

Pupil premium strategy statement - Sir John Lillie Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	148 (62.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sue Hayward
Pupil premium lead	Chloe Grassie
Governor / Trustee lead	Sue Hardwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,770 (£192,515 financial year)
Recovery premium funding allocation this academic year	£7,272
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£156,042

Part A: Pupil premium strategy plan

Statement of intent

At Sir John Lillie Primary School, we are committed to supporting all children, regardless of background or individual barriers to achievement, to make excellent progress and attainment across all areas of the curriculum.

We are committed to narrowing any identified gaps in attainment between pupils. We tailor our provision to meet individual need through the use of research based intervention programmes that can offer sustained and accelerated progress for our pupils.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school.

We ensure that all children consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour. The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and their families.

The targeted and strategic use of pupil premium funding will support us in enabling all pupils to reach their full potential through -

- Creating a safe and welcoming environment for all children
- Having high expectations of children which empowers them to succeed
- High quality teaching and learning
- Removing barriers to learning created by known circumstances, academic needs, family, language or background
- Supporting vulnerable families
- Broadening speech and language skills, including vocabulary, to develop children's ability to access their learning across all subject areas
- A focus on reading and developing a reading programme which enables all children to read fluently and therefore access all areas of the curriculum
- Identification and regular reviews of our pupil premium children
- Bespoke intervention for 1:1 and targeted groups
- Enabling pupils to develop resilience and look after their social and emotional wellbeing, through signposting and creating a safe environment with open pathways for communication
- Improving the cultural capital of our disadvantaged children by providing a rich and varied programme of experiences.

Our objectives

- To close the gap for pupil premium children and therefore raise the attainment & progress of disadvantaged children
- Provide opportunities for children to participate in enrichment activities, thus improving cultural capital and broadening the children's experiences in school and beyond the classroom.
- Improve attendance for pupil premium children, reducing persistent absenteeism.
- To develop self-confidence, independence and social skills, including mental health and well-being.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1) Lower attainment & progress of children with PP.	Our data shows that, in particular, the writing and maths attainment & progress needs to be raised across the school and that the gap between disadvantaged and non-disadvantaged pupils could be decreased. This is partly as a result of the pandemic and the missed learning, lack of engagement and support from many families during the pandemic. Many of these families failed to engage with online learning despite vast amounts of support and encouragement from the school. Our data also shows that pupil premium children often begin their education with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.
2) Lack of rich and varied experiences.	Disadvantaged pupils often miss out on participating in a range of experiences with their families. Our pupil premium families tend to lack outside engagement in community activities or visits/trips at weekends. This has impacted on pupils' knowledge, imagination and vocabulary to call upon in writing activities. It has also impacted on health and wellbeing. Evidence suggests that the cultural capital, passed on through families', helps children to do better in school. External opportunities to develop the whole child, are not always accessible to some of our pupil premium families. As a school, we feel it is important that pupil premium children participate in subjects and lessons that they may not have access to elsewhere, giving the children a rich experience to help them in their studies. Opportunities need to be provided through an engaging, diverse and progressive curriculum that promotes depth and a richer understanding of the world.
3) Attendance and punctuality	Attendance for some pupil premium children is poor and not in line with school or national expectations. Families in our community face a number of additional pressures (e.g. housing, high mobility, financial etc,) that can be barriers to providing the support they need to improve school attendance. The pandemic has also created additional barriers within the community and family networks. The tools used to mitigate the threat of the Covid-19 could potentially impact child development. Studies suggest that epidemics can lead to high levels of stress in parents and children. The school has seen an impact on some families which include anxiety and, as a result, poor attendance in some of the children.
4) SEND	Many pupils eligible for pupil premium also have other factors, such as SEND, to consider when planning successful interventions. Previous school closures have had further impact on the children's communication skills, especially the disadvantaged students across EYFS and KS1. Provisions need to be put into place to help close the gap in these areas to support pupil premium children to achieve as highly as their peers, including those with SEND.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To close the gap for pupil premium children and therefore raise the attainment & progress of disadvantaged children.</p> <p>To ensure that disadvantaged pupils achieve well and that the gap is narrowed from their starting points as they progress through the school with a greater number achieving expected and greater depth in reading, writing and maths.</p>	<p>End of year data shows accelerated progress made in all core areas and pupils making steps to achieve national average scores or above in reading, writing and maths.</p> <p>Children are identified quickly and targeted interventions are set up in a timely manner, including in-class, through SALT, LSA interventions and the National Tutoring Programme. Impact reports show accelerated progress made with identified SMART targets.</p> <p>Focus areas of academic need are identified promptly through data scrutiny, observations, individual context, children’s work and termly pupil progress meetings.</p> <p>Progress is accelerated for children eligible for pupil premium (target of at least 7 progress points per year)</p> <p>Increase in the % of PP children achieving expected and greater depth in English and Maths at end of EYFS, KS1 and KS2 and in Phonics, so that they are at least in line with National</p> <p>Every child is a reader: Little Wandle phonics and reading programme is fully imbedded and rapid catch-up is provided for children below ARE</p>
<p>Provide opportunities for children to participate in enrichment activities.</p> <p>Thus improving cultural capital and broadening the children’s experiences in school and beyond the classroom.</p>	<p>A range of learning opportunities take place outside the classroom in every year group and are accessible for all children, regardless of background or disadvantage. All children are included and participate in school trips, workshops and events.</p> <p>Pupil surveys show % of PP pupils who enjoy school, feel proud to be part of the school, take part in extracurricular learning and feel</p>

