

## 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 Junior Academy
Number of pupils in school	214 99 PP
Proportion (%) of pupil premium eligible pupils	46%
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	£162,387
Recovery Premium Funding allocation this academic year	£14,608
Pupil Premium Funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£176,995</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.

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	Our data indicates that the outcome for disadvantaged pupils is below that of their peers in Reading, Writing, and Maths.  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 a high proportion of persistent absentees are disadvantaged pupils which is negatively impacting on disadvantaged pupils' progress.

3	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.
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.	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: £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 training for teachers (NCL, The Great Teacher Toolkit)</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>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>
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**Targeted academic support** Budgeted cost: £20,997

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>		
<p>Use of targeted intervention resources , for example, Third Space, to support one to one tuition.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. EEF</p>	<p>1</p>

## Wider strategies Budgeted cost: £11,976

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
Employing additional 'Early Help' to support with Attendance on day per week.	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
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.	2, 3
Through online programmes eg. Lyfta and Rights Respecting Schools Award resources we will teach the children their rights and expand their	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	5, 6

<p>experiences to support them with their understanding of the world.</p> <p>Subscriptions to Skills Builder and power of Women</p>	<p>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>	3,5
<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>	7
<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>	3
<p>Access wider opportunities</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>	7, 5

<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>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: £176,995**

## 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.

#### 2023 KS2 Outcomes

	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

End of KS2 outcomes reflect the national gap between disadvantaged pupils versus their non-disadvantaged peers. Although attainment for disadvantaged pupils is similar to the national picture, the attainment gap is greater in Writing and Maths. We are mindful that there was a large proportion of disadvantaged pupils end of KS2 2023 (over 60%), and therefore percentages for others need to be viewed with caution due to the number of pupils in comparison.

Our teacher assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than their peers, although in many areas, the gap has narrowed from the previous years (21/22) in Reading, Writing and Maths.

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

	Reading		Writing		Maths	
	2022	2023	2022	2023	2022	2023
Y3 22/2023	-4	+2	+2	+2	-5	-3
Y4 22/2023	-16	-17	-23	-27	-33	-17
Y5 22/2023	-11	-10	-7	-25	-10	-28
Y6 22/2023	-18	-13	-22	-29	-18	-36

Maths and Reading outcomes suggest that provision is having an impact for disadvantaged pupils and therefore we will continue to implement strategies. Data suggests that the gap has widened in most year groups for writing. Therefore, this will be a focus within the school improvement plan and the pupil premium strategy for 2023/24 especially in upper KS2.

### Outcomes for disadvantaged pupils – Summer 2022

	Summer 2022	Summer 2023	Progress	Summer 2022	Summer 2023	Progress	Summer 2022	Summer 2023	Progress
	Reading			Writing			Maths		
<b>Year 3</b>	70%	70%	0	63%	70%	+7	73%	78%	+5
<b>Year 4</b>	79%	83%	+4	58%	58%	0	63%	83%	+20
<b>Year 5</b>	73%	71%	-2	64%	58%	-6	68%	58%	-10
<b>Year 6</b>	61%	63%	+2	57%	59%	+2	61%	52%	-9

The outcomes from 22/23 show that the strategies that we have used have had an impact leading to an increase in attainment as well as narrowing the gap. However, next year's Year 6 must be a focus for additional targeted academic support.

Attendance still remains a concern. Engaging with families of pupils we have identified as vulnerable, including those who are disadvantaged, still remains a priority to continue to support learning at home, especially as we have identified that attendance continue to be a concern. This year we will continue to use additional support to help improve attendance overall especially the attendance of persistent absentees. The SIO and all members of the team 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. See the below table that shows engagement for these projects.

<b>Project</b>	<b>Percentage of PP engagement</b>
<b>After school enrichment clubs</b>	68%
<b>Book and a biscuit</b>	54%
<b>Raising Aspirations</b>	100% of Y5 PP children

#### Case Study 1:

Year 5 pupil premium children took part in a raising aspirations project to help our children broaden their horizons as they consider their future as the move into upper key stage 2. The project included a range of workshops that looked at skills, mind-set and developing character. At the end of the project the children reflected on their experience through pupil voice.

"I'd like to go away for university and see what its like living further from home. Anthony talked to use about New York. I think I would like to live in a big city. Maybe London."

"Anthony taught us that we can be who we want to be but that we need to put the work in. He said that we can achieve what we want to as long as we work hard and plan for our future."

Case study 2:

As part of our personal development programme, each year we pick Power of Women (PoW) ambassadors that represent our school in different projects to develop character, citizenship and SMSC in school. This project has given our children the opportunity to broaden horizons and raise aspirations. Here is some pupil voice from our trip to Cambridge University:

"I didn't really want to go far away from home for university but now, after visiting King's college, I know that I want to go to Cambridge university."

" We thoroughly enjoyed looking around the university and everyone was so friendly. I particularly enjoyed going into the chapel and looking at all of the stained-glass windows. It was fascinating! I want to go to university when I'm older and I think it would be great fun to go to Cambridge"

"I really enjoyed listening to the astronomer talking. I can't believe that she named the planets herself and the names were so funny. In the future, I think I would like to be a scientist."