

Pupil premium strategy statement



1. Summary information

School	Silverstone CE Primary				
Academic Year	2019/20	Total PP budget	£26020	Date of most recent PP Review	
Total number of pupils	218	Number of pupils eligible for PP	22	Date for next internal review of this strategy	

2. Current attainment

Year 2 Outcomes 2018 -19

2 pupils	Pupil Premium	School – All Children	National (FFT)
% meeting expected in reading	50%	77%	76%
% meeting expected in writing	50%	71%	70%
% meeting expected in maths	50%	77%	77%

Year 6 Outcomes 2018 -19

3 pupils	Pupil Premium	School – All Children	National
% meeting expected in Reading, Writing and Maths (combined)	0	80%	65%
% meeting expected in reading	33.3%	93%	73%
% meeting expected in writing	0	83%	78%
% meeting expected in maths	0	83%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Poor oral language skills including comprehension and limited expressive vocabulary
B.	Gaps in number knowledge
C.	Lack of experiences to enhance curriculum and inspire pupils beyond the classroom
C.	Emotional and social well being inc: lack of emotional stability which has a negative impact on the attainment and progress

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Low attendance rates
E.	Family dynamics including involvement of social services, unemployment

F	Low levels of engagement in home learning				
G	Lack of emotional stability at home				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Increase language skills inc: oral and written vocabulary, comprehension and expressive			Children to make at least expected progress in both reading and writing.	
B.	Close the gap in number			Children to make at least expected progress in maths	
C.	Enhance curriculum through a range of experiences.			Children to attend school trips and have experiences outside of the curriculum.	
D.	Increase attendance rates			All pupils to have attendance of 95%	
5. Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff Team and individuals access coaching that develops Quality First Teaching throughout the school	<ul style="list-style-type: none"> • Consultant in to work with teachers and Teaching Assistants 	Standards across the school are good. Pupil Premium pupils make good progress overtime by the end of Key Stage 2.	Initial training is followed, embedded and developed in staff meetings. Teaching and Learning is reviewed and monitored. Teachers are supported.	AC / JB	Termly
Increase language skills inc: oral and written vocabulary, comprehension and expressive	<ul style="list-style-type: none"> • Increased opportunities for reading through who class texts, modelled reading and modelled texts. • Additional focussed reading sessions inc: 1:1 daily reading for some children, book talk interventions, Switch on 	Our excellent KS2 results show that modelling and focused reading increases attainment and progress in all children. This needs to be developed throughout the school especially with those who we acknowledge have limited reading experiences and skills. The EEF suggests that strategies should be described and modelled before pupils practise these strategies and receive feedback. This should reduce as the	Ensure timetables have at least adequate sessions for the teaching of reading. Ensure English planning is structured and includes modelled texts. TA's to be timetabled accordingly to ensure availability to be in all English/Maths sessions and to support the teaching of misconceptions and specific intervention programmes.	English Lead / Inclusion lead	Regular monitoring including triangulation of book looks, assessment and observations.

	<p>Reading intervention where necessary</p> <ul style="list-style-type: none"> • Implement SALT approaches • Provide opportunities for children to expand their vocabulary through speaking, listening and writing activities. • Teaching Assistant support in all classes for English and Maths • Seek professional advice for specific needs when necessary. 	<p>children mature and take responsibility for their own learning. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text.</p> <p>They also suggest that purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Effective writers use a number of strategies including the above to support the writing process.</p> <p>Additional support in class allow for the effective principles of teaching that are evidence-based to be implemented more effectively including feedback and small group work.</p>	<p>English lead to monitor books/planning through a triangulation of book looks, assessment and observations.</p>		
Close the gap in number	<ul style="list-style-type: none"> • Use of concrete objects to support number work. • Embrace the 'Concrete, Pictorial, Abstract' philosophy in the teaching of maths • Teaching Assistant support in all classes for English and Maths 	<p>Concrete materials have been proven to support the building of early maths skills. They should act as a scaffold that can be removed once independence is achieved.</p> <p>Additional support in class allow for the effective principles of teaching that are evidence-based to be implemented more effectively including feedback and small group work.</p>	<p>Ensure Maths planning is structured and includes the use of a range of modelled strategies based on concrete, pictorial and abstract. TA's to be timetabled accordingly to ensure availability to be in all English/Maths sessions and to support the teaching of misconceptions and specific intervention programmes. Maths lead to monitor books/planning through a triangulation of book looks, assessment and observations.</p>	Maths Lead / Inclusion lead	Regular monitoring including triangulation of book looks, assessment and observations.
Total budgeted cost					£2344
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase reading outcomes for PP children inc: developing a love for reading.</p>	<p>Specific reading interventions inc: Book Talk, programme and daily 1:1 reading.</p>	<p>Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary and secondary pupils, for both short-term and long-term impact.</p> <p>The EEF Strategy states: <i>There is a strong and consistent body of evidence demonstrating the benefit of one to one or small group tutoring using structured interventions for children who are struggling with literacy.</i></p> <p>The EEF discusses the impact of TA's The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.</p> <p>NB: Strategies used previous such as Switch On reading failed to have the desired impact as supported by the EEF <i>Participating children in schools delivering either version of Switch-on made no additional progress in reading compared to similarly struggling children in 'business as usual' control schools.</i></p>	<p>Ensure teachers have the skills to choose the right children for the right intervention. Monitoring the types of intervention, resources used and the impact these have on the pupils. Use data from termly Star tests and PIRA assessments to understand progress.</p>	<p>English lead / Inclusion lead</p>	<p>Regular monitoring and discussion with teachers including termly analysis of progress in reading.</p>

