

Pupil premium strategy statement – St Silas CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	01 December 2025
Date on which it will be reviewed	October 2027
Statement authorised by	Kathryn Haczycki
Pupil premium lead	Kathryn Haczycki
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,291
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£135,291

Part A: Pupil Premium Strategy Plan

Statement of intent

St Silas is committed to ensuring that all pupils leave our school, having made good progress, with good levels of reading, writing, mathematics, oracy and the skills they need to be resilient and to enjoy the move to their next stage of education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals including good progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, such as those with a social worker, young carers, international new arrivals who have moved to England for a variety of reasons and our pupils for whom English is an additional language. The activity we have outlined in this statement is also intended to support the needs of our children, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set and that teaching is adapted to take into account individual needs so that all children can achieve,*
- act early to intervene at the point the need is identified seeking the necessary support if needed,*
- adopt a whole school approach in which all staff take responsibility 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
1	<p>Our attendance data continues to indicate that attendance among disadvantaged pupils remains at 1% lower than non-disadvantaged pupils.</p> <p>Year 2023/2024 saw a significant rise in school mobility as the school admitted over 150 new pupils with the majority being International New Arrivals (INA) with little or no English, and subsequently becoming pupil premium children..</p> <p>Assessment and observations indicate that poor attendance amongst this disadvantaged group particularly, is negatively impacting their progress causing gaps in their learning and making it harder to adapt socially in a new environment.</p>
2	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. This is particularly evident in our Early Years Foundation Stage (EYFS), and is more prevalent among our disadvantaged pupils than their peers.</p> <p>The increased number of children attending school with little to no English indicates that oracy, language skills and vocabulary are key challenges in school.</p>
3	<p>Our observations show that a high percentage of our children have limited life experiences and enrichment opportunities which impacts on their development, wellbeing and language development.</p> <p>This challenge particularly affects disadvantaged pupils especially attainment in the foundation subjects.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (September 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance for 2026/27 'demonstrated by:</p> <ul style="list-style-type: none">the overall attendance rate for all pupils being at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eliminated.the percentage of all pupils who are persistently absent being below 5% and the

	figure among disadvantaged pupils being no more than 1% lower than their peers.
Improved oral language skills, vocabulary and knowledge of English among disadvantaged pupils.	<p>Assessments and observations show new international arrivals have a significantly improved rate of acquiring English if intervention is applied early, is consistent and robust.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that 100% of disadvantaged pupils make expected progress, with 70% making above expected progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Voice 21 impact report https://voice21.org/impact-report-2021/</p>	2, 3
Read Write Inc continued	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	3

professional development with support from a RWInc consultant; Development Day Refresher for staff.	reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Attendance webinars and training with the Local Authority and DfE training resources.	There are clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. Supporting attendance EEF Working together to improve school attendance	1
Active Teaching strategies to be implemented across school in all subjects so that all pupils have equal opportunity to achieve. Great Teaching Toolkit English Planning Active Learning Training	Proficiency in English and other key factors can affect academic achievement of multilingual learners. https://educationendowmentfoundation.org.uk/news/eeef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	2,3

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver the Wellcomm language programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in EYFS. Sustain the use of the Wellcomm wizard to monitor the impact of the programme. Embed its use into Key Stage 2.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3

<p>Additional Read write Inc 1-1 sessions targeted at the bottom 20% of EYFS and KS1 readers, including our disadvantaged pupils who require further phonics support.</p> <p>Additional resources to deliver 1-1 sessions of Read Write Inc to the bottom 20% of readers through KS2 including our disadvantaged pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3
<p>We are taking part in the Nottingham University Observatory for Mathematics Project, looking at the progress made in maths from Reception to Year 6, specifically the disadvantaged pupils. This is a seven year project.</p> <p>We have invested in the EEF Project 1stClass@Number aimed at x4 Y2 children to see the impact of intervention on PPG children v NonPPG children.</p>	<p>As part of the Department for Education's Accelerator Fund, the EEF is commissioning a number of trials of programmes that show promise for increasing pupil attainment.</p> <p>There has been one previous EEF trial of 1stClass@Number 1. The result of that trial suggested that the children taking part in the intervention made two months' additional progress in maths, on average, compared to other children. This trial will investigate more thoroughly the impact on children eligible for Free School Meals.</p> <p>https://www.edgehill.ac.uk/departments/academic/education/every-child-counts/1st-class-number/</p>	2,3

