

Pupil premium strategy statement 2022-2025

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 | Silverdale Primary Academy |
| Number of pupils in school | 173 |
| Proportion (%) of pupil premium eligible pupils | 51 (29.5%) |
| Academic year/years that our current pupil premium strategy plan covers | 3 years |
| Date this statement was published | January 2022 |
| Date on which it will be reviewed | January 2025 |
| Statement authorised by | T Hughes |
| Pupil premium lead | L Nejrup |
| Governor / Trustee lead | N Muir |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £70635 |
| Recovery premium funding allocation this academic year | £7540 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £78175 |

Part A: Pupil premium strategy plan

Statement of intent

We want and expect all pupils, in receipt of Pupil Premium Funding, to attain in line with their peers.

Teaching is at least good and will be made better for pupil premium children by specifically focusing on closing gaps and supporting any additional learning needs.

We want and expect all pupils, in receipt of Pupil Premium Funding, to have high standards of attendance in line with their peers. Ensuring rigorous and robust systems are followed with additional support put in place to continue to improve attendance year on year.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Gaps in attainment of Pupil Premium children compared with non-pupil premium children in most year groups |
| 2 | Attendance of Pupil premium children, including persistent absent pupils |
| 8 | Cultural Capital: Ensure additional opportunities are attended |

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 2022-23 | Intended Outcome 2023-24 | Intended Outcome 2024-25 | Success Criteria 2025-26 |
|--|--|--|---|
| Bring non-complex PP PIRA results to within 10 points of Non-PP in each year group | Bring non-complex PP PIRA results to within 5 points of Non-PP in each year group | Bring non-complex PP PIRA results in line with Non-PP in each year group | All non-complex PP children are in line with non-PP in PIRA results in each year group |
| Bring non-complex PP PUMA results to within 10 points of Non-PP in each year group | Bring non-complex PP PUMA results to within 5 points of Non-PP in each year group | Bring non-complex PP PUMA results in line with Non-PP in each year group | All non-complex PP children are in line with non-PP in PUMA results in each year group |
| Bring PP attendance within 1% of Non- PP | Bring PP attendance within 1% of Non- PP | Bring attendance of PP in line with Non-PP | Attendance of PP children is in line with non-PP children having closed the gap |
| Support all PP children attend school trips, including residential in Year 5 | Support all PP children attend at least 1 enrichment club and trips in each year group | Support all PP children attend 2 enrichment clubs and trips in each year group | PP children are access the wider range of enrichment clubs and trips in line with non-PP children |

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,070

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Quality first teaching with a particular focus on gaps for PP children and CPD on instructional coaching utilising the Rosenshine Principles | <p>Leadership role with a direct focus on the quality of teaching to continue.</p> <p>EEF Teaching and Learning Toolkit: Feedback +8 Individualised Instruction +3 Mastery Learning +5 Teaching Assistants +1 Meta-cognition and Self-regulation +7</p> <p>CPD based around feedback and marking in the lesson.</p> | Challenge 1 |
| Associate Headteacher released from class 0.6 to support with Quality first teaching, through team teaching, teaching smaller groups, boosters and coaching. | <p>Metacognition CPD which is proven to raise standards of all children when used regularly.</p> <p>Additional high quality CPD for staff in mathematics.</p> <p>Pre teach groups implemented on a daily basis.</p> <p>Disadvantaged to received daily reading sessions</p> <p>Quality first teaching within maths using CPA.</p> | Challenge 1 |
| Embed the United Learning Writing Curriculum to support teacher planning | A well sequenced and coherently planned curriculum, where the | Challenge 1 |

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| towards improved outcomes for all children | knowledge and skills taught are explicit, leads to improves outcomes for all. | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,205

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide small group tuition (1:3) in Phonics, Reading and Maths | EEF Small Group Tuition +4 Research shows intensive small group focused teaching rapidly enables learning to accelerate progress. | Challenge 1 |
| Forensic analysis of formative assessments PIRA and PUMA QLA so that gaps in knowledge can planned for, for catch up and keep up learning | When gaps in learning are clearly defined, teaching can focus on them and learning and attainment will increase. | Challenge 1 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 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). | Challenge 2 |
| Offer part funding for trips Monitor take up of PP pupils | This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms. | Challenge 3 |

Total budgeted cost: £ 78, 175

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 2021 to 2022 academic year.

See Previous 3 year plan

Further information (optional)

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