Increase engagement in class	Timetabled slots for supporting children with misconceptions or pre-teaching which they may not get support in at home or arising from gaps in learning.	<p>The idea of pre-teaching elements is to anticipate misconceptions and identify the children who may need extra support prior to the lesson.</p> <p>Tackling misconceptions is important to ensure gaps in knowledge and skills are closed and children can progress within the lesson leading to high levels of engagement within the class.</p> <p>One of the recommendations in the recent EEF report Improving Mathematics at Key Stages 2 & 3 is to tackle misconceptions head-on, and not to side-step them but exploit them as formative assessment opportunities in order to help pupils “develop richer and more robust conceptions”.</p>	Timetabled time for all TA’s to either lead groups or enable teachers the opportunity to work with these children.	Inclusion lead /	Regular monitoring and discussion with teachers including termly analysis of progress in reading.
Total budgeted cost					£24162
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enhance curriculum through a range of experiences.	<ul style="list-style-type: none"> Children have a personal budget to enable them to participate in clubs and trips. (£100 R/KS1, £150 KS2) All PP children to be offered a free place at sporting club ‘Silverstone Sharks’ for at least a 10 week session. (funding through sports premium) 	<p>School can offer safe experiences for children to enhance the curriculum but also to enable children to have opportunities that could inspire, ignite and increase engagement in learning.</p> <p><i>‘Effective use of LOtC can be used to improve and demonstrate the quality of teaching within your school. LOtC can impact positively on the quality of teaching across all subject areas, including core skills such as reading, writing, communication and mathematics. LOtC is also extremely effective in engaging pupils with different needs and learning styles, especially young</i></p>	<p>Ensure identification of PP children. Provide opportunities tailored to suit the areas learnt in the classroom as well as those of interest to pupils. Monitor the expenditure of personal and school budget for PP children.</p>	Inclusion Lead	Collate numbers of trips/experiences PP children engage in.

		<i>people who learn best through doing.’ LOTC – The OFSTED Perspective</i>			
Increase attendance rates	<ul style="list-style-type: none"> • Attendance tracked and absences monitored. • Parents to be challenged when attendance levels drop or reasons unjustified. • Medical notes to be requested when appropriate. • Engagement of EIP where necessary • Encourage parents to attend school events to increase involvement in school 	<p>Schools cannot improve attainment for children if they aren’t actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Reporting attendance to external agencies is needed to address ongoing and long-term attendance concerns.</p> <p>Engaging parents in their child’s/children education is vital.</p> <p><i>‘Parents’ interest and involvement in their children’s learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively.’ EEF</i></p>	<p>Communication between class teachers – admin team – parents is key.</p> <p>Give parents clear guidelines on how to report absences and the consequences of non-attendance.</p> <p>Challenge parents through regular monitoring of attendance data.</p>	Headteacher	½ termly and sooner if required.
				Total budgeted cost	£2650 – vouchers £1265 – Family Support Worker £3915