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

Budgeted cost: £55,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for the attendance lead and family support worker to develop and implement new procedures to</p>	<p>In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

<p>improve the percentage of attendance.</p> <p>Breakfast club is offered to our PPG children free of charge to enable us to tackle attendance and punctuality discreetly and effectively.</p>		
<p>Children's University including after school clubs, weekend activities and holiday activities</p>	<p>Physical activity has important benefits in terms of health, well being and physical development. Extra curricular provision also improves social skills and promotes respect and mental health and wellbeing.</p> <p>There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention.</p> <p>(EEF Teaching and Learning Toolkit - physical activity/extending school time)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</p> <p>https://childrensuniversity.co.uk/media/1375/summary-of-state-of-the-nation-learning-beyond-the-classroom-in-2021.pdf</p>	1,3
<p>Provide high quality nurture and ELSA sessions to support pupil wellbeing.</p> <p>Provide small group nurture sessions for vulnerable pupils led by the trained Family Support Worker.</p> <p>School to partially fund the school's nurture provision so that we can continue with nurture provision for those pupils who need it.</p>	<p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	2,3
<p>Develop and implement an Emotion Coaching Approach to behaviour to give teachers a better understanding of how</p>	<p>Emotion coaching is an evidence-based strategy that's based on the idea that emotions and behavior are connected.</p>	2,3

feelings and emotions can affect behaviour especially with our disadvantaged pupils.	https://www.emotioncoachinguk.com/ey-emotion-coaching-project#:~:text=John%20Gottman%20noticed%20that%20children,emotionally%20stable%20and%20more%20resilient.	
Subsidising school trips and adventurous outdoor activity days for years 3 to 5. Offering reduced rates for the Y6 residential according to need	In line with the School Development Plan and providing essential cultural capital, the school aims to provide experiences focusing on developing team building, resilience, confidence and independence. This is through experiences incorporated within the curriculum and school trips.	3

Total budgeted cost: £140,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Attendance

Attendance remains a key challenge, but interventions continue to show an impact on the gap, though persistent absence is high.

- **Overall Attendance:** The school's overall absence percentage for Years 1-6 was **6.1%** (Autumn 2024 / Spring 2025 terms). This is above the Local Authority (LA) average of 5.3% and the National average of 5.2%.
- **Persistent Absence (PA):** The percentage of persistently absent pupils (Years 1-6) was **20.6%** in 2024/2025, significantly higher than the LA average (14.3%) and the National figure (13.9%).
- **PP/Non-PP Gap:** The strategy document's ambition to eliminate the attendance gap between disadvantaged pupils and their non-disadvantaged peers is still an area for focus. The strategy document reported a **92.94%** attendance for disadvantaged pupils in 2023/2024, an improvement on the previous year. We will need to monitor the specific 2024/2025 termly data for the disadvantaged group compared to their peers as overall PA remains a significant barrier to attainment.
- **Unauthorised Absence:** Unauthorised absence remains a factor, contributing **2.42%** of missed sessions, compared to the LA average of 1.53%. This suggests the initiatives to improve family engagement, such as the Family Support Worker involvement and the breakfast club offer, need to be sustained and possibly intensified.

Challenge 2: Underdeveloped oral language skills and vocabulary

Voice 21 teachers have attended training and delivered INSET to the staff. Training is continuing for all staff to embed a culture of oracy so that children grow to be confident speakers and listeners. Oracy continues to have a positive impact on our learners, especially with our EAL children/disadvantaged children. We will continue to invest in Voice 21 through Cidari as we have new teachers in school for the coming year. This will allow teachers to further develop and support our pupils to be confident speakers and listeners.

