



St Silas CE Primary School Pupil Premium Strategy Statement 2023-2024

'Life in all its fullness' (John 10:10)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Our pupil premium strategy is underpinned by our Christian Vision and Values to ensure that each and every child achieves to the best of their ability and is provided with a rich curriculum and wide range of opportunities, in turn enabling all pupils and adults to flourish and live life in all its fullness.

School Overview

School name	St Silas CE Primary School
Number of pupils in school	339 (total) 247 (compulsory school age)
Proportion (%) of pupil premium eligible pupils	145 / 339 pupils (total) 42.77% 137 / 247 pupils (compulsory school age) 40.41%
Academic year/years that our current pupil premium strategy plan covers <i>(3 year plans are recommended)</i>	2022/3 - 2025/6
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Local Academy Councillors
Pupil premium lead	Richard Morris
Governor / Trustee lead	Asha Hassan

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year £1455 per child (compulsory school age)	£1455 x 130 £189,150
Recovery premium funding allocation this academic year £145 per child	£145 x 145 £21,025
Pupil premium for children who are looked after (or who have been previously looked after) £2530 per child	£2530 x 7 £17,710
Service children funding allocation this academic year £335 per child	£0
Total budget for this academic year	£227,885

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Silas CE Primary School, we firmly believe that our vision for each and every child to achieve their full potential sits at the heart of our Pupil Premium and Recovery Fund spending.

When writing our statement we have used the following guidance:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>.

Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Our main objectives are to ensure that:

- early identification of need is robust
- high-quality teaching and learning is the most important factor in ensuring each and every child achieves
- the progress of disadvantaged pupils has a high profile in school

Strategies - The following strategies we use are:

- **Identifying Need** Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.
- **Identifying barriers to Learning** We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Challenges

This table details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1	<ul style="list-style-type: none">• Our attendance data over the last 3 years indicate that attendance among disadvantaged pupils has fluctuated between being broadly inline with non-disadvantaged pupils and being between 0.5% and 2.0% lower non-disadvantaged pupils.• Last year, 20.89% of disadvantaged pupils were classed as being 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	<ul style="list-style-type: none">• Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families, notably due to the rising cost-of-living and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.• Staff, parent and pupil self-referrals for pastoral support remain high. 33 pupils (27 of whom are disadvantaged) currently require additional support with social and emotional needs.

3	<ul style="list-style-type: none"> Assessments, observations, and discussions with pupils indicate significantly underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Pre Nursery through to Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<ul style="list-style-type: none"> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, and therefore also affects their ability to keep up with the demands of the wider curriculum, particularly in Key Stage 2.
5	<ul style="list-style-type: none"> Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, 70% of our disadvantaged pupils arrive below age-related expectations compared to 52% of other pupils. This gap remains steady to the end of KS2.

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
Improved outcomes in early reading and phonics	% of disadvantaged children at ARE or above will be at least 80%
Increase in overall attainment in reading	% of disadvantaged children at ARE or above will be at least 70%
Increase in overall attainment in writing	% of disadvantaged children at ARE or above will be at least 70%
Increase in overall attainment in maths	% of disadvantaged children at ARE or above will be at least 70%
Increase in overall attainment of RWM (combined measure)	
Emotional well-being and behaviour support of pupils and families	Children demonstrate increasing resilience. Children settle quickly into school / lessons and disruptions are a rarity. Reduction in negative incidents for those children who are receiving 1-1 emotional well-being intervention.
Increased rates of attendance and punctuality	Overall attendance will be in line with national average (currently 96%), or above. The gap between disadvantaged and others will diminish. Rates of persistent absenteeism for all pupils will remain broadly in line with national average.

	The gap between disadvantaged and others will continue to reduce.
Increased confidence and opportunity to develop oracy and spoken language skills.	Children will have had more opportunities to develop oracy and spoken language skills through the curriculum and other enrichment opportunities.

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.

Budgeted cost: £93,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop use of Steplab, Leadership Matters, National College and EEF EYs coaching programme to ensure that quality first teaching is excellent. Coaching will become an integral part of professional development. Staff at all levels will receive coaching support from peers and leaders. The use of quality feedback will improve pupils' attainment. Teachers will be clear on their own next steps and pupils' progress will be monitored continuously. Teachers will have time to review and monitor their practice, developing quality first teaching for all. Teachers will have adequate release time to provide or be provided with high quality feedback.	The EEF toolkit outlines that feedback adds 6 months progress. Metacognitive strategies add 7 months and an increase in attainment.	3 4 5
Develop subject leadership and the role of the subject leader so that the curriculum meets the needs of all learners and teacher subject knowledge develops. This will mean that children will receive strong quality first teaching. We will release subject leaders to	Developing curriculum knowledge will mean that teaching is strong. Subject leaders will monitor the impact of their subject, and and they will track the progress of disadvantaged pupils. Disadvantaged pupils will	3 4 5