6. Review of expenditure				
Previous Academic Year		20 children		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Accelerate Progress: Children make at least expected progress in reading, writing and maths through effective differentiation and targeted intervention</p>	<p>Targeted interventions</p> <p>Staff training – Liz Mynott</p>	<p>Data reflects children in Years 1-6 (17 children) Reading: 14 children made at least expected progress (3 made greater than expected progress) Writing: 11 children made at least expected progress (2 made greater than expected progress) Maths: 13 children made at least expected progress</p> <p>During the year, an additional child with SEND became eligible for FSM. All 4 children with SEND needs were low attainers with one being placed at special school for the new academic year, another having an EHC rejected but a diagnosis of ASD confirmed. The other children with SEND and PP were assessed for SEMH / low attaining needs.</p> <p>2 PP children in Y6 did not sit the SAT papers as they were working below KS2.</p> <p>3 children had extremely low attendance, which affected rates of learning including one who had met in Year 1, not meeting in Year 2. This issue has been escalated.</p>	<p>Liz Mynott training to continue to include TA's with the aim of improving questioning and outcomes for our children.</p> <p>We introduced misconception times for TAs to go over learning or pre-teach. This supported the children in upper KS2 as is now being introduced across the whole school. Switch on reading was invested in and trialled but the children chosen did not make rapid enough progress.</p> <p>Writing is an issue for our PP children primarily due to limited experiences and reading opportunities, which support creativity. All PP children are priority readers and TA and teacher led targeted support will need to be put in place in 2019/20.</p>	£24,690.43
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Early Intervention: To identify areas of weaknesses and implement targeted interventions and strategies to narrow the gap between PP and Non PP children.</p>	<p>Targeted interventions</p>	<p>Data as above. Narrowing the gap between PP and non PP varied from class to class as did associated needs (SEND, attendance, SEMH, CIN/CP) however, the majority made progress in line with their peers at the expected rate. Those making less than expected progress despite having additional interventions also had additional needs including SEND and attendance.</p>	<p>We introduced misconception times for TAs to go over learning or pre-teach. This supported the children in upper KS2 as is now being introduced across the whole school. Switch on reading was invested in and trialled but the children chosen did not make rapid enough progress. Specific book talk sessions engaged children with reading and did see levels in reading ages increase.</p>	<p>Linked to above</p>
---	-------------------------------	--	---	------------------------

iii. Other approaches

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
-------------------------------	--------------------------------------	--	--	--------------------

<p>Pastoral support: To enable the children to become socially confident, be resilient, participate in classroom discussions and interact with peers outside the classroom</p>	<p>Parent and family liaisons Group and individual interventions.</p>	<p>This proved hard to meet due to the loss of the welfare assistant position meaning Inclusion lead and TA's had to bridge this gap.</p> <p>School worked with parents and families</p> <ul style="list-style-type: none"> • To review of regular attendance inc: families with low attendance being reported to the education inclusion partnership for further investigation. • To have ongoing discussions with parents to overcome barriers at home. Where necessary families were referred to external agencies for support including social services, school nursing team and therapeutic services. • Provided breakfast and breakfast club if needed (inc: for non PP siblings) <p>Group led and individual interventions included:</p> <ul style="list-style-type: none"> • Mentoring – inc: 1:1 which saw positive relationships being built which supports the lessening of specific behaviour issues • Protective behaviours • Socially Speaking • Self-esteem sessions – as with the 1:1 mentoring, children craved these sessions and the TA was able to support the unpicking of emotions including recognising emotions in those children. • Dealing with feelings • Engagement in lunchtime games – increased activity in the playground alongside creating structured activities for those who struggled at these times • Yoga sessions – created mindfulness for children and supported children in preparing for the weekend (held on Friday afternoons) 	<p>Pastoral and additional support is needed and the approaches need to continue especially with the continued building of relationships with parents.</p> <p>The introduction of CORAM SCARF across the school has begun to address these needs with all children. This has been further supported by specific interventions and the relationships between TA's and children.</p> <p>The loss of the welfare assistant has passed more ownership onto the class teachers and class based TAs to monitor the daily needs of specific PP children.</p>	<p>£6,884.77 (SLT cost)</p>
---	---	--	---	-----------------------------

<p>Raise aspirations: To ensure equal opportunities for all children to participate in school trips, residential visits and school clubs. All children have the correct uniform and resources in school and have access to a healthy snack and meal in school.</p>	<p>£100 voucher for FS2/KS1 children £150 voucher for KS2 children</p>	<p>School worked hard to work with parents and families through:</p> <ul style="list-style-type: none"> • Regular discussions on supporting families around attendance and children arriving to school on time • Additional support was given for clubs, school meals and resources to complete homework • All children attended school trips and residential visits. 	<p>Children enjoyed a range of experiences and we will endeavour to continue to create more of these for all children including the use of sports premium funding to offer a sports club for disadvantaged and vulnerable pupils.</p>	<p>1,904.25</p>
---	--	--	---	------------------------

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk