Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

School Name	Silverstone CE Primary
Number of Pupils in School	225
Proportion (%) of Pupil Premium Eligible Pupils	12%
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027 Y2 of the plan (2025 -26)
Date this Statement was Published	December 2025
Date on Which it will be Reviewed	February 2026
	May 2026
	July 2026
Statement Authorised By	Trust AIO
Pupil Premium Lead	Headteacher
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,383
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£50,383

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics (and spelling in KS2) than their peers. This negatively impacts their development as readers and creates cognitive overload with independent writing.	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing	1, 2

	their knowledge of Tier 3 language, gained from non-fiction texts to support their creativity as writers in KS2 in readiness for secondary school.	
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. IDSR 3 year trend shows school 3 year average for expected standard in reading, writing and maths is 33% (National 46%. School 3 year trend for maths is 56%, national is 60%	1, 2
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and social interactions in home life. These challenges particularly affect disadvantaged pupils, including their attainment.	3
6	Our assessments and observations indicate that absenteeism or late arrival is negatively impacting disadvantaged pupils' progress. This is affecting specific disadvantaged children but is impacting on phonics, arithmetic and general cognitive overload when 'late arrivals' join lessons after the whole class input.	3

Intended Outcomes

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

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1, 6	Phonics outcomes in 2025/26 show that more than 2/2 of disadvantaged pupils met the expected standard in the phonics screening check. 100% of disadvantaged children make at least good progress from their starting point
Improved reading attainment among disadvantaged pupils at the end of KS2.	1, 2	100% of disadvantaged children make at least expected progress from respective starting point. KS2 reading outcomes in 2025/26 show that 2/3 (66%) of disadvantaged pupils who have been at Silverstone since the start of Year 5 met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	2, 3	100% of disadvantaged children make at least expected progress from respective starting point. KS2 writing outcomes in 2025/26 show 1/3 (33%) of disadvantaged pupils who have been at Silverstone since the start of Year 5 met the expected standard.
Improved maths attainment among disadvantaged pupils at the end of KS2.	4, 6	100% of disadvantaged children make at least expected progress from respective starting point. KS2 maths outcomes in 2025/26 show that 2/3 (66%) of disadvantaged pupils who have been at Silverstone since the start of Year 5 met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	3, 5	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations

		Sustain high levels of participation in enrichment activities, particularly among disadvantaged pupils.
To develop positive learning attitudes and age appropriate high levels of resilience for disadvantaged children	5, 6	Disadvantaged children are active learners in all subjects and actively engage in class discussions
To achieve and sustain good attendance and prompt arrival times for all pupils, particularly our disadvantaged pupils.	6	Disadvantaged group attendance is in line with non-disadvantaged pupils of Silverstone School. Late arrivals for specific pupils reduced significantly and falls below 10%

Activity in this Academic Year

This details how you intend to spend your school's pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *17,589*

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised tests and Boost Insights analyses for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,3,4
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: • Access Trust CPD • Maintain a strong focus on QFT in our internal CPD programme. • Senior Leadership and Middle Leadership capacity for monitoring and development of QFT	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	1, 2, 3, 4, 5,
Purchase of a DfE validated Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the	1, 2

programme to secure stronger phonics teaching for all pupils. We will continue to: • Access Little Wandle • Provide regular non-contact time for our Phonics Lead to work with class teachers and TA's with a particular focus of the development of staff knowledge in Key Stage 2	accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
To continue to improve our whole school approach to the teaching of reading and writing using the teaching sequence, quality texts and progression documents. We will continue to: • Access Trust CPD on reading to implement changes to reading structure across the school • Access Trust CPD on writing (including working with external consultant) to implement changes to the writing structure across school • Provide regular non-contact time for our English Subject Lead to work with class teachers, TAs and external consultants.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	2, 3
To continue to improve our whole school approach to the teaching of White Rose Maths focusing on: ➢ Fluency and arithmetic ➢ reasoning and problem solving We will continue to: • Access Trust CPD on maths • Maximise support from the Trusts' Maths partner and HUB • Access half termly whole teaching staff training from Gareth Metcalfe – maths consultant • Access support from our Trust HUB to monitor, evaluate and	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	4, 6

strengthen implementation (with Gareth Metcalf • Provide regular non-contact time for our Maths Subject Lead to access and provide CPD to teachers and TA's		

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *29,200*

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
General TA support within lessons and with interventions to address misconceptions, provide pre-teaching and provide effective scaffolding to support learning. This includes the following:		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2
Classroom support within writing lessons targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3

Classroom support within maths lessons targeted at disadvantaged pupils who require further writing support. Additional targeted maths session to address misconceptions and pre-teach disadvantaged pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	4,5

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *3,600*

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Supporting with financial inequalities to enable children to have the same access to experiences and opportunities as everyone else. • Year 6 residential • Supplement cost of school trips in all year groups • Provide free access to extra curricular clubs run by external providers • Free or reduced access to wrap around care when required		5,6,7
Supporting families with any social and emotional issues. Mental Health Lead teacher to have fortnightly meetings with MHST team and to lead SEMH sessions with targeted children SLT and TA's will work with children to reduce issues related to SEMH for any member of the family. parents: • SLT and Admin team support families in need • SLT to lead EHAs and support with attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6,7

• TA's to provide emotional support to children.		

Total budgeted cost: £ *50,389*

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes **To review your three-year PP Strategy**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The impact of high-quality professional development for all staff has supported the school in maintaining the highest levels of Quality First Teaching across all phases of the school. Teachers pedagogical knowledge is secure as they use an adaptive teaching approach to ensure all children make good progress from their respective starting points.

As a result of accessing high quality professional development as well as having time to monitor and coach each other, all staff feel confident and competent in enabling all pupils to make good progress.

The proportion of disadvantaged children at Silverstone Primary is lower than the national average. Across the school there are no trends or patterns to indicate that disadvantaged children do not achieve as well as all other children. Any gaps in academic ability are swifty identified and appropriate strategies and interventions have enabled those pupils to make good progress from their respective starting points.

2025 KS2 results show 57% of disadvantaged pupils achieved combined RWM expected standard compared with national average of 47%. This is an improvement from 2024 when 25% achieved combined RWM expected standard.

Overall attendance in 2024/25 was higher than national average and there are no significant difference between the attendance percentages for disadvantaged and non-disadvantaged pupils. The DfE VYED analysis shows that disadvantaged attendance at Silverstone School is in line with similar schools. FSM6 attendance is 2024/25 was 93.6% which is above national average of 92.6%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were all positive last year as a result of the high priority we place on pupil wellbeing. The numerous strategies used by all staff and our lead teacher for Mental Health has supported all children in developing strong and positive learning attitudes that has impacted positively on pupil progress and overall wellbeing.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
N/A	

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further Information (Optional)

N/A