

# Pillowell Primary School

## Pupil Premium strategy statement

### 1. Summary information

<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£21980	<b>Date of most recent PP Review</b>	June 2018
<b>Total number of pupils</b>	85	<b>Number of pupils eligible for PP</b>	15*	<b>Date for next internal review of this strategy</b>	January 2020

\*As stated, we reserve the right to identify children not formally on the DfE register for pupil premium, as those whom we believe are disadvantaged. This is taken from various factors, including Free School meals and family background.

### 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

- A.** Children with emotional and behavioural barriers that affect not only their attendance, but also their ability, and sometimes that of their peers, to access learning
- B.** Providing adequate levels of support for children who are not yet meeting National Expectations and those with SEN needs
- C.** Parents lack of confidence about supporting their children's learning
- D.** Lack of access to first hand and enrichment experiences and activities
- E.** Reliance on parental income and time to enable access to sporting and arts opportunities for talented, disadvantaged children

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>(i)</b>	Targeted children with emotional and behavioural barriers to learning will make rates of progress that mean they begin to close gaps towards national expectations	Children identified for this support make progress that matches other pupils in their cohort
<b>(ii)</b>	Increased attendance rates for targeted children	Case studies show the efforts made and the lessons learnt from challenging and supporting those with poor attendance
<b>(iii)</b>	Higher rates of progress by SEND pupils	SEND pupils, and those who have had who have had additional support, make good progress from their starting points
<b>(iv)</b>	In maths, reading and in writing, children who are not meeting national expectations, get individual and small group support to help them progress more rapidly.	More children reach national expectations

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| (v) Supported parents feel more confident about supporting their child's learning  | Evaluation feedback from parents shows that they have gained in confidence and understanding   |
| (vi) Children get first hand experiences that enrich their learning  | Increased engagement in learning leading to Improvements in outcomes due to children having real life outcomes experiences to call on in their writing |
| (vii) Disadvantaged pupils are given the opportunities to develop and nurture talents that they display in a wide range of sports and arts | Increased numbers of talented children identified as a result of exposure to a wide range of opportunities to display and develop talent.              |

Desired Outcome	Chosen Action	Staff lead	Allocation
Targeted children with emotional and behavioural barriers to learning will make rates of progress that mean they begin to close the gaps towards national expectations	Expand use of TAs acting as learning mentors to support disadvantaged children in class, small groups and one to one to work on social and emotional needs and self-regulation interventions	Headteacher SENCO (also responsible for Pupil Premium)	£2000
Higher rates of progress by SEN pupils	Employ / deploy additional SEN staff to work with small groups of children to help them achieve their MY Plan targets	SENCO	£7000
In maths and writing, children who are not meeting national expectations, get individual and small group support as needed	For outcomes UKS2 ensure release time for activities e.g. 'Writing Clinic' which allows teachers to focus on pupil conversations with their class focused on writing For writing in KS1 and LKS2 provide opportunities for trained, personalised intervention with small groups – good quality tried and tested resource materials e.g. POBBLE, Big Maths, reading Comprehension	Class Teachers	£1500
Co-ordinated time to analyse provision for Pupil Premium pupils and the impact. Sufficient time to be spent on identifying the in-year transfer children who have joined Blakeney school who are both Pupil premium and identified as SEN. Liaising with outside agencies and previous settings	SENCO time to match need with pupil and class provision where appropriate. Also, and where appropriate, identify funding issues to match need. Performance Management of Teaching Assistants to identify training needs and put in place appropriate measures to upskill TAs to meet needs more appropriately Additional in class support put in place in the 'first instance' before a child's needs have been formally assessed, enabling the child to receive more 1:1 feedback from their teacher.	SENCO	£6000

Children get first hand experiences that enrich their learning	Pupil Premium families' children are discreetly offered opportunities both inside and outside school with outside agencies / providers. Funding to attend school trips / residential when needed e.g. Learning through projects with learning mentor	Headteacher SENCO	£500
Ensure targeted intervention support in class	Trained TAs to work with Pupil premium children where and <i>if</i> appropriate. For example, Dancing Bears, Probe and Reading support in English and Maths. Also, for TA work to be monitored and supported through observation, feedback and follow up support as needed.	SENCO	£2000