

2018-19 Pupil premium strategy statement: Silverdale Primary School

1. Summary information					
School	Silverdale Primary Academy, United Learning Trust				
Academic Year	2018/19		£54120	Date of most recent PP Review	November 2017
Total number of pupils	162	Number of pupils eligible for PP	44	Date for next internal review of this strategy conducted by United Learning	January 2019

2. Current attainment of Disadvantaged Pupils in EY/Key Stage 1		
	SCHOOL RESULTS 2018	NATIONAL BENCHMARKS 2017
% of PP pupils who achieved GLD at the end of Reception	50% (2/4 pupils)	73%
% of PP pupils who achieved the Year 1 phonic check	80% (4/5)	81%
reading at expected	40% (2/5)	77%
writing at expected	60% (3/4)	72%
maths at expected	80% (4/5)	79%
reading at greater depth	0%	28%
writing at greater depth	0%	18%
maths at greater depth	0%	22%
Current attainment of disadvantaged pupils in Key Stage 2		
	SCHOOL RESULTS 2018	NATIONAL RESULTS FOR ALL PUPILS 2018

% of pupils achieving the expected standard in reading, writing and maths	50% (1/2 pupils)	64%
reading attainment score	50%	75%
writing attainment score	50%	78%
maths attainment score	50%	75%
Reading at greater depth	0%	
writing at greater depth	0%	
maths at greater depth	0%	

1. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | PP eligible pupils baseline in Reception Class is significantly lower than their peers, they have poor language skills. |
| B. | Some pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. |
| C. | Some pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| A | Pupil attendance is a challenge for the school |
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2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for eligible pupils in Reception Class	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and



		Speaking elements of the Early Learning Goal expectations by the end of their Reception year
B.	Improve the rate of attainment at Key Stage 1 meeting the expected standard, with a particular focus on Reading	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in reading in Year 2
C.	Improve the rate of attainment at Key Stage 1 ensuring that Higher Able pupils eligible for the grant achieve the higher standard in all subjects	Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2018 by the end of Key Stage 1 in maths, reading and writing. At least 20% pupils will attain the higher standards.
D.	Ensure that the prior higher ability disadvantaged pupils make the right progress across Key Stage 2	The number of disadvantaged pupils in the prior higher attainment group make the expected progress across KS2
E.	Increase the progress of those eligible for PP in writing across Key Stage 2 but particularly in Lower Key Stage 2.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing across Year 3 and Year 4.
F.	Increase the rate of attendance for those eligible for the grant.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families of pupils eligible for the grant of lower than National Average attendance in 2018 to engage with the school and family support services so that basic needs are met.

3. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the rate of progress for disadvantaged pupils in Reception Class	One to one and small group systematic interventions used to target areas of need Improve quality of interactions based on research	Leaders will ensure that training opportunities and PDR linked to performance for Teaching Assistants are in place utilising recent EEF reports on how TA and teachers can be effectively used to support progress in early Years through quality first teaching.	EY Leader responsible for training TA on positive interactions based on URLEY Research project EY Leader to implement focused interventions for disadvantaged Pupils	SLT EY Leader	April 2019 July 2019
Improve the rate of attainment at Key Stage 1 ensuring that Higher Able disadvantaged pupils who exceeded at the end of Reception convert to working at greater depth Improve the rate of attainment in reading at KS1 for disadvantaged pupils	Focussed on the pedagogy of teaching in Key Stage 1 based on Rosenshine Research. Increase TA support during the afternoon. High quality CPD based on quality first teaching. Implementation of accelerated reading for reading. CPD on modelling of reading for teacher and TA. Review of existing reading practice	Leaders to focus on quality of teaching through focused CPD based on research. CPD based around feedback and marking EEF research suggests the impact of high quality feedback.	Additional training for relevant members of staff, including a best practice visit to an outstanding school. KS1 Teaching and Learning Review in February. Key driver for our School Improvement Plan (SIP)	DHT Reading Leaders HT	February 2019 July 2019

Further increase the progress of disadvantaged pupils in writing across Key Stage 2 but particularly in Lower Key Stage 2.	Ensure single year group classes across KS2 requiring a teacher in each year group. (cost of an additional teacher) Leaders to specifically focus on teaching writing in Lower Key Stage 2. Increase TA and teacher focus on the writing. Increase the number of additional First-Hand Learning opportunities for pupils that will improve the focus	Mixed age classes have been attempted previously at Silverdale, resulting in creating additional barriers to effective learning across KS2. Single year group classes, allow teachers to be fully accountable for the progress of PP children. Leaders to focus on CPD for teachers in writing, with a specific focus on Y3/4	Induction, training and support for new member of teaching staff. Key driver for our School Improvement Plan (SIP) and incorporates regular monitoring of QFT.	DHT and HT	Feb 2019 July 2019
Total budgeted cost					£37364

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further improve the rate of attainment for disadvantaged pupils at Key Stage 2 ensuring that Higher Able pupils eligible for the grant achieve the higher standard in all subjects.	Increase the level of support provided by Teaching Assistant to allow for daily targeted intervention for GD pupils. Target feedback for higher able pupils as a key strategy to be used by teachers.	We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as Greater Depth reading and maths with a teacher in upper Key Stage 2. Feedback and use of AfL is well documented by EEF as having significant impact. TA focus is limited to 1 to 1 intervention which, where properly trained through CPD, is effective at raising attainment.	Rigorous Pupil Progress Meetings and provision maps identifying specific support for PP children Increased % of children on track and above track in end of year assessments (based on classroom monitor) will be monitored through ½ termly pupil progress meetings. TAs will be support teachers to enable interventions to happen.	DHT	Feb 2019 July 2019



Further sustain attainment of PP children reading the phonics standard in Year 1	One to one daily Phonics tuition delivered by HLTA or Teacher	Through working closely with the RWI consultant and through previous CPD, this has shown to be a successful strategy to ensure that children are able to phonetically decode by the end of Year 1 or at the latest Year 2. We believe that Reading is the key to being a successful learner.	Senior Leader Leads on Phonics, regular monitoring, observing and assessments with specific timed targets set and monitored for impact of one to one tuition.	SLT Phonics Lead and Y1 Teacher	March 2019 July 2019
					£ 9959
iii. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the rate of attendance for those eligible for the grant.	Employment of a family worker to develop family attendance, learning and well-being support. Consultancy Support for Attendance to focus on PP pupils	PA attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being. EEF research suggests that Family workers in Central London (Lambeth and Southwark) are making significant improvements in attendance by meeting basic needs first (Maslow's hierarchy).	Monitored by Attendance Lead. Key Issue in the school improvement plan and regularly reported to the LGB One of the appraisal targets for senior leaders.	Family Liaison Officer HT	Termly July 2019
Access to educational visits for all	To ensure that all children are able to attend the residential visits by subsidising these	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Business Manager	Business Manager	April 2019 July 2019
Total budgeted cost					£ 6797

