

Pupil Premium Tiered Model

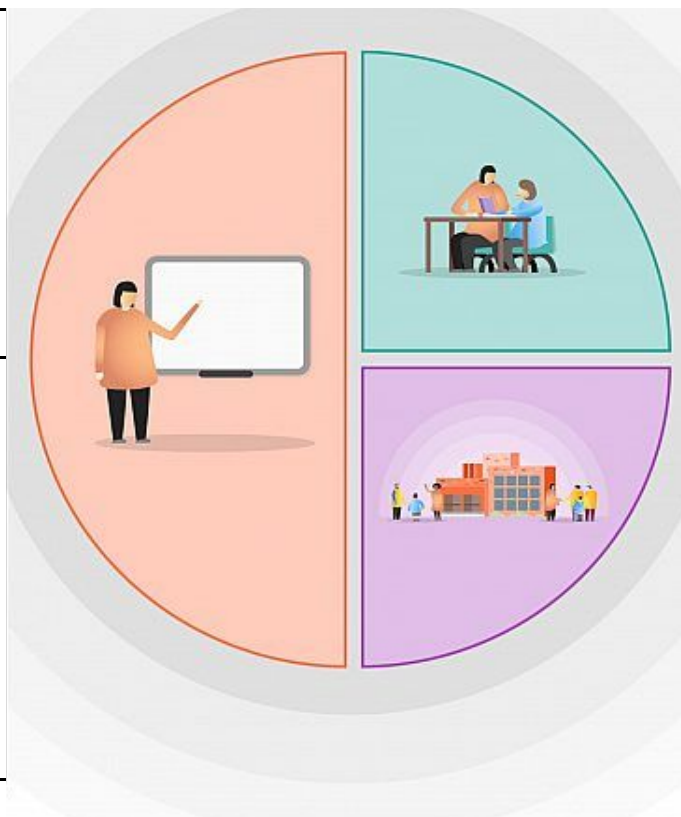
Name of school: Ilketshall St Lawrence School

Key Barriers to Disadvantaged Pupils Learning at Ilketshall St Lawrence School

- Pupils need to make accelerated progress in order to achieve ARE in all phases (1. Improving teaching & 2. Targeted academic support)
- Pupils and families can require pastoral support and restorative approaches and care in order to fully access their learning (3. Wider strategies - pastoral support work, Thrive, ELSA)
- Pupils lack wider experiences due to rural location and access. (3. Wider strategies - subsidised trips and clubs)
- Attendance is lower (3. Wider strategies - working with families to improve attendance, EWO, first day calling)

1. Improving teaching

- Leaders released from teaching commitments to monitor teaching
- Coaching to improve teaching and learning
- Implementation of walkthroughs model
- Staff meetings to include training
- TA training to have direct focus on ensuring the progress of disadvantaged pupils.
- CPD training for staff - SEN, Pivotal
- Monitoring of teaching
- Trust support in monitoring teaching and learning
- PP children highlighted as part of pupil progress meetings



2. Targeted academic support

- Reading advocate and support staff to listen to readers
- Small teaching groups as appropriate
- Targeted and precise interventions across the school
- CPD for staff in supporting small group interventions
- Introduction of Pebbles to monitor and support progress for children with SEND needs.

3. Wider Strategies

- Thrive and ELSA support for children either on a 1:1 basis or in small groups
- CISS support
- SENDAT support
- Pastoral Support
- Educational Visits subsidies
- Extra Curricular Club subsidies
- Jigsaw PSHE Approach
- Target key families regarding attendance - letters home, meeting with attendance lead, EWO involvement
- Blurt it Out project to support well-being and mental health.

