

## Pupil Premium Strategy Statement 2024

This statement details our school's use of pupil premium 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	New Silksworth Junior Academy
Number of pupils in school	208 104 PP
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Robins HT
Pupil Premium Lead	Ashleigh Blake
Governor / Trustee Lead	Governor: Laura Park Trustee: Margaret Bousfield

### Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£157,803
Pupil Premium Funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£157,803</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our ultimate objective is that ALL pupils make good progress and achieve high attainment across the curriculum, no matter of their background or what barriers they face. We are determined to diminish the attainment gap between disadvantaged pupils and their non disadvantaged peers, including the high attaining group. The focus of our strategy is to support disadvantaged pupils to achieve high attainment across all subject areas, making good progress.

We recognise that many of our pupils face challenges and are vulnerable because of their circumstances so this strategy considers their needs too, regardless of whether they are disadvantaged or not. Our Pupil Premium Grant, in addition to school's own budget, will be effectively spent, with this strategy ensuring it supports our pupils to reach their potential and enables them to make good progress.

#WeAre passionate about all pupils having aspirations, being ambitious and achieving.  
#WeAre passionate about all pupils being proud of their roots, no matter of any barriers, disadvantage and/or vulnerability.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will:

- Continue with our whole school approach where ALL staff take responsibility for ALL pupils' outcomes and have high expectations of what they can achieve, including disadvantaged pupils
- Maintain excellence in all we do, including quality first teaching and ensuring our pupils continue to be challenged in their learning
- Ensure leaders consistently act quickly to intervene at points when needs are identified including responding to assessment outcomes, staffing, children's well-being and behaviour.

### Challenges

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

Challenge number	Detail of challenge
1	Our data indicates that the outcome for disadvantaged pupils is below that of their peers in Reading, Writing, and Maths, particularly in Year 5 cohort 24/25.

	Our data indicates that a lower percentage of Pupil premium children achieve greater depth standard in reading, writing and maths
2	Our attendance data indicates that persistent absentees include disadvantaged pupils which is negatively impacting on disadvantaged pupils' progress.
3	Our observations and discussions with pupils and families have identified increasing social and emotional issues for many disadvantaged pupils. Teacher requests for support from our Social Inclusion Officer, Thrive support and SENDCo support are increasing. These challenges particularly affect disadvantaged pupils' attainment.
4	Our observations and discussions with parents and carers of disadvantaged pupils have identified that skills to support their child's education are limited, and for some pupils, aspirations at home are low and therefore there is a lack of family engagement.
5	We have identified that many of our disadvantaged pupils have limited experiences of the world in which they live.

## 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
Accelerated progress in Reading, Writing and Maths for disadvantaged pupils, especially in Year 5.	A greater proportion of children achieve ARE, diminishing the attainment gap between them and their non-disadvantaged peers.
To achieve and sustain improved attendance for all of our pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils improves so that it is more in line with national attendance.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	An increase in participation in enrichment activities, including Thrive groups, particularly among disadvantaged pupils. Qualitative data from pupil voice, surveys and teacher observations.
Parents and carers feel they are equipped to support their child's learning at home.	More parents and carers of disadvantaged pupils engage with school. Qualitative data from parent survey, parent attendance to workshops, consultations and increased communication from those hard to reach.

More opportunities are on offer so pupils have a range of experiences in school and out, beyond the local area.	Increased participation in a breadth of experiences, particularly our disadvantaged pupils.
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## Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

### Teaching Budgeted cost: £144,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (PIRA and PUMA).</p> <p>Benchmark analysis to support staff with assessment evaluations.</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>Benchmark is available for staff to use data to identify priorities ensures they gather relevant data and generate credible interpretations to plan actions to take.</p> <p>Diagnostic Assessment EEF</p>	1
<p>Purchase pedagogy focused and high-quality external CPD for teachers and learning support staff. (e.g. NCL, The Great Teacher Toolkit, Bruce Robertson)</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Pupil Premium Guidance EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme and quality bridging the gap texts to secure stronger phonics teaching for those pupils who did not pass the check in KS1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p>Phonics Toolkit EEF</p>	1