<p>support class teachers with subject knowledge and pedagogy.</p> <p>Subject leaders and the SENDCo will attend planning and development meetings for their subjects.</p> <p>Subject leaders, alongside leaders, will continuously evaluate the impact of their subject on disadvantaged pupils.</p>	<p>make progress in-line with non-disadvantaged pupils.</p> <p>Subject leaders will have a clear understanding of adaptive strategies to support SEND pupils in their subject.</p>	
<p>Through using a DfE approved phonics scheme (RWI), leaders and teachers will continue to prioritise the teaching of early reading so that all children leave key stage 1 as competent readers.</p>	<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><u>Education Endowment Fund</u></p>	4

Targeted academic support

Budgeted cost: £57,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Wellcomm</u></p> <p>The Wellcomm Intervention is a programme for children in Early Years. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>Education Endowment Fund</u></p>	3
<p><u>RWI 1:1 (fast-track tutoring)</u></p> <p>Children who are behind age related expectations will have targeted reading interventions to improve their reading ability. Sessions will be delivered by a trained LSA and monitored by the RWI lead. The progress will be monitored during each session.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	3 4

<p><u>School Led Tuition</u> Disadvantaged children to receive targeted tuition in reading, writing and maths in order to raise their attainment. Tuition will focus on closing learning gaps identified by class teachers; each child will have specific targets. Tuition to be delivered either 1:1 or in small groups by a teacher, approved academic mentor or LSA.</p> <p>This will include after school booster sessions and a series of 'Easter School' holiday booster sessions.</p>	<p>The EEF toolkit states that this can add 5 months progress.</p>	<p>2 3 4 5 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officers will be employed to support families and promote good attendance in order to improve attendance and reduce levels of persistent absenteeism. Attendance officers will receive Designated Attendance Lead training from School Improvement Liverpool. Our aim is that school is a safe environment and our curriculum is engaging so that children value learning and want to attend.</p> <p>Where poor attendance is identified, supportive measures are put in place. If attendance does not improve, further support will be put in place before the attendance is challenged further.</p> <p>Where appropriate, we work with external agencies and the EWO to support and challenge poor attendance and persistent absenteeism.</p>	<p>Research shows that children need to be in everyday to achieve. This will also support with emotional wellbeing.</p>	<p>1 2</p>

Family Engagement Support Officers will work with families to improve wellbeing and increase parental engagement. They will support emotional wellbeing, meetings, workshops and ensure that parents have the support they need to help their children.	The EEF toolkit shows that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1 2 3
Child Wellbeing Support Officers will work with children in a targeted way through the Evolve intervention and other targeted interventions to improve emotional wellbeing so children are able to learn and achieve.	Social emotional wellbeing support increases children's attainment due to being ready to learn.	1 2 3 4 5

Total budgeted cost: £227,885

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 2022 to 2023 academic year.

48% of disadvantaged children achieved GLD compared to 59% of the whole cohort.

65% of disadvantaged children passed the PSC compared to 81% of the whole cohort.

42% of disadvantaged children achieved the expected standard for reading, writing and maths at the end of KS1 compared to 50% of the whole cohort.

61% of disadvantaged children achieved an MTC score of 20 - 25 compared to 62% of the whole cohort. The average MTC score for disadvantaged children was 19.5 compared to 19.1 for the whole cohort.

50% of disadvantaged children achieved the expected standard for reading, writing and maths at the end of KS2 compared to 61% of the whole cohort.

Attendance for disadvantaged pupils was 93.6% compared to 93.6% for the whole school. Persistent absenteeism for disadvantaged pupils was 20.9% compared to 20.1% for the whole school.

Teaching has improved across school due to the introduction of regular instructional coaching. This is evident in learning walks, pupil voice and book monitoring.

The work of the FESO and CWSO is having a positive impact on families and children, targeted interventions have shown impact and parent workshops and nurture groups have been positively received.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Steplab	Powerful Action Steps
Leadership Matters	Leadership Matters
RWI Development Programme	Read Write Inc (Ruth Miskin Literacy)
National College CPD	National College
Number Stacks	Number Stacks

Useful links:

- [Teaching and Learning Toolkit | EEF](#)
- [Home Recovery premium funding](#)
- [Using pupil premium: guidance for school leaders](#)
- [Home Pupil premium](#)