

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sir John Lillie Primary
Number of pupils in school	293 on October 2021 285 October 2021
Proportion (%) of pupil premium eligible pupils	48% (141) 36% (103)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sue Hayward
Pupil premium lead	Deputy Head Victoria Hall Team Leaders Dawid Szot(EY), Angela Alder (LS) Chloe Grassie (US)
Governor	Nicola Morton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,990 (predicted) (Allocated April 2021)
Recovery premium funding allocation this academic year	£20,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£216,580

Part A: Pupil premium strategy plan

Statement of intent

Aims:

The targeted and strategic use of pupil premium funding will support us in enabling every pupil to reach their full potential.

- Targeting interventions to those children who have fallen behind and those with a specific need.
- Creating and developing learning experiences in and out of the classroom to motivate and engage children in their learning.

Objectives:

- To close the gap for Pupil Premium children in attainment in Maths and English.
- To develop self-confidence, independence and social skills including mental health well-being.

Challenges

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

Challenge number	Detail of challenge
1	Lack of support from home due to inadequate parental skills or negative attitude towards school will impact negatively on the child's progress both academically and socially.
2	Attendance for some children is an issue and has an impact on their learning and resilience.
3	Raising progress in maths and English
4	Accessing on line learning during lockdown. Support with using online learning successfully

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
Children engaged in activities to develop academic and social achievement.	<ul style="list-style-type: none"> • Children able to work together in groups engaging in conversations, sharing and turn taking • Progress seen in academic achievements from their starting points.
Progress in Maths and English including phonics	<ul style="list-style-type: none"> • Closing the gap between pupil premium and non – Pupil premium • Children becoming resilient in learning again and using skills across the curriculum
attendance for targeted children improved	<ul style="list-style-type: none"> • Children in school every day.
Children able to access learning successfully at home as well as in school	<ul style="list-style-type: none"> • Children engaged in learning on line and making progress

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)

Budgeted cost: £114.350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from SENCo	<ul style="list-style-type: none"> • Planning all interventions • Planning CPD • Delivering CPD • Discussing outcome targets with LSAs • Meetings with outside agencies for interventions through school (e.g. MIND) • Organising the well-being agenda 	1
Recovery curriculum	Intervention groups for targeted children across the school.	3
Staff given CPD on mental wellbeing for children and staff	Delivered by MIND over two staff meetings.	1
NELI (Nuffield Early Language Intervention)	Train colleague in this intervention. Children chosen to complete. Children successfully using vocabulary covered in day to day life and showing a greater enthusiasm for learning and using new words.	3
Training delivered by SENCo to support staff in delivering specific targets	LSAs attended training delivered by EP, SENCO, SaLT ETC. Skills being used in delivery of one-to-one and small group sessions.	3
Training attended for Phonics	<p>New staff attended phonics training</p> <p>Training for Y2 staff who are to deliver the Y1 phonics screening missed in June 2021 due to COVID.</p>	3

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

Budgeted cost: £86,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Potential recruitment of Academic mentor to begin January 2022	Small group and 1:1 activities delivered Reading and phonic support in years 1 & 2 Reading support in years 5&6	3
Phonics intervention groups	<ul style="list-style-type: none"> Delivered by highly skilled HLTA Targeted groups in Y3 and Y2. 	1 3 4
Year 4 intervention	<ul style="list-style-type: none"> Highly skilled KS2 HLTA in class support in the morning and cover. In the afternoon targeted literacy group. 	1 3 4
Year 5 intervention	<ul style="list-style-type: none"> Highly skilled KS2 HLTA in class support in the morning and cover. In the afternoon targeted literacy group. 	1 3 4
Lunchtime nurture group	<ul style="list-style-type: none"> Delivered by highly skilled level 3 TA who leads and manages the session supported by volunteers from Thomas Foundation School. 	1 2
Nursery PSED/communication support	<ul style="list-style-type: none"> TA supporting in class 	1 2

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

Budgeted cost: £15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	Parents called each day child not in to ask the reason why and can we help to get child in i.e. go and get the child if parent unwell.	2
Lunchtime nurture group	Delivered by highly skilled level 3 TA who leads and manages the session supported by volunteers from Thomas Foundation School.	1 2

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

This year we have engaged with training and delivery of:

Talk Boost

NELi

MIND well being practitioner