<p>Enhancement of our Reading teaching and curriculum planning. We will fund time to release our teachers to attend reading (reciprocal reading) CPD and to deliver in school support for staff.</p> <p>Purchase of diagnostic assessment Reading Plus.</p>	<p>Reading Plus is an approved evidence based academic intervention that uses personalised instruction to improve pupils' reading proficiency. Reading Plus develops comprehension, fluency, stamina, vocabulary, and motivation to read in pupils.</p> <p>Reading Comprehension activities are high impact (on average +6 months). 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 (EEF).</p>	<p>1</p>
<p>Enhancement of our Writing teaching and curriculum planning. We will fund time to release our teachers to attend writing CPD, and to deliver in school support for staff as well as releasing teachers to attend moderation sessions with peers from other schools in the trust</p>	<p>Effective writers use a number of strategies to support each component of the writing process. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	<p>2, 3</p>
<p>Enhancement of our Maths teaching and curriculum planning. We will fund time to release our teachers to attend Maths CPD and to deliver in school support for staff.</p>	<p>Staff are trained to use effective nationally proven resources that we buy into (Planpanion, White Rose maths)and to pick out the most effective resources to suit our children.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>Toolkit EEF</p>	<p>1</p>

<p>Use of VEO via GTT to continue teacher development and enable teachers to reflect on their own practice in addition to seeing others.</p> <p>A robust SSE schedule to identify strengths to share best practice and to act quickly to address any areas to develop.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1</p>
<p>Mental Health and Social well-being CPD, including The Thrive Approach, so that various strategies can be implemented across the whole school to support children's emotional needs and to work with parents and carers to further support them.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.</p>	<p>3, 4, 5</p>

### Targeted academic support Budgeted cost: £4305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide school-led tuition for pupils who need to make accelerated progress. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Small group tuition has an average impact of 4 months additional progress over the course of a year. Small group tuition is effective if it is targeted at pupils' specific needs.</p> <p>Toolkit EEF</p>	<p>1</p>
<p>Additional group support targeted at cohorts with a significant number of disadvantaged pupils.</p>		

**Wider strategies** Budgeted cost: £9,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through our Social Inclusion Officer and Mental Health Lead, offer additional support to children with mental health, well-being and/or emotional needs we identify	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, behaviour and attendance).  EEF Social and Emotional Learning	2, 3
Delivery of The Thrive Approach so pupils are ready to learn, supporting behaviour and improving attendance.	Following DfE guidance from 'Improving School Attendance', additional capacity will enable us to engage with families in particular those who are persistent absentees. Working with partners enables us to work with additional agencies to form action plans and address them together with families.	2, 3
Offer Parent Workshops to increase engagement and support them to acquire the necessary skills so that they can support their child with their learning.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	4
Access resources such as Now Press Play so that pupils can expand their experiences which will support them with their understanding of the world.	Now Press Play offers experiences via a drama-based resource. Experiences can be a barrier to attainment. Using this resource enables pupils to learn in a fun way and supports them to be more creative, providing them with a stimulus for discussion, drama and writing.	1, 3, 5
Contingency funding to support disadvantaged pupils cost of visits, uniform/resource needs.	We have identified a need to ensure all pupils experience what school has to offer and therefore we want no child to miss out on opportunities and want to ensure we poverty proof.  A large proportion subsidises residential visits in UKS2 so more pupils can benefit from the experience.	2, 3
Through online programmes and curriculum schemes eg. Rights Respecting Schools Award, Power	The specialist online resources helps to support children experience different cultures and perspectives through videos, assemblies and whole class discussions. Experiences can be a	5

<p>of Women and PSHE Association resources we will teach the children their rights and expand their experiences to support them with their understanding of the world.</p>	<p>barrier to attainment. Using this resource the children will have better understanding of the wider world and the needs of others.</p> <p>Staff actively teach development of character, SMSC and citizenship to ensure children are taught strategies to support their growth as a well-rounded citizen but also to develop aspirations that we know are sometimes low at home.</p>	
<p>Positive Footprints programme</p>	<p>Evidence shows that on average children from disadvantaged backgrounds have weaker SEL than their peers.</p> <p>Social and emotional learning approaches have a positive impact on academic outcomes as well as improve SEL skills to support children to engage in healthy relationships with peers and emotional self-regulation.</p> <p>EEF Toolkit</p>	<p>3,5</p>
<p>Assessments to be carried out by Educational Psychologist</p>	<p>Some of our PP children also have special educational needs and we believe that an educational psychologist assessment with help our teachers give the best possible support.</p>	<p>1,3, 4</p>
<p>Access wider opportunities in addition to school visits and experiences to cater for talents and interests disadvantaged pupils may not access outside of school.</p> <p>Providing opportunities for children to have wider experiences outside of school and within school e.g. visits to industries, providing opportunities to develop flair in subjects, STEM activities, links with the secondary school.</p>	<p>Some of our pupils show flair in particular areas but do not have the opportunity to develop these skills outside of school. Therefore, we will provide opportunities within school e.g. dance lessons with a dance teacher, access to arts awards - working towards accreditations.</p> <p>We have identified that our children have limited experiences through pupil surveys and discussion so we want to provide more opportunities to widen their horizons and to develop their aspirations.</p>	<p>5</p>

