



Pupil premium strategy statement

School overview

Metric	Data
School name	St Silas Primary School
Pupils in school	71
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£93000
Academic year or years covered by statement	2019-2022
Publish date	01 Dec19
Review date	01 November 20
Statement authorised by	Michele Battersby
Pupil premium lead	Michele Battersby
Governor lead	Julia Anderson

Disadvantaged pupil progress scores for last academic year 2019

Measure	Score
Reading	-2.2
Writing	-0.9
Maths	-3.97

Disadvantaged pupil performance overview for last academic year 2019

Measure	Score
Meeting expected standard at KS2	30.8%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	PP achieve above average progress in KS 2 reading scores (0)	Sept 22
Progress in Writing	PP achieve above average progress in KS2 writing scores (0)	Sept 22
Progress in Mathematics	PP achieve above average progress in KS2 maths scores (0)	Sept 22
Phonics	PP achieve national standard in the PSC	Sept 22
Other	Improve attendance of PP children to national (96%)	Sept 22

Teaching priorities for current academic year 20-21

Measure	Activity
<p>Priority 1 Ensure the teaching of phonics and early reading is strong and consistent across the school</p>	<p>To ensure all relevant staff, teachers and teaching assistants (including new staff) have received paid for training to deliver the phonics scheme effectively.</p> <p>To receive consultancy advice from Ruth Miskin Consultancy on RWInc</p> <p>To deploy teachers and teaching assistants to ensure children are taught phonics in small groups</p> <p>Buy resources for the phonics scheme</p> <p>Ensure EYFS and KS1 have high quality support staff to deliver RWInc</p>
<p>Priority 2 Establish a high quality Oracy Education for pupils across the whole school</p>	<p>Voice 21</p> <p>3 stages over 3 years</p>

<p>Priority 3 Ensure all children benefit from a mastery approach in mathematics</p>	<p>Work with the maths hub Teacher train as Primary Mastery Specialist Staff CPD</p>
<p>Barriers to learning these priorities address</p>	<p>Ensure consistent strong teaching across the school as this impacts significantly on pupil premium children's progress</p>
<p>Rationale</p>	<p>EEF Closing the Attainment Gap: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited.</p> <p>EEF Toolkit: Mastery Learning : +5 months Phonics: +4 months Oral Language Interventions: +5 months</p>
<p>Projected spending</p>	<p>£22 141</p>
<p>Evaluation of Impact 20-21</p>	
<p>Priority 1: All staff have received training in RWInc phonics across the whole school. WYFS/KS1 staff are confident in teaching phonics. RWInc is fully resourced with home readers matching the phonics taught in lessons. Year 2 children in Autumn 20 achieved around 70% in phonics We need to ensure new staff receive the training.</p> <p>Priority 2: All staff have received training in Oracy from Voice 21 (online) Voice 21 lead and three champions have had additional training and are leading INSET in Sept 21 This continues to be a priority in 21-22.</p> <p>Priority 3: Work with maths hub continues-impacted due to COVID as visits to school were limited and all meetings were online. This continues in 21-22. Teacher successfully completed the first year of training as a Primary Mastery Specialist and progresses to ehs second year of training in 21-22. EYFS and KS1 staff working on Mastering Number with NCETM in 21/22</p> <p>No external data to evaluate these priorities</p>	

Targeted academic support for current academic year

Measure	Activity
Priority 1 Improve language and vocabulary across the school:	Buy and embed Wellcomm in EYFS and KS1 Use WellComm for targeted support in KS2 CPD for all staff including Ted Talk Voice 21 Oracy School -stage 1 Employ an Oracy consultant to develop language through helicopter stories, debating and public speaking Subject specific vocabulary identified in foundation subjects and supported by the use of knowledge/vocabulary mats Ensure EYFS and KS1 have high quality support staff to deliver Wellcomm
Barriers to learning these priorities address	Language and vocabulary is typically an area of weakness
Rationale	EEF Toolkit: Oral Language Interventions: +5 months
Projected spending	£16 600
Evaluation of Impact 20-21	
<p>Wellcomm embedded across EYFS and KS1 and extended into KS2 for targeted children. Some of this support was impacted due to covid bubbles and staff not being able to work across bubbles. Needs further embedding in 21-22.</p> <p>Oracy consultant has supported school for a number of years and he has shared his knowledge with our staff. It has been decided that the staff now have the skills that they require and no further impact was being seen. It was decided that the consultant will not work with the school going forward.</p> <p>No external data to evaluate this priority</p>	

