

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Silas Primary Academy
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	25.10.21 updated 14.11.21 25.11.22 updated
Date on which it will be reviewed	Oct 22 Oct 23
Statement authorised by	M. Battersby
Pupil premium lead	Kathryn Haczycki
Governor / Trustee lead	J.Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£116,280</b>

## 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 and oracy and also the skills they need to be resilient and 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 who have 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 their needs, 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*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're set  
act early to intervene at the point the need is identified, 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 <b>attendance</b> data in 19/20 and 20/21 indicates that attendance among disadvantaged pupils has been around 1% lower than for non-disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils who have been ‘persistently absent’ compared to their peers during that period is around 10% higher.</p> <p>A higher percentage of pupil premium children are late for school for example in 19/20 2.5% of pupil premium children compared to 0.6% non pupil premium.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress causing gaps in their learning and making it harder for them to maintain their friendship groups.</p>
2	<p>Assessments, observations, and discussions with pupils indicate <b>underdeveloped oral language skills and vocabulary</b> gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Around 9% of pupil premium children are international new arrivals compared with 6% of non-pupil premium children. The majority of these pupil premium children have no English.</p>
3	<p>Our assessments and observations indicate that the <b>education and wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils despite the high levels of support for technology for remote learning. 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.</p>
4	<p>Our observations show that a higher percentage of our children have <b>limited life experiences and enrichment</b> opportunities which impacts on their development, wellbeing and language development.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, 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.	Sustained high attendance for 2023/24 'demonstrated by: <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
Improved oral language skills, vocabulary and knowledge of English among disadvantaged pupils.	Assessments and observations show new international arrivals have a significantly improved rate of acquiring English.  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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 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.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a significant reduction in high level behaviour incidents</li> <li>● a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2022-23) to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Voice 21 impact report <a href="https://voice21.org/impact-report-2021/">https://voice21.org/impact-report-2021/</a></p> <p>Two additional TAs in Reception class during Autumn 2022 to develop oracy.</p>	2,3
Read Write Inc continued professional development with support from a RWInc consultant and purchase of further RWInc resources	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Purchase of NfER standardised diagnostic assessments in mathematics.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

<p>We will take part in the Maths Hub research and innovation work group around mathematical oracy specifically looking at questioning and elaborating on disadvantaged pupils' quality of mathematical talk.</p>		2,3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/eef-projects/eeef-social-and-emotional-learning">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,3,4

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

Budgeted cost: £69,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver the Wellcomm language programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Embed and developed the use of the Wellcomm wizard to monitor the impact of the programme. Develop its use into Key Stage 2.</p>	<p>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:</p> <p><a href="https://www.eef.org.uk/eef-projects/eeef-oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,
<p>Engage with the National Tutoring Programme to provide school-led tutoring for those pupils in years 3 - 6, whose attainment was</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p>	3

<p>less than expected in the previous academic years.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, and will include those who are high attainers.</p>	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Engage with the Assessment Tool from the Bell Foundation Assessment Framework for children with English as an Additional Language including intervention for New International Arrivals. Develop intervention and delivery in small groups including those who are disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.bell-foundation.org.uk/eal-programme/research/">https://www.bell-foundation.org.uk/eal-programme/research/</a></p>	2

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>In primary schools <b>less than 65% of children achieve good</b> results in English and Maths with an average of 15 days</p>	1

<p>This will involve training and release time for the attendance lead and family support worker to develop and implement new procedures to improve the percentage of attendance.</p>	<p>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>	
<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. There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention.</p> <p><b>(EEF Teaching and Learning Toolkit - physical activity/extending school time)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a></p> <p>Nesta, University of Sussex and Skills Builder: The impact of Children's University on the development of essential skills in children</p> <p>State of the Nation: Evidence and impact of the importance of learning beyond the classroom in 2021</p> <p><a href="https://childrensuniversity.co.uk/media/1375/summary-of-state-of-the-nation-learning-beyond-the-classroom-in-2021.pdf">https://childrensuniversity.co.uk/media/1375/summary-of-state-of-the-nation-learning-beyond-the-classroom-in-2021.pdf</a></p>	<p>1, 4</p>
<p>Provide high quality nurture and counselling 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><a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</a></p>	<p>1.4</p>

