



Pupil Premium Statement 2016/17

The pupil premium funding, which is additional to main school funding, is a key way of narrowing the gap between Free School Meals (FSM) and Non-FSM students. The government has extended its reach to cover any child that has been registered for Free School Meals or a Child Looked After (CLA) within the past six years.

According to the DfE, schools have the freedom to spend the funding as they see fit based upon their knowledge of pupil needs – ***'Schools will decide how to use the Pupil Premium. As they are best placed to assess what additional provision be made for individual pupils.'***

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what educational provision should be made for the individual pupils within their responsibility.' (DfE website)

For the financial period of **2016-17** Sir John Lillie Primary School received a total of **£199.000** (£1320 per pupil) Pupil Premium funding (based on 202 pupils with 3 being Looked After Children).

At Sir John Lillie Primary School we have high aspirations and expectations for all our children and strive to ensure they reach their full potential. Pupil Premium funding represents a significant proportion of our school's total budget and we are committed to ensuring it is used effectively.

Children who receive Pupil Premium funding are referred to as Disadvantaged children in all DfE documents.

Barriers to learning

There are a range of barriers to learning that might exist for children receiving pupil premium funding.

These include:

- Poor attendance
- Behaviour concerns
- Family circumstances
- Lack of opportunities
- Social and emotional concerns
- Low expectations outside of school

Monitoring the impact of Pupil Premium money

Half-termly data will be analysed thoroughly by the Senior Leadership Team and class teachers. Intervention groups will be monitored on a half-termly basis to ensure pupils are making progress. The provision map will be reviewed half-termly in light of data and reports. Narrowing the gap data will be produced for each year group and this will be reported to stakeholders.

Interventions and groups are:

- Carefully targeted
- Well taught by specialist teachers or well training, highly competent Teaching Assistants
- Time limited
- Linked to day-to-day teaching (keep up not catch up)
- Clear success criteria
- Carefully planned so that they do not interfere with learning

Key focus of Pupil Premium money – Academic year 2016-17

Year group	Item/project	Objective
Years 5 and 6	Reducing class sizes (teachers employed to run groups in Maths and Literacy	Small, targeted groups to continue to ensure more disadvantaged pupils are making more than expected

		progress
	Nurture group funded particularly targeting disadvantaged pupils.	To improve social skills, confidence and self-esteem of targeted children
Years 3 and 4	Nurture group funded particularly targeting disadvantaged pupils.	To improve social skills, confidence and self-esteem of targeted children
	Additional hours for TAs to run reading groups	Raise achievement of targeted disadvantaged SEN pupils
Years 1 and 2	Nurture group funded particularly targeting disadvantaged pupils.	To improve social skills of targeted children.
	Additional hours for TAs to run targeted phonics groups – identified through pupil progress meetings.	Raise achievement of targeted disadvantaged pupils
	Reducing class sizes (teachers employed to run groups in Maths and Literacy	Small, targeted groups to continue to ensure more disadvantaged pupils are making more than expected progress
EYFS	Employ EYE for additional hours to focus on speech and language intervention for focus pupils.	Raise achievement of disadvantaged pupils in English – especially those new to the school.
	Adult to run phonics groups – targeting disadvantaged pupils.	Raise achievement of disadvantaged pupils.
Whole school	Playtherapy	Develop self-esteem and confidence for targeted disadvantaged pupils
	Lexia programme	Raise achievement for disadvantaged pupils in Literacy
	Attendance Officer employed to work with disadvantaged pupils and their families (to be in the playground to build relationships during playtimes and lunchtimes	Support targeted disadvantaged pupils and families and to improve attendance and punctuality of.
	Continue to subsidise breakfast club/family café.	Ensure disadvantaged pupils have a meal before they start school.
	Milk to continue for disadvantaged pupils.	Promote and encourage healthy eating.
	Subsidise school trips ad visits	To ensure disadvantaged pupils have access to visits which will enhance the curriculum.
	Additional hours for TAs to run homework club	Support targeted disadvantaged pupils in a small group situation.

Impact 2016-17

Attendance percentages for the end of each term (academic year 2016-17)

	Autumn	Spring	Summer
Attendance (%)	95.7	95.2	