	<p>challenged in their learning is in line with % of other pupils</p> <p>The PTA is fully established and supporting families eligible for PP through fundraising events and enrichment activities.</p> <p>Evidence in books, lesson observations and pupil interviews demonstrate the impact of educational visits on pupil engagement and overall outcomes.</p>
<p>Attendance for pupil premium children improves and persistent absenteeism reduces.</p> <p>Engagement of parents increases with attendance, homework and engagement in community events, helping to raise children's aspirations and hopes for the future as well as improve attitudes to learning.</p>	<p>Attendance data shows the gap is reducing in line with national data. Children attending school daily and participating fully in learning and activities.</p> <p>Attendance of pupils eligible for PP is in line with the school target of 96%</p> <p>Key pupil premium families will be identified quickly, regular contact and support in place.</p> <p>Improved attendance leads to accelerated progress in all subjects</p> <p>Positive attitudes and behaviour to learning and engagement in school.</p> <p>Parents of children eligible for pupil premium attend parents' consultations and school events</p> <p>Home / school communication is evident through signed reading records and completed homework</p>
<p>To develop self-confidence, independence and social skills, including mental health and well-being.</p> <p>Pupils who transition from our school are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices.</p>	<p>Pupils are able to focus on their learning during the school day. Pupils with specific social and emotional health needs access targeted and specialist support. Specialist staff support those children who have been directly affected by the recent pandemic, through therapeutic intervention.</p> <p>The school has a trained ELSA and a MIND practitioner to support with social, emotional needs and wellbeing.</p> <p>Low level of incidents of disruption to teaching and learning.</p>

	<p>Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks.</p> <p>When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.</p> <p>All staff and pupils are aware of who to ask for help, including the designated mental health first aiders and safeguarding leads. Timely interventions show improved wellbeing and resilience as well as academic achievement. Data gathered through pupil voice and the CLT.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing new schemes of work for Music, Art and Design, Design and Technology, Spanish, Geography, History and Science	Ofsted research has shown that a well-constructed, well taught curriculum will lead to good results because those results will be a reflection of what pupils have learned.	1 and 2

<p>Staff to receive CPD to become familiar with the new schemes and to resource and find activities in and out of school to enhance learning and engagement</p>		
<p>Purchasing and introduction of Little Wandle Phonics / reading programme</p> <p>Staff to receive CPD to support the implementation and assessment of the new scheme.</p> <p>Daily Supported Reading</p> <p>Daily Supported Phonics</p>	<p>This scheme has a strong evidence base indicating a positive impact on pupils particularly on pupil premium pupils.</p> <p>Little Wandle Letters and Sounds Revised has been developed by Little Sutton and Wandle English Hubs and taken forward by <u>Little Sutton Primary School</u> and <u>Wandle Learning Trust</u> in partnership with other phonics and early reading experts. Our schools have developed a highly effective Letters and Sounds approach over recent years, with Phonics screening check results consistently amongst the top five per cent in the country.</p> <p>Little Wandle Letters and Sounds Revised has been built around the update (Department for Education – Letters and Sounds improving rates of progress 2021) that we were funded to produce by the Department for Education, as well as drawing on the latest research into how children learn best, how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p>DSR has had a long-term impact on reading outcomes. The programme was researched and observed by a team of lead practitioners, phase/subject leaders and SLT prior to implementation. Little Wandle Letters and Sounds Revised is a systematic synthetic phonics programme (SSP) Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum. Coordination, training, monitoring and support for this programme is an integral part of the Literacy Team leadership roles across our school.</p>	<p>1, 2 and 4</p>
<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by</p>	<p>Children facing the most complex barriers to their learning should be taught by the most qualified. Experienced class teachers and HLTA’s are all outstanding classroom practitioners who are highly qualified with significant teaching skills and are able to tailor the learning according to SMART targets in small groups, with a particular focus in upper key stage 2 in preparation for secondary school.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1 and 4</p>

