



Silkmore Primary Academy



PUPIL PREMIUM STATEMENT

2020 - 2021

Date Completed: September 2020

Interim Review: January 2021

Review Date: September 2021

Context of School

Silkmore Primary Academy is a one form entry school in Staffordshire. We have a Nursery and Pre-School and provide extended provision from 8:00am to 17:15pm each day.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be low aspirations. We are determined to create a climate that does not limit a child's potential in any way.

Key facts

- Our school motto 'AIM HIGH' reflects our high expectations of the whole school community
- Silkmore sits at the heart of the community and supports pupils, parents and the wider residents
- Attainment and progress remain inline and above national across all subjects
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community: For example, working with Maple Court – a Residential Care home, Co-operative Food chain, Rotary Club and different local places of worship

Recent Initiatives / Improvement

- % of children working at or above age related expectations remains high
- High levels of progress for all children – as demonstrated by ASP
- Difference between key groups is being diminished
- Phonics scores remain high
- Targeted intervention to further diminish difference
- Exceptional levels of progress from starting points
- 'AIM HIGH' time across the school in order to further embed core learning values
- Exemplary behaviour achieved through a vision of the whole school approach 'AIM HIGH'
- ICT infrastructure, including use of Ipads and Laptops

- Emotional Well Being Leader and Family Links Co-ordinator fostering positive relationships with children and families
- Learning Ambassadors and Pupil Governors being provided the opportunity for leadership at all levels
- Secure safeguarding audit
- Solihull Parenting approach supporting parents at home and building on positive relationships with parents
- Increased uptake of extended school provision
- Increased sports activity within school time
- Embedding of concentric curriculum across the whole school
- New spelling initiatives diminishing differences
- RWI and other quality texts (including CPG) to further diminish differences between key groups and engage all children in a love of reading
- Walking Bus to further support attendance and environmental factors at home
- Bespoke CPD offered to all staff

Objectives of Pupil Premium Funding

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objectives in using the Pupil Premium Grant are to ensure quality first teaching and widening of opportunity for all children. We are passionate about diminishing the difference between pupil groups. As a school we have an excellent track record of ensuring that pupil make strong progress. Through targeted interventions, we are working to eliminate barriers towards learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil funding, the Sutton Trust research on meta cognition etc. to inform our decision funding.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are no excuses' made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children developing 'growth' mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- We use research to support us in determining the strategies that will be most effective.

Identification of pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils.
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if....'

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive quality first teaching. Teachers, staff and SLT will:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. feedback and guided reading
- Share good practice within school and draw on external expertise

- Provide high quality CPD
- Improve assessment through joint moderation

Increasing learning time

We will maximise the time children have to “catch up” through;

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
 - Early mornings and after school provision
 - Easter holidays

Individualising support

We will ensure that the additional support we provide is effective by;

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using LSA's in specific trained areas to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
 - to develop their own skills
 - to support their children's learning within the curriculum
 - to manage in times of crisis
- Tailoring interventions to the needs of the child (E.g. Targeted reading sessions in the afternoon)
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children (Targeted Interventions).

Funding Priorities

This year our aims are to:

- Further embed exceptional teaching and learning across the school
- Provide a wide and varied daily diet of enrichment activity at the heart of the curriculum
- Provide emotional well being support to all children
- To improve attendance for all key groups
- Improve pupils aspirations through character development
- Continue to diminish the difference between disadvantaged and non-disadvantaged
- To ensure all children can access remote learning

School's Evaluation of Own Performance

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff – particularly the Emotional Well Being Leader, attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- Two designated member of SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

We will use ASP as well as whole school data to evaluate impact in terms of attainment and progress

PUPIL PREMIUM STATEMENT

Silkmore Primary Academy

PUPIL PREMIUM FUNDING:

Purpose

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.

The school has a responsibility to publish information on their website about how this funding has been spent.

Measuring Impact

In order to effectively measure the impact of Pupil Premium Funding at Silkmore Primary Academy, there are a number of analyses completed. We monitor the impact of support by analysing attainment and progress of Pupil Premium pupils and comparing them to other pupil groups to see if differences in attainment and progress are minimised. In addition, we also measure improvements in participation in activities and clubs, attendance, confidence, behaviour and reductions in exclusions.

Pupil Premium expenditure 2020-21

Total number of pupils on roll	197
Total number of pupils eligible for PPG	116 (58.8%)
Amount of PPG received per pupil	£1345
Total amount of PPG allocated for 2020-21	£156,020

Our allocation for 2020-21 is £156,020 which will be used to support children based on the identified needs of this group of learners.

Rag Rating Impact Code

Significant impact	Impact	Limited impact	No impact
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Focus: Learning in the Curriculum				
Item	Objective	Jan Review Outcome/Income		End of academic Year Review Outcome/Income
Curriculum Resources £4,000	To support all areas of the curriculum and allow teachers to deliver exceptional opportunities for learning that engage, motivate and inspire the pupil. Particular focus on reading to ensure all pupils have access to high quality texts both in school and out of school.			
Resources to support the successful teaching strategies that run throughout the school (spelling programme, RWI) £