**Total budgeted cost: £119,157**



## **Part B: Review of outcomes in the previous academic year**

### **Pupil Premium Strategy Outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### **Challenge Number 1 - Attendance**

Attendance, for the year 2021 - 2022 (Rec-Y6) overall, showed no improvement with a cohort value of 93.3% however, the gap between pupil premium (93.0%) and non pupil premium children (93.4%) has narrowed.

The impact of extended family holidays after the pandemic has hugely affected the school's attendance and this is the reason that attendance is being addressed in this strategy.

The number of lates with our pupils has increased and is being addressed through work with the attendance lead and the family support worker. There has been an increase in the number of daily home visits made, attendance plans and parent meetings have been put in place with our families to address lateness and persistent absence. Children have been identified and have been offered places at breakfast clubs so that the number of lates will reduce.

Also, mobility in pupils throughout the year has heavily impacted our attendance and we are working hard to make sure procedures are put in place to monitor and support our families, especially our vulnerable families.

#### **Challenge Number 2 - Oracy**

Voice 21 teachers have attended training and delivered INSET on Learning Ladders and Spelling Concept Cartoons to the staff. Training is being developed within the classrooms to embed a culture of oracy so that children grow to be confident speakers and listeners.

#### **Challenge Number 3 - Attainment and Achievement**

##### **Teacher Assessment Results 2022**

GLD - 48.1% (40% Pupil Premium)

Phonics Assessment - Year 1 65.9% (60% PP)

Phonics Assessment - Year 2 87.2% (69.2% PP)

Year 2 Teacher Assessment - **Reading** (Cohort:46.8% PP:42.9% NPP: 48.5%)  
**Writing** (Cohort:42.6% PP:42.9% NPP:42.4%) **Maths** (Cohort:46.8% PP:42.9%  
NPP:48.5%)

Year 6 Teacher Assessment - **Reading** (Cohort:68% PP: 55% NPP:68.3%) **Writing**  
(Cohort:61% PP:55% NPP:61%) **Maths** (Cohort:63% PP:50% NPP:58.5%)

Coaching and mentoring from the Reading Lead has made a huge impact on the delivery of Read Write Inc enabling support for staff and an overview of the quality of teaching in phonics.

We responded to the needs of our children by providing our lowest attainers in years 3 to 6 with high quality extra tuition in reading and maths through the National Tutoring Programme.

#### **Challenge Number 4 - Enrichment Opportunities**

Children's University has been able to start offering clubs fully again since the pandemic; they have gradually increased the number of pupil premium children attending clubs; however, we will be working together to promote the programme this year. Children were offered a free club and a free passport as an incentive to join Children's University. To date, an average 48.8% of Pupil Premium pupils are accessing the Children's University clubs.

During the last academic year, the Family Support Worker has been trained in counselling and nurture, and has developed and delivered group sessions to our most vulnerable pupils, some being those in receipt of pupil premium. The development 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.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Oracy	Voice 21
Read Write Inc	Ruth Miskin
WellComm	GL assessments
Mastering Number	NCETM

## Further information (optional)

*Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kagan	EFF collaborative learning approaches +5 months	2,3
Quality Feedback	EFF feedback +6 months <i><a href="#">EEF evidence</a> demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</i>	3,
Outdoor education Activity Days for years 4,5 and 6-subsidised by the school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	4
Summer Camp in conjunction with Youthaction UK  Winter camp in conjunction with Youth Action UK		4
Smart School Council	<a href="https://home.smartschoolcouncils.org.uk/">https://home.smartschoolcouncils.org.uk/</a>	4

### **Planning, implementation, and evaluation**

*In planning our new pupil premium strategy, we evaluated the impact of our previous actions and why they were unsuccessful or successful. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We used the evidence from a Poverty Proofing Report commissioned in Nov 2018.*

*We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.*

*We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.*