



## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Palatine Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	80148 (inc 5368 carryover)	<b>Date of most recent PP Review</b>	25.9.2020
<b>Total number of pupils</b>	157	<b>Number of pupils eligible for PP</b>	60 (38%)	<b>Date for next internal review of this strategy</b>	3.10.2021

2. Current attainment			
Measurement of progress points	<i>Pupils eligible for PP</i>	<i>Whole school Average</i>	<i>Non PP Pupils</i>
<b>% making progress in reading</b>	17.38	18.29	18.86
<b>% making progress in writing</b>	12.33	13.70	14.55
<b>% making progress in number</b>	16.71	16.79	16.84
<b>Overall pupil progress data judged as outstanding</b>	<b>36% (20)</b>	<b>33% (50)</b>	-
<b>Overall pupil progress data judged as good</b>	<b>62% (34)</b>	<b>62% (93)</b>	-
<b>Overall pupil progress data judged as requiring improvement</b>	<b>2% (1)</b>	<b>5% (7)</b>	-

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> )	
<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 result of physical or emotional needs.



<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>C.</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 at 92% and children who receive PPG average attendance is 94%. This is then looked at on individual cases and we can see some pupils in receipt of PPG have falling average attendance as low as 64% (small data summary at this time of year)				
<b>4. Desired outcomes</b>					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	Children will be able to access learning at an appropriate level.			Children will be ready to learn. Children will feel happy and safe. Children will engage within lessons. This will be evidenced through lesson observations and work scrutiny.	
<b>B.</b>	Children will be able to communicate their needs.			Children will be able to communicate their needs, both physically and emotionally.	
<b>C.</b>	Children will attend school in line with their peers and in relation to their unique circumstances.			Children will be in school as much as possible. Parents will feel secure in knowing their children have the best provision within school.	
<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020-2021</b>			
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.					
<b>i. Quality of teaching for all</b>					
<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>					



<p>All staff are well trained and support children by being responsible for the progress of 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 higher percentage of pupils in receipt of PP funding achieved an overall outstanding measure, a trend which continues from last year. However, it is imperative we continue our 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>There is a noticeable difference in trend this year that our pupils in receipt of the PPG have not scored as many average point scores. For some pupils this data is from only two terms in school so may not be an accurate reflection of an issue but is something we will monitor this year.</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. 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>SMS, CH, FH, CG</p>	<p>Throughout this year we have supported teachers to gain further knowledge of specific difficulties children have in order to overcome barriers to learning via our in house training and inset programmes.</p> <p>Where training has not been possible books such as books on working memory difficulties have been purchased to allow teachers to access further information.</p> <p>We have provided resources for individualised interventions recommended in children's tool boxes such as resources for 'Jumpahead' programmes.</p>
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<p>Children have access to the 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 teachers 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/JMg</p>	<p>Pupil progress meetings examined where children were in their learning and if they needed anything specific to support them to continue to progress with their learning. Children have received a variety of individualised resources to support them. We purchased sensory equipment for several children to allow better regulation in order for them to access their classroom more. We purchased a verruca sock for a child to ensure they could still access their swimming sessions.</p>
<p>Individual needs of pupils are met in line with our core vision and values</p>	<p>Resources, training, support</p>	<p>Children in our school all have their own unique challenge when it comes to accessing learning. We will work with therapists, professionals and families to ensure our children have what they need to thrive within school throughout every area of need. This includes promoting the social and emotional needs of pupils to encourage children to be happy within their learning.</p>	<p>Pupil progress meetings, toolbox chats and parents' evenings are some of the ways in which we will ensure we are meeting the individual needs of our children.</p>	<p>CH</p>	<p>Children who have specific needs to access learning were supported with resources to ensure they had equal opportunities to their peers. We purchased shoes for a child so they were able to continue their physical development by using their walker. We purchased annual passes to educational visit sites such as Portsmouth Dockyard and Amberley museum to allow a child who was unable to attend school due to severe attachment and school phobia difficulties (these issues were whole of school experiences that were present before joining our provision) in order to allow them to access learning in the community. We purchased specialist equipment such as achiever beds to allow children to be more comfortable during their school day, access physio programmes and allow greater tolerance for different movement.</p>
<p><b>Total cost</b></p>					<p>10399.02</p>