Wider strategies for current academic year

Measure	Activity
Priority 1 Improve attendance for pupil premium children and reduce persistent absence.	Family worker to support families with attendance issues and acute needs Work more closely with LA
Priority 2	An Emotional Literacy Support Assistant (ELSA) to support children with emotional needs to work

Ensure children are ready to learn through improving children's mental health and emotional and social skills	mainly with KS1 children to ensure pupils are ready for KS2 learning. Introduce Silas and Me (S.A.M.) Award System
Priority 3 Broaden the children's experiences	Enhance learning through visits, trips and Children's University including after schools, weekend and holiday activities Extended school SLA
Barriers to learning these priorities address	Improving attendance and readiness to learn for our disadvantaged children Enhancing the life experiences of children which are typically low for disadvantaged children
Projected spending	£54675
Evaluation of Impact 20-21	
<p>Priority 1: Family Worker and the ELSA had a massive impact during the lockdowns supporting our families. They sign posted families to support including food. They supported parents with remote learning. In a parent survey 70% of parents said they knew how to get support from school with remote learning.</p> <p>PP Attendance in 20-21 93.49% non PP attendance 95.03%</p> <p>This remains a priority for the school in 21-22.</p> <p>Priority 2: Our ELSA worked in one Y1/Y2 class due to covid restrictions in our risk assessment. The class she was attached to had a high number of children with emotional needs including LAC. The school has worked closely with the MHST with the headteacher on the working party. This is beginning to have an impact on children's mental and emotional health and will continue to further impact in 21-22. Silas and Me is established across the school. However at the moment the community challenges are difficult due to Covid and need further establishing in 21-22 covid permitting.</p> <p>Priority 3: Children's University went online due to Covid. A number of our children participated. In the summer term activities started again in bubbles and the summer activities went ahead as usual. The CU graduation was in school in bubbles during the last week of term. The number of our children participating has fallen over this period and we need to improve attendance at these activities in 21-22.</p>	

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Ensuring all staff have good subject knowledge in early reading, maths and oracy	Provide support from RWInc consultant Online subscription to ensure all staff can have CPD and revisit CPD when necessary Support from the English Hub Support from the maths hub Oracy 21
Targeted support	Timetabling of interventions particularly considering COVID security	EYFS and KS1 classes have full time teaching assistants
Wider strategies	Engaging with the families facing the most challenges	Work closely with other professionals

Review: 19-20 aims and outcomes

Aim	Outcome
High quality teaching in maths and early reading	RWInc purchased as a phonics scheme. All KS1 staff and key staff received initial training. Teachers and TAs deployed to ensure phonics taught in small groups. Initial data was positive but then school closed for lockdown. Therefore this needs to continue to be a priority in 20/21.
Improve language and vocabulary across the school	Wellcomm was purchased and introduced to EYFS. Regular interventions were established and initial indications were positive but then school closed for lockdown. This needs to be embedded in 20/21 and extended across the school.
Small group interventions for disadvantaged pupils for disadvantaged pupils falling behind	Pre-teaching maths interventions based on NCETM progression grids were introduced in most year groups in KS2. Timetabling was challenging due to time constraints. Initial evaluations were positive but lockdown then impacted. This needs further work but timetabling in 20/21 is challenging due to COVID security.
Improving attendance and readiness to learn for our disadvantaged children	Attendance data was impacted by COVID. Overall attendance for pupil premium children was broadly in line with all pupils. The percentage of persistent absence for

	<p>pupil premium pupils was significantly higher and needs addressing in 20/21.</p> <p>The school new uniform was effectively introduced and did not impact pupil premium children.</p> <p>Nurture with KS2 children impacted on the children accessing our new knowledge based curriculum. Therefore nurture was moved to KS1 and the number hours reduced. It will be delivered by an ELSA. The nurture specialist would not be value for money taking into account the reduced hours for nurture.</p>
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