Pupil premium strategy statement

School overview

Metric	Data
School name	St Silas Primary School
Pupils in school	31
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£86863
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	Melissa Matthews
Governor lead	Julia Anderson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.2
Writing	-0.9
Maths	-3.97

Disadvantaged pupil performance overview for last academic year

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 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

Measure	Activity
Priority 1	To ensure all relevant staff, teachers and teaching assistants (including new staff) have received paid for training to deliver the phonics scheme effectively. To deploy teachers and teaching assistants to ensure children are taught phonics in small groups Buy all resources for the phonics scheme
Priority 2	Work with the maths hub to further develop Mastery approach in maths including maths scheme resources.
Barriers to learning these priorities address	Ensuring staff use evidenced based whole class teaching interventions
Projected spending	£15 000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve language and vocabulary across the school: Buy and embed Wellcomm in EYFS CPD for all staff Employ an actor to develop language Subject specific vocabulary identified in foundation subjects and supported by the use of knowledge/vocabulary mats
Priority 2	Small group interventions for disadvantaged pupils for disadvantaged pupils falling behind Keep up interventions in maths to prevent disadvantaged children falling behind
Barriers to learning these priorities address	Language and vocabulary is typically an area of weakness Maths is also typically an area of weakness
Projected spending	£16 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Family worker to support families with attendance issues and acute needs
Priority 2	Nurture specialist and an Emotional Literacy Support Assistant (ELSA) to support children with emotional issues Introduce Silas and Me (S.A.M.) Award System
Priority 3	Enhance learning through visits,trips and Children's University
Priority 4	Ensure the new school uniform does not impact on attendance for our disadvantaged pupils
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	£63 500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all staff adhere to the new phonics scheme	Provide support from the Early Reading TLR Support from the English Hub
Targeted support	Ensuring sufficient time for interventions and for the interventions to be monitored	Use a teacher returning from parental leave for interventions and to allow the mathematics lead to monitor interventions
Wider strategies	Engaging with the families facing the most challenges	Work closely with other professionals

Review: last year's aims and outcomes

Aim	Outcome
HIgh quality teaching in maths and reading	*2019 KS 2 SATs* Attainment in KS2 SATs improved in maths and grammar and is just below national. Progress in reading and maths improved and is in line with national. However the gap between pupil premium children and non pupil premium children widened in both the average scaled score for reading and maths combined and the progress in the average scaled score for reading and maths combined. This was due to the non pupil premium improving whilst pupil premium children did not do as well as in 2018. Analysis shows the impact of emotional issues on a number of PP children.
Targeted Support-Interventions	The interventions during breakfast club proved popular with parents. However it proved very expensive when the catering company took over. The pupil results were mixed.
Other	There were fewer behaviour incidents recorded.