highly qualified and experienced teachers and HLTA's		
HLTA / LSA SEN interventions	<p>Where children require additional support, additional provision is created to develop a meaningful learning experience based on reflective best practice and working with the professionals who support the school.</p> <p>Individual and group progress towards the four areas of learning, as guided by the SEN Code of Practice, informs planning and all learning experiences including developing language, emotional regulation and independence</p> <p>Tailored interventions guided and supported by outside agencies such as SALT, Inspire and the EP service allows for the pace of learning to be effective, making connections between isolated skills that form a genuine learning journey. Independence is the ultimate goal.</p> <p>Ensuring High quality teaching for all pupils who have the greatest need features in most EEF guidance across all areas.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	1 and 4
Specialist Music and ICT teaching for all pupils. Specialist teachers will also run weekly drama & sports clubs for KS1 and KS2	<p>Access to high quality teaching in specialist areas has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas including maths and English.</p> <p>Pupils will gain self-confidence in areas of enrichment and creativity, boosting their self-esteem and sense of self-worth, particularly if they face academic challenges or difficulties.</p>	2 and 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the NT programme to support intervention/tutoring sessions for targeted children.	<p>Tutoring sessions targeted to specific needs of pupils and gaps in knowledge.</p> <p>DfE NTP statements:</p> <ul style="list-style-type: none"> The overall approach to the NTP in the 2022 to 2023 academic year is to put schools in charge of designing and delivering a 	1 and 4

<p>Identified staff trained on NTP programme and developing through daily sessions.</p> <p>NTP delivered by a qualified teacher who knows the school and pupils</p> <p>Rigorous tracking of pupils from baselines to completion of a block of sessions to monitor progress Assess-Plan-Do-Review cycle.</p> <p>SMART targets created by tutor, class teacher and SLT to ensure specific needs / gaps are being addressed</p>	<p>tutoring offer that suits the needs of their pupils</p> <ul style="list-style-type: none"> • It is a priority for the NTP to embed tutoring as a permanent fixture in our school system because it is a universally recognised method of addressing low attainment and educational inequality. • The government is committed to narrowing the attainment gap and improving outcomes for the most disadvantaged in society. Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months. <p>The EEF Guide to Supporting School Planning: A Tiered Approach of high-quality teaching, targeted academic support, and wider strategies will enable all pupils to come back stronger and go on to succeed in the academic year ahead'</p>	
<p>Targeted HLTA support in and out of class for focused interventions.</p>	<p>MITA research has been used to shape the model for targeted HLTA support and interventions to bring about maximum impact on pupil outcomes. https://maximisingtas.co.uk/</p> <p>HLTAs providing Quality First Teaching on a small adult to pupil ratio brings about maximum impact on pupil outcomes with focused interventions and in class support. Data shows Improved standards in reading and writing in Y2-6; Data shows that the number of children passing the Year 1 Phonics Screening is higher than national and children are making expected progress in reading across all year groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 4</p>
<p>LSA SEND specific support and training, including use of outreach services such as OAT.</p>	<p>Whilst going through the process of applying for an Education and Health Care Plan, some children need more support than working in small groups/ interventions. EHC applications can be timely, so putting the necessary support in place immediately is crucially important.</p> <p>This tailored support can also negate the need to apply for an EHCP if the pupil receives adapted learning which enables them to access their class learning. This can include pre-teaching which is a research driven directive suggested by SALT and EP professionals.</p>	<p>1,2 and 4</p>

