

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Silverstone CE Primary
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	James Bloomfield
Trustee lead	Margaret Holman

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,857.68
Recovery premium funding allocation this academic year	£4,495.00
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 54,352.68

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 than their peers. This negatively impacts their development as readers	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 their knowledge of language, gained from stories, plays, poetry, non-	1, 2

	fiction and textbooks to support their facility 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.	1, 2
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>	1, 2
6	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.	3
7	<p>Our attendance data over the last 3 years indicates that persistence absence for disadvantaged pupils is more than that of non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	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	Phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	100% of disadvantaged children make at least expected progress from respective starting point. KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	100% of disadvantaged children make at least expected progress from respective starting point. KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils at the end of KS2.	4	100% of disadvantaged children make at least expected progress from respective starting point. KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	5, 6	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> 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	1,2,3,6	<ul style="list-style-type: none"> Assessments and observations indicate that disadvantaged children have comparable levels of independence and positive learning attitudes as non-disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	7	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and have no attendance gap between disadvantaged pupils and their non-disadvantaged peers <p>the percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>

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: £ 27,143.34

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised tests and MARK 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	1,2,3,4,5
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> Access Trust CPD Commission maths teaching and learning consultant to work with subject lead 	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 (<i>EEF</i>)	1, 2, 3, 4, 5

<ul style="list-style-type: none"> • Maintain a strong focus on QFT in our internal CPD programme. 		
<p>Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • Access Little Wandle • Provide regular non-contact time for our Phonics Lead to work with class teachers and TA's 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 2, 3
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on reading and the teaching sequence • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<p>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 (<i>EEF</i>)</p>	2
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on reading and the teaching sequence • Maximise support from the Trusts' Literacy consultant • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<p>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 (<i>EEF</i>)</p>	3
<p>Middle leaders to access NPQ:Leading Teacher Development</p> <p>3 middle leaders to complete training</p> <p>Middle leaders to drive developments in QFT across the curriculum</p>	<p>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 (<i>EEF</i>)</p>	2, 3, 4
<p>To continue to improve our whole school approach to the teaching of White Rose Maths</p>	<p>Single biggest school-based factor in improving outcomes for children is the</p>	5, 6

<p>focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on maths • Maximise support from the Trusts' Maths consultant • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultant. 	<p>quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	
<p>Single year group classes embedded to enable clear and effective progression of curriculum coverage within long term overview</p> <ul style="list-style-type: none"> • 3D curriculum map shows a progressive curriculum with children using prior learning to support new learning 	<p>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 (<i>EEF</i>)</p>	

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

Budgeted cost: £ 21,932.66

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Continue use of 'Zones of Regulation' to support pupil wellbeing and develop independent strategies to enable children to cope with their emotional wellbeing to enable them to be in a position to learn more</p> <p>Provide weekly non-contact time for Mental Health Lead to support children in targeted interventions for SEMH needs</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p>	5, 6,7
<p>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:</p>		

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: £ 4750

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Supporting with financial inequalities to enable children to have the same access to		5,6,7

experiences and opportunities as everyone else.		
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6,7

Total budgeted cost: £ 54,026.00

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 **2022 to 2023** academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous X years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.