

## 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 School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	25.10.21 updated 14.11.21
Date on which it will be reviewed	Oct 22
Statement authorised by	M. Battersby
Pupil premium lead	M.Battersby
Governor / Trustee lead	J.Anderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92990
Recovery premium funding allocation this academic year	£10990
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	£103980

## 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 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 attendance 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 underdeveloped oral language skills and vocabulary 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 education and wellbeing 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 limited life experiences and enrichment opportunities which impacts on their development, wellbeing and language development.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p>
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## 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.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">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.</p>
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.</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 2024/25 show that more than 100% of disadvantaged pupils made expected progress with 70% making good progress resulting in

	attainment of 70% of our pupil premium children achieving the expected level or higher.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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 among 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** to address the challenges listed above.

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

Budgeted cost: £ 9,000

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>	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
Purchase of NfER standardised diagnostic assessments in mathematics. (NfER standard diagnostic assessments in reading are already used.)	<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>	3

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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>	<p>3</p>
<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="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,3,4</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Wellcomm language programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Purchase of the Wellcomm wizard to monitor the impact of the programme.</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.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3,</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>3</p>
<p>Purchase of Race to English Intervention for New International Arrivals and delivery in small groups</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>2</p>

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for the attendance lead and family worker to develop and implement new procedures	In primary schools <b>less than 65% of children achieve good</b> 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.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Children's University including after school clubs, weekend activities and holiday activities	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a>  Nesta, University of Sussex and Skills Builder: The impact of Children's	1, 4

	<p>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>Train and develop an ELSA (Emotional Literacy Support Assistant ) to support with pupil wellbeing</p>	<p><a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a></p>	1.4

**Total budgeted cost: £ 104, 000**

## 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 2020 to 2021 academic year.

Internal teacher assessments based on NfER tests in reading and maths show that the school has reduced the gap between pupil premium and non-pupil premium in KS2 in maths by 12.7% and in writing by 7.9%. However, the gap between pupil premium and non-pupil premium in KS2 widened in reading by 10.1%. However, attainment for all pupils was lower. which was due to the impact of Covid 19.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Google Classroom to provide live lessons with feedback.

Attendance was impacted by the pandemic. Pupil premium children's attendance was lower than non-pupil premium attendance. This is the reason that attendance is being addressed in this strategy.

- PP Attendance in 20-21 93.49%
- non PP attendance in 20-21 95.03%

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### Externally provided programmes

Programme	Provider
Oracy	Voice 21
Read Write Inc	Ruth Miskin
WellComm	GL assessments

Mastering Number	NCETM
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## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## 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		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.*