	<p>SALT, EP and Inspire all offer targeted training and support for LSA's who work with children who have EHCP's. This training is completed early in the school year so that interventions can start early and have greater impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
'NELI' Speech and Language Intervention in Reception Class – delivered by trained EYE or CT	<p>The evidence based programme aims to accelerate children's progress in language and communication by an average of six months, after a twenty-week intervention. A SAL focus in EYFS works as a preventative model to ensure that SAL needs are identified at an early stage, with interventions put in place to support the child and close the learning gap</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitored daily and analysing data half termly.</p> <p>Support from LA Attendance officer.</p> <p>Supporting families to get their children into school each day.</p> <p>Embedding principles of good practice listed in DfE 'Improving School Attendance' document.</p>	<p>Regular monitoring of attendance has shown to have a direct impact on attainment.</p> <p>Support with approaching hard to reach parents.</p> <p>Research shows time given to many families, by school and Children's Services, having difficulties getting children into school increase attendance and in term academic progress. Also, the well-being of the family improves.</p> <p>This document has been written from research with schools: Attainment cannot improve for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step. 'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school.'</p>	1 and 3
<p>ELSA (Emotional Literacy Support Assistant) training for identified colleague</p>	<p>Research shows that having a trained ELSA supports children's well-being through their learning and leads to a positive impact on attendance and wellbeing.</p> <p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p>	2,3 and 4

	<p>Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. This intervention targets children for whom emotional and social difficulties are a barrier to their learning.</p> <p>It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p>	
<p>Social, Emotional and Mental Health interventions; to be delivered by trained ELSA staff and dedicated MIND practitioner. Lunchtime nurture group</p>	<p>In addition to training an ELSA as detailed above, we have in place PSED and mental health leads to create a holistic view for addressing social and emotional barriers to children’s learning. We also have a MIND practitioner who works with disadvantaged pupils and their families to support children through times of change or difficulty.</p> <p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2, 3 and 4
<p>Subsidised or free places for enrichment afterschool clubs for targeted children.</p>	<p>Disadvantaged children to have access to extra-curricular and enrichment activities. To impact language development, physical development, social development, aspirations etc.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2 and 3
<p>Bi-weekly SLT meetings to discuss pupil group progress.</p>	<p>A ‘Plan, Do, Review’ cycle is recommended to support implementation of strategies to achieve our pupil premium objectives. It is essential that our senior leaders meet to plan, deliver or arrange targeted CPD and evaluate how effective all interventions are and the impact they have on children’s learning and mental health.</p>	1, 2, 3 and 4
<p>Establish a PTFA to arrange community fundraising events Engage children and families in the school community Enable pp children to attend enrichment activities through subsidising</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 2 and 3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This section details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Despite the many challenges faced, we have been committed to achieve the very best outcomes for our children. Overall, the strategies put in place to support the progress and attainment for disadvantaged pupils have had a positive impact, however this impact has been limited by COVID-19 related interruptions over the recent years. The significance of the COVID impact has been difficult to measure. Throughout the last academic year, we needed to prioritise within our curriculum in order to cover the skills and knowledge missed during periods of home schooling. Although our provision and support was very good during the lockdowns, there is no substitute for a class teacher doing face to face learning. We also carried out intervention through Google Classroom but we found that our disadvantaged children were less engaged and made less progress than with face to face intervention in school.

Intended outcomes / success criteria 2021-22:

1. Children engaged in activities to develop academic and social achievement.
 - Children able to work together in groups engaging in conversations, sharing and turn taking
 - Progress seen in academic achievements from their starting points.
2. Progress in Maths and English including phonics
 - Closing the gap between pupil premium and non – Pupil premium
 - Children becoming resilient in learning again and using skills across the curriculum
3. Attendance for targeted children improved
 - Children in school every day
4. Children able to access learning successfully at home as well as in school
 - Children engaged in learning online and making progress

Review of outcomes:

1. Data shows that an average of 79% of pupil premium children made expected or well above expected progress in all core areas:
 - Reading: 79% of pupil premium children made at least expected progress.
 - Writing: 76% of pupil premium children made at least expected progress.
 - Mathematics: 82% of pupil premium children made at least expected progress.This is higher than the percentage of non pp children who made expected or more progress the same academic year across those subjects (66%). In maths, a higher percentage of pp children made **well above** average progress (50% compared to 48% of non pp). In reading, a higher percentage of pp children made well above average

progress (64% compared to 55% of non pp). Again, in writing, a higher percentage of pp children made accelerated progress (59% compared to 55% non pp children). Class monitoring records and observations demonstrate that children were re-learning how to share space and equipment, including scientific equipment and conducting scientific inquiries as teams. Children worked collaboratively in contrast to the independent and often isolated learning opportunities enforced during national lockdowns.

