

Pupil Premium Strategy Statement 2021

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	New Silksworth Infant Academy
Number of pupils in school	151 (+ 57 Nursery & 2YO)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Emma Robins HT
Pupil Premium Lead	Emma Robins Ashleigh Blake
Governor / Trustee Lead	Trustee: Margaret Bousfield Governor: TBC

Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£70,870
Recovery Premium Funding allocation this academic year	£6,670
Pupil Premium Funding carried forward from previous years	£0
Total budget for this academic year	£79,379 (including £1839 carried forward from Covid Catch-Up Funding)

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 phonics than their peers based on assessments and observations/discussions with pupils. This negatively impacts their reading development.
3	Self-evaluation indicates that the education of many of our disadvantaged pupils has been impacted by lockdown/school closures to a greater extent than for their non-disadvantaged peers. These findings are supported by national studies. This has resulted in knowledge gaps 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.
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: £ 24,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI (early language intervention).</p> <p>Training of staff to lead interventions and to deliver CPD.</p>	<p>The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</p> <p>Toolkit EEF</p>	1
<p>Purchase of standardised diagnostic assessments (PiRA and PUMA).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>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>	1, 2, 3
<p>Enhancement of our Reading teaching and curriculum planning.</p> <p>We will fund time to release our teachers to attend reading (reciprocal reading) CPD and to deliver in school support for staff.</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).</p>	2, 3

<p>Purchase of diagnostic assessment Reading Plus.</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 (EEF).</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.</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>Cost of Power Maths resources.</p>	<p>Power Maths is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths.</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>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>Purchase of VEO 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>

	particularly the most disadvantaged among them.	
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Targeted academic support Budgeted cost: £28,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. NELI Interventions, support with RW and M and Phonics.	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. The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children's oral language and early literacy skills, including in two robust EEF trials. Toolkit EEF	1, 2, 3
Additional group support targeted at cohorts with a significant number of disadvantaged pupils.		1, 2, 3

Wider strategies

Budgeted cost: £23,670

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

<p>Employing additional 'Early Help' to support with Attendance.</p>	<p>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.</p>	<p>4</p>
<p>Offer Parent Workshops to increase engagement and support them to acquire the necessary skills so that they can support their child with their learning.</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>6</p>
<p>Access resources such as Now Press Play so that pupils can expand their experiences which will support them with their understanding of the world.</p>	<p>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.</p>	<p>7</p>
<p>Contingency funding to support disadvantaged pupils cost of visits, uniform/resource needs.</p>	<p>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.</p>	<p>4, 5</p>

Total budgeted cost: £79,379

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.

Our teacher assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years (18/19) in Reading, Writing and Maths. Despite diminishing the gap between disadvantaged pupils and their non-disadvantaged pupils in previous years, the gap increased last academic year and in some year groups, the aspirational targets we set out to achieve were not fully met. The attainment of disadvantaged pupils improved last academic year in comparison to their outcomes at the end of 2020 but the attainment gap between disadvantaged pupils and others increased.

Table to show the attainment gap increasing between disadvantaged and others from 2020 to 2021.

	Reading		Writing		Maths	
	2020	2021	2020	2021	2020	2021
Y1 20/2021		-11		-12		-29
Y2 20/2021	-27	-30	-14	-25	-27	-43

As evidenced in schools across the country, partial school closure was most detrimental to our disadvantaged pupils, as some were not able to benefit from our funded improvements to teaching and targeted interventions through remote learning. We applied various strategies to engage with families and to support parents/carers to support their children learning remotely. We continued with these strategies when school reopened to all pupils to increase pupil attendance and to further improve support at home.

Progress was evident from strategies we applied which is evident in the outcomes below, demonstrating progress made from the Summer 2020 outcomes to Summer 2021.

Outcomes for disadvantaged pupils – Summer 2021

	Summer 2020	Summer 2021	Progress	Target	Summer 2020	Summer 2021	Progress	Target	Summer 2020	Summer 2021	Progress	Target
	Reading				Writing				Maths			
Year 1		48%		70%		41%		70%		48%		70%
Year 2	28%	53%	+25	79%	22%	53%	+31	74%	28%	48%	+20	79%

Attendance still remains a concern as overall it is lower than in previous years therefore it is a focus of our current plan. 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 particularly throughout the pandemic.