<p>Funding to provide a breakfast for all pupils in school.</p>	<p>We understand that many of our children come to school without breakfast. We ensure that all children are fed before school so that they are able to concentrate and learn</p>	<p>1, 2, 3, 4</p>
<p>Provide resources, particularly to support with Reading and writing to support learning at home. CGP Targeted books – study and workbooks.</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>4</p>

**Total budgeted cost: £157,803**

## 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 2023 to 2024 academic year.

#### 2024 KS2 Outcomes

<b>2023</b>	Reading School	Reading National	Writing School	Writing National	Maths School	Maths National	RWMC School	RWMC National
Disadvantaged	63%	60%	59%	58%	52%	59%	44%	44%
Others	76%	78%	88%	77%	88%	79%	76%	66%
Gap	-13	-18	-29	-19	-36	-20	-32	-22

<b>2024</b>	Reading School	Reading National	Writing School	Writing National	Maths School	Maths National	RWMC School	RWMC National
Disadvantaged	75%	62%	87%	58%	75%	59%	58%	45%
Others	78%	79%	81%	78%	83%	79%	69%	67%
Gap	-3	-17	+6	-20	-8	-20	-11	-22

End of KS2 outcomes reflect the national gap between disadvantaged pupils versus their non-disadvantaged peers. Attainment for disadvantaged pupils is more positive when compared to the national picture for disadvantaged attainment in Reading, Writing and Maths, including RWMC. In comparison to 2023 KS2 outcomes, the attainment gap has significantly reduced in Writing and Maths.

Our teacher assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower than their peers in most year groups, in most areas. However, in most areas, the gap has narrowed from the previous years in Reading, Writing and Maths.

Table to show the attainment gap increasing between disadvantaged and others from 2022 to 2024.

	Reading			Writing			Maths		
	2022	2023	2024	2022	2023	2024	2022	2023	2024

Y3 23/24	-16	-29	-7	-13	-11	+7	-18	-8	-4
Y4 23/24	-4	+2	-15	+2	+2	-17	-5	-3	-21
Y5 23/24	-16	-17	-23	-23	-27	-16	-33	-17	-11
Y6 23/24	-11	-10	-3	-7	-25	-6	-10	-28	-8

From the academic year 22/23, the data suggested the gap had widened in most year groups for writing. This was a focus within the school improvement plan and the pupil premium strategy for 2023/24 especially in upper KS2.

Summer 2024 outcomes suggest that provision is having an impact for disadvantaged pupils in all year groups with the exception of Year 4 and Reading for Year 5. Therefore, we will continue to implement strategies where we have identified greater success, and review strategies to implement in areas where we have identified gaps widening. In the academic year 24/25, Year 5 will be prioritised in order to reduce the disadvantaged attainment gap in reading, writing and maths, in addition to Year 6 Reading.

### Outcomes for disadvantaged pupils – Summer 2022 – Summer 2024

	Summer 2022	Summer 2023	Progress	Summer 24	Progress	Summer 2022	Summer 2023	Progress	Summer 24	Progress	Summer 2022	Summer 2023	Progress	Summer 24	Progress
	<b>Reading</b>					<b>Writing</b>					<b>Maths</b>				
<b>Year 3</b>	60%	47%	-13	75%	+28	53%	58%	+5	75%	+17	60%	68%	+8	75%	+7
<b>Year 4</b>	70%	70%	0	73%	+3	63%	70%	+7	65%	-5	73%	78%	+5	73%	-5
<b>Year 5</b>	79%	83%	+4	73%	-10	58%	58%	0	65%	+7	63%	83%	+20	77%	-6
<b>Year 6</b>	73%	71%	-2	75	+4	64%	58%	-6	87	+29	68%	58%	-10	75	+17

Engaging with families of pupils we have identified as vulnerable, including those who are disadvantaged, still remains a priority. The impact of the work school is doing to address attendance for this group of pupils is evident below, with an increasing number of disadvantaged pupils attending school. School remains committed to improving attendance for all groups of pupils.

Group	2021/22 %	2022/23 %	2023/24 %
Pupil Premium	92.6%	92.4%	94.1%

We are committed to providing additional experiences for children who receive pupil premium funding. This has meant that a large number of children have attended free after school clubs and had increasing opportunities to access additional curriculum enrichment to develop learning in areas of expertise and identified talents.