2. Data shows that the progress gap in reading, writing and maths for PP children compared with non PP has narrowed and those making accelerated progress is higher for PP. In Phonics 15 out of 16 yr1 PP children passed the phonics screening check compared with 9 out of 14 non PP

The recovery curriculum and an academic mentor have worked in tandem, helping children with PP make well above expected progress, particularly in maths and English, and to close the gap between pp and their peers.

Small groups for pupils who were underachieving or significantly behind age-related expectations, especially following school closures, were implemented. Targeted children were taught by an academic mentor, HLTAs and LSAs. The school completed half-termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings. This supported children in closing the gaps and increased progress and attainment from baseline assessments.

Year 6 SATs boosters for all pupils ensured that extra time was given to support children with data-driven targets and built their confidence with taking the national tests.

3. Attendance data shows individual case studies of children with pp whose attendance has improved term by term. Our data is hard to measure against previous academic years due to extended bouts of home learning because of Covid 19 lockdowns.

Parents called on each day of their child's absence to ask the reason why and can we help to get child in i.e. go and get the child if parent unwell.

The family support worker has had a positive impact in supporting families in need and monitoring CP / attendance issues. Vulnerable families and those from disadvantaged backgrounds were continually supported during school closures. The level of support since the children have returned to a more stable school year has still remained high. Issues have been compounded by extended periods within the home and the family support worker has worked extensively with social care to support families to access early help and other interventions.

4. Use of Google Classroom has been embedded and is used as a platform for homework provision or extended periods of authorised absence

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Maths

Little Wandle Letters and Sounds Revised	Little Wandle
Kapow (humanities, computing)	
Developing experts (science)	
Charanga (music)	
MFL	
ELSA	LBHF EP service
NELI (Nuffield Early Language Intervention)	Nuffield Early Language Intervention
MIND well-being practitioner	H&F MIND charity

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/a
The impact of that spending on service pupil premium eligible pupils
N/a

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising a DfE grant to train a senior mental health lead (PSED Lead to access this). The PSED/SMH Lead will be working alongside the FSO, SENCO and external professionals and identified families to ensure pupils receive the support they may require to meet their needs. Primary focus will be placed on;
 - putting in place a whole-school approach to positive mental health and wellbeing
 - using formal curriculum teaching opportunities, PSED provision map and resources in the school to promote good mental health
 - working with all staff to raise mental health awareness using existing established systems.
 - using existing systems and staffing within school to support earlier identification of, and intervention for, children with mental health issues.
 - working with mental health provision and outreach services in the local area, including CAMHS, OAT and MIND, in order to develop a good understanding of outcome measures used by mental health professionals. This will support us in recognising any gaps that need filling in terms of mental health provision for children in our setting.
- Continued work with The MIND Team and Tavistock NHS Trust therapist. The MIND team is a school-based service which responds to the emerging mental health needs of students in schools by offering assemblies and workshops on relevant wellbeing topics. The team also offers training to school staff and parents/careers to educate and build confidence in addressing common mental health concerns experienced by children and young people. Our dedicated MIND practitioner and Tavistock Therapist both operate on a referral basis to provide 1:1 or group therapy for individuals and/or groups of children. MIND therapy usually runs on a 6-week cycle while Tavistock provide longer-term therapy of 1-1.5 yrs for more complex cases.
- Robust quality assurance cycles across the school to monitor teaching and provision
- On-going CPD for teachers to ensure a coherently sequenced, ambitious and progressive wider curriculum planning, implementation and evaluation. As a school, we have considered the literature regarding effective use of pupil premium, the impact of disadvantage on educational outcomes alongside studies about the impact of the pandemic on disadvantaged pupils (e.g. EEF, 2021; Ofsted, 2021). We have also based our strategy on our extensive knowledge of the needs of our pupils. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure best possible outcomes for pupils.