Review against 2024/2025 Data (EYFS & Phonics):

- **EYFS Good Level of Development (GLD):** St Silas' achieved **65.5%** GLD for all pupils, closely aligning with the LA average (65.2%) but below the Emerging National average (68.3%).
 - **PP/Non-PP Gap (EYFS GLD):** Crucially, disadvantaged pupils achieved a GLD rate of **66.7%**, which was **1.7% HIGHER** than the rate for non-disadvantaged peers (65.0%) within the school. This is a significant success, as the performance gap was eliminated and slightly reversed in the disadvantaged pupils' favour, contrasting sharply with the LA-wide gap (-17.2%). This outcome validates the school's heavy investment in early language and targeted WellComm interventions.

- **Phonics Screening (Year 1 WA):** The percentage of Year 1 pupils working at or above the expected standard was **78.4%**, only slightly below the LA (78.9%) and National (79.9%) averages.
 - **PP/Non-PP Gap (Phonics):** Performance for the small cohort of disadvantaged pupils in Year 1 Phonics was a concern. The rate of achieving the required standard for Pupil Premium pupils was **0.0%** (1 eligible pupil in cohort of 37, based on data provided), resulting in an **-80.6%** gap to non-disadvantaged peers. This indicates that while the overall approach (Read Write Inc) is effective for most pupils, the most recent cohort of disadvantaged pupils entering Year 1 (likely including new international arrivals/EAL) required much more rapid and intensive 1:1 intervention, validating the planned additional resources for this academic year.

Challenge 3: Education and wellbeing

The Family Support Worker, trained in ELSA and nurture, has developed and delivered group sessions to our most vulnerable pupils, some being those in receipt of pupil premium. The delivery of the Incredible Years Programme has made a significant impact on parents ability to provide behavioural support for their children. This is an evidence based programme, in social and behavioural learning principles that describe how behaviours are learnt and how they can be changed.

Challenge 4: Limited life experiences and enrichment

All children have been given the opportunity to attend the Children's University Programme offering after school activities in school and weekend activities. All Pupil Premium children are offered one free after school club and a CU passport as an incentive to join. During the academic year of 23/24 an average of **51%** of pupil premium pupils (42 pupils) have accessed the clubs. We are continually trying to promote the Children's University however, the nature of our community and their commitments after school hinders an increase in take up for attending the after school clubs. The CU Facilitator contacts all pupil premium recipients to encourage them to join in the activities.

Review against 2024/2025 Data (KS2 Attainment):

Despite positive trends in EYFS, the attainment gaps widen in Key Stage 2, highlighting the need for sustained impact of the early language work to translate into higher attainment in the final year.

- **KS2 Reading, Writing and Maths (RWM) Expected Standard+:**
 - Overall school performance was **58.8%** RWM Expected Standard+, below the LA (62.8%) and Emerging National (62.2%) averages.
 - **PP/Non-PP Gap (KS2 RWM):** Disadvantaged pupils achieved **44.4%** RWM Expected Standard+, creating a significant **-22.2%** gap compared to their non-disadvantaged peers (66.7%) within the school. This gap is also wider than the LA average gap (-18.4%).
- **KS2 Reading Attainment:**

- The in-school gap for Reading Exp+ was **-3.0%** (PP 66.7% vs. Non-PP 69.7%), which is almost eliminated and significantly better than the LA average PP gap (-12.0%). This suggests the reading focus (RWI, Oracy) is impacting comprehension for the disadvantaged cohort, successfully challenging the LA trend.
- **KS2 Writing and Maths Attainment:**
 - **Writing** has the largest in-school gap: **-20.2%** (PP 55.6% vs. Non-PP 75.8%). This validates the strategic focus on oracy as the primary barrier, as poor oral language feeds directly into written outcomes.
 - **Maths** also shows a significant gap: **-8.6%** (PP 61.1% vs. Non-PP 69.7%). The **1st Class at Number** and **Nottingham Observatory** projects must be rigorously implemented and evaluated to close this attainment gap, as the gap is wider than the LA average PP gap (-5.0%).
- **KS2 High Attainment:**
 - Crucially, **0.0%** of disadvantaged pupils achieved the Higher Standard in RWM combined (compared to 6.1% LA average PP), indicating that the intervention focus must now be strategically adapted to ensure high-quality challenge for the highest attainers within the disadvantaged group.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Oracy	Voice 21
Read Write Inc	Ruth Miskin
WellComm	GL Assessments
1st Class at Number	Edgehill University
Mastering Number	NCETM