<b>i. Targeted support</b>					
<b>Desired outcome</b> Children are emotionally resilient and we offer safe space for children to discuss needs.	<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>
Children feel safe and secure at school, enabling them to begin to make good progress	Learning mentor/nurture support/early years support/Mindfulness training	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.	We will continue to support the training of our nurture lead to gain E.L.S.A status. This will support our assessment and planning process within our nurture sessions and will allow for more spaces within group nurture sessions. Inclusion lead will meet regularly with nurture lead to ensure programmes are effective and review any referrals from teachers.	CH/ SM	Our nurture lead has gained full ELSA status which means she is able to better support pupils with SEMH barriers to learning. All the pupils assessed on the ELSA scores made progress in one or more areas from their individual starting point. Resources have also been purchased for our ELSA support such as emotions games, environmental resources to make the ELSA space welcoming and individual resources for children based on session needs. We have also purchased software to support our understanding of behaviour incidents across the school. The increased oversight will allow the behaviour management team to target support where needed.



<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>This was not accessed by pupils this year as there were no pupils who this approach was deemed as appropriate to their needs. Our nurture lead ran other sessions instead.</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. We will continue to fund training and resources to support children in receipt of pupil premium + as we recognise the ACEs these children have experienced will have an impact on their learning.</p>	<p>CH/SMS</p>	<p>This has been continued in house. We have commissioned the services of a play therapist to support our most vulnerable pupils with specific therapy needs.</p>



<p>Children will be supported to widen their diets.</p>	<p>Developing a programme based on S.O.S alongside the SALTs.</p>	<p>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.</p>	<p>CH and SMS to liaise with AN to develop a programme to support children in widening their diets.</p>	<p>CH</p>	<p>Schools were unable to access the training provided for this programme as it was only open to health professionals. The company offer bespoke training to schools and the need for this will be evaluated in the next academic year. Children were encouraged to try new foods within their diet via thematic learning.</p>
<b>Total cost</b>					32144.5



<b>ii. Other approaches</b>					
<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	We ran a breakfast delivery service for class this year due to covid restrictions. Children were still able to access a selection of breakfast items.
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. Children will also be supported to improve gross and fine motor skills through use of our 'Jump ahead' programme. This is because we understand the need for children to be able to control their motor skills to be effective learners.	Sports coach will look into the possibility of arranging extra-curricular activities for pupils to attend.	CH/SW/HB	Due to covid there were very little opportunities for children to access extra curricular activities.



<p>Children and families will be supported in attending school in line with our attendance policy.</p>	<p>Attendance to be overseen and supported during target attendance meetings, social care meetings, MDT meetings and early help plans.</p>	<p>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. In these times it is essential parents feel secure to allow their children to come to school, especially those with complex medical needs, who may be more vulnerable during the pandemic.</p>	<p>Attendance is monitored weekly for trends and children who are at risk of low attendance are flagged in a RAG system. These can then be discussed for next steps and to look at the reasons behind absences. Children receive letters for 100% attendance as motivation.</p>	<p>KD/CH</p>	<p>Attendance for children in receipt of PP continues to be above or in line with the whole school cohort. We purchased the services of a translator to ensure a family could attend meetings such as MDTs and Annual reviews on how to support their child. We have also commissioned a story book to support new pupils to our school with transition.</p>
<p>Children will be able to access residential extra-curricular activities.</p>	<p>Financial support will be offered to those in year six where needed to ensure they are able to access the residential trip.</p>	<p>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.</p>	<p>Parents will be reminded of support as and when needed during the Spring term.</p>	<p>JMg/ JG</p>	<p>This residential was unable to go ahead due to COVID 19.</p>
<b>Total cost</b>					<p>2338.7</p>