

Pupil Premium Strategy Statement 2023

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.

School overview

Detail	Data
School name	New Silksworth Infant Academy
Number of pupils in school	139 (Reception – Y2) 45 PP
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	February 2024
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	£85393
Recovery Premium Funding allocation this academic year	£6126
Pupil Premium Funding carried forward from previous years	0
Total budget for this academic year	£91519

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.

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 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	Under developed oral language skills and vocabulary gaps identified through assessments and observations amongst many disadvantaged pupils from Early Learners (2 Year Olds) through to end of KS1.
2	Disadvantaged pupils have greater difficulties with fluency and comprehension in Year 2 than their peers based on assessments and observations/discussions with pupils. This negatively impacts their reading development.
3	Our end of year data shows gaps particularly in year 2 leading to pupils falling further behind age-related expectations in Reading, Writing and Maths.
4	Our attendance data indicates that a high proportion of persistent absentees are disadvantaged pupils which is negatively impacting on disadvantaged pupils' progress.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils. Teacher requests for support from our Social Inclusion Officer and Early Help support are increasing. These challenges particularly affect disadvantaged pupils' attainment.
6	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.
7	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
Improved oral language skills and vocabulary particularly amongst disadvantaged pupils.	Improved oral language particularly among disadvantaged pupils evidenced via assessments, observations and pupil discussions. Other evidence should support the progress including engagement in lessons, books etc.
Improved fluency and comprehension skills	A greater proportion of children achieve ARE in reading at the end of year 2.
Accelerated progress in Reading, Writing and Maths for disadvantaged pupils.	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.
	The percentage of disadvantaged pupils who are persistently absent reduces so it is in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	An increase in participation in enrichment activities, 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.

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 Budgeted cost: £79,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training new members of staff in Elklan to ensure high quality communication in EYFS	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Toolkit EEF</p> <p>Using Elklan has positively developed our communication and oral language in EYFS and it is vitally important that all staff know how to follow these procedures.</p>	1
Purchase training for teachers (NCL, The Great Teacher Toolkit, Hywel Roberts: Botheredness)	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Pupil Premium Guidance EEF</p>	2,3
<p>Purchase of standardised diagnostic assessments (PIRA and PUMA).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. 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>Training 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, 2, 3

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>	<p>1, 2, 3</p>
<p>Enhancement of our Reading teaching and curriculum planning. We will fund time to release our teachers and support staff to attend reading (Little Wandle, National College) CPD and to deliver in school support for staff.</p>	<p>Reading Comprehension activities are high impact (on average +6 months).</p>	<p>2, 3</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 We also fund and invest the time in teacher CPD through The Great Teacher Toolkit.</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 5 Stages of Writing</p>	<p>2, 3</p>

<p>Purchase of Collins Big Cat fluency texts and high-quality reading texts</p>	<p>New reading books will support teachers to teach high-quality reading sessions across KS1 including for those who are secure with phonics.</p> <p>Reading Comprehension activities are high impact (on average +6 months).</p>	<p>2,3</p>
<p>Mental Health and Social well-being CPD 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>4, 5, 6</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>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,</p>	<p>3</p>

Targeted academic support

Budgeted Cost £3030

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provide school-led tuition for pupils whose education has been most impacted by the pandemic. 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>1, 2, 3</p>
<p>Additional group support targeted at cohorts with a significant number of disadvantaged pupils.</p>		<p>1, 2, 3</p>

Wider strategies

Budgeted cost: £9191

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	5
Employing additional 'Early Help' to support with 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.	4
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.	6
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.	7
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.	4, 5

<p>Through online programmes eg. Lyfta and Rights Respecting Schools Award resources we will teach the children their rights and expand their experiences to support them with their understanding of the world</p>	<p>The specialist online resources helps to support children experience different cultures and perspectives through videos, assemblies and whole class discussions. Experiences can be a barrier to attainment. Using this resource the children will have better understanding of the wider world and the needs of others. 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>6, 7</p>
<p>Access a pantomime in school at Christmas</p>	<p>We understand that it is difficult for a lot of our families to visit the pantomime at Christmas so we are offering this experience for children in school.</p>	<p>7</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>3</p>
<p>Access wider opportunities</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>7</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>7</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: £91,519

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. Our teacher assessment for pupil premium children indicates that there is no significant gap in Year 1. However, there is still an attainment gap between pupil premium and non-pupil premium children in Year 2 for writing and maths, more significant in Reading.

Nevertheless, the data shows that the strategies that have been put in place have been effective in both increasing the percentage of pupil premium children achieving ARE and in narrowing the gap in most areas.

Table to show the attainment gap between disadvantaged and others from 2022 to 2023.

	Reading		Writing		Maths	
	2022	2023	2022	2023	2022	2023
Y1 22/2023		+1		+5		-1
Y2 22/2023	-16	-29	-13	-11	-18	-8

It is evident that quality teaching is the most important lever schools have to improve outcomes for children. Therefore, we have focused our spending on the pupil premium funding on ensuring that teaching is of high quality for the children through quality CPD and investing in high quality teaching resources. The data has shown that this has had an impact for all children especially pupil premium children. The outcomes for the 2022/23 academic year show that the children are making great strides and that a higher percentage of pupil premium children are achieving ARE except Year 2 in Reading, therefore our strategy for 2023/2024 will focus on further developing reading for our disadvantaged pupils.

Outcomes for disadvantaged pupils – Summer 2022

	Summer 2022	Summer 2023	Progress	Summer 2022	Summer 2023	Progress	Summer 2022	Summer 2023	Progress
	Reading			Writing			Maths		
Year 1		78%			70%			83%	
Year 2	60%	47%	-13	53%	58%	+5	60%	68%	+8

Attendance still remains a concern especially for those who are persistent absentees. Engaging with families of pupils we have identified as vulnerable, including those who are disadvantaged, still remains a priority. The SIO and Early help worker are committed to addressing this.

As a school, 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, have taken part in an aspirations workshop, and other additional activities in school. Data shows that 64% of pupils accessed at least one after school club.

Case Study 1:

To support parents with the teaching of phonics at home, our Early Reading lead holds multiple workshops throughout the year to teach parents the technical vocabulary, correct pronunciation of sounds and strategies they can use to support children when reading at home. Here is some of the feedback from parents:

“I thought the phonics meeting was fab! It really gave an insight to how the children learn in school and it will help massively at home.”

“Very informative from Mrs Myers. She is always so passionate about children’s learning. Mr Harding’s lesson was so fun and I find kids always learn better that way and it absolutely shows.”

“Very interesting to see how the children learn. It has helped me to understand how Jack learns in class which will help me support him at home.”

“It is good to be able to see how the children learn in school so we can copy this at home and help the kids progress further.”

Case Study 2:

We conducted some public voice to identify how children felt about the different after school clubs they have taken part in.

“I love girls’ football. The coach is a girl too and we have lots of fun playing together without the boys.”

“Book and a biscuit is my favourite. Mrs Edmonds brings some lovely biscuits and we sit in the library reading our books.”

“We’ve been learning how to speak Spanish. I can count to ten in Spanish, listen...”