ensure training is scheduled in a timely fashion to ensure training needs are met.</p>	<p>CH</p>	<p>This is something that was reviewed in the summer term as not useful. It was better for all to have oversight.</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>At the beginning of Spring one there was an extensive drive on classes ordering resources to support children. This came on the back of training looking at teaching methods and improving communication. As a school we purchased a 'Mighty Write' system that is designed to support children's imaginative and creative writing. Feedback from classes includes: 'The 'what's in the box' toys have helped all of the children to focus and communicate on the exciting toys. They have loved all of them and we have been using them in the sensory room which has again allowed them to them play with them individually, share, communicate and focus! They have been requesting which items they would like to play with and interacting with each other whilst playing with them.' 'The resources I have started using with x is the coloured switches. She really enjoys exploring these by pressing them, especially during hello and will anticipate her turn, take the button and press it, she then listens to the voice. If she notices them out, she will approach them and activate them by pressing them. This is helping to develop her communication and ICT skills.'</p>
<p><b>Total budgeted cost</b></p>					<p>34979.50</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b>  Children are emotionally</p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>



<p><b>resilient and we offer safe space for children to discuss needs.</b></p>					
<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</p>	<p>CH</p>	<p>Our learning mentor continues to see children to support their well being. They have now completed their ELSA (Emotional Literacy Support Assistant) training. They see groups of children to support social skills as well as seeing individuals. Data from this will now be gathered using the ELSA resources.</p>
<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. (<a href="http://drawingandtalking.com">drawingandtalking.com</a>) We offer this therapy to children who have been identified as going through 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>No children have used this therapy this year due to new initiatives being used and the D&amp;T not being applicable to certain learning levels.</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>No play therapy was requested this academic year. Resources were used elsewhere to support children in therapeutic provision.</p>



<p>Children who receive pupil premium + funding will access specialised therapy related to attachment if applicable. These resources will also be available for all children experiencing insecure attachments.</p>	<p>Attachment training. Theraplay training Sunshine circles</p>	<p>It is well researched that children's sense of attachment can impact greatly on their ability to access learning and on the development of social skills. The previous years' CPD focus on the implications of brain development, attachment and underlying research has led us to be focusing on supporting children where this may have been an impact.</p>	<p>CH will liaise with SMS regarding training for staff. CH will liaise with classes to put in programmes of support.</p>	<p>CH SMS</p>	<p>This training was rolled out to staff in January 2020. All teachers have been trained in this, as well as bespoke training for 7 individual classes and partly completed with one more. This approach has been used successfully in 5 number of classes. The impact of this from teacher observation was it was a positive experience that children looked forward to. This allowed children to support peers, work as a group and improve their focus and empathy. A quote from one leader of a session said: "to be honest it soon became our favourite part of the day just because of how different xxxx was! TA and I were almost in tears on a couple of occasions because of how sweet he was, he was incredibly calm, he engaged with all the actives and was also very kind and caring, not only towards his grownups but towards his peers as well." One class were able to carry out assessments showed that all children made an increase in positive behaviours on the assessment and a decrease in negative behaviours.</p> <p>This programme will be continued to be rolled out next year.</p>
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Children will be supported to widen their diets.	Developing a programme based on S.O.S alongside the SALTs.	The National Autistic Society states that 'eating a varied diet is good for your health, but many people don't achieve this. Some autistic people have a restricted diet, eating only a limited range of food.' They continue to explain how important it is that children are offered a varied diet whilst taking into account their needs and how this may affect them. The S.O.S approach is a stepped approach to support the introduction of new foods. As a school we want to develop a programme that supports staff to deliver a structured introduction and assess children's needs with regards to diet.	CH and SMS to liaise with AN to develop a programme to support children in widening their diets.	CH	This is an area that continues to be a need within our school. There is no local training in this area. We will continue to research this in the following year.
<b>Total budgeted cost</b>					26,465

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Children are fully integrated into school life overcoming any social barriers</b>					
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	Breakfast club has continued to be a very popular provision this year. We have provided many children with a better start to their school day. On average 15 children accessed this each day.
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. Extra PE will be continued to be offered this year to support children with	CH	6 children have accessed extra P.E sessions this year. This has supported confidence and team work. These sessions were very limited due to COVID-19 partial closures.



			social skills and confidence.		
Children will be able to attend school by use of LA transport	Concessionary transport one pupil currently	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	Pupil attendance data from September to March showed that children in receipt of PPG had an average attendance of 93.4%
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	
Children will be able to access residential extra-curricular activities.	Financial support will be offered to those in year six where needed to ensure they are able to access the residential trip.	The English Outdoor Council actively campaigns to ensure schools are offering pupils interesting and meaningful adventures, educational school trips and outdoor learning opportunities in line with the curriculum. It promotes the importance of allowing children to connect with the outdoor world, and the powerful and inspirational lessons to be learned by getting children outside. We will ensure all children have access to our residential.	Parents will be reminded of support as and when needed during the Spring term.	JMc Lead teacher for transition	Due to COVID-19 closure the residential trip was cancelled this year. The money that was sign posted for this has gone back into the budget.
<b>Total budgeted cost</b>					2000
<b>Total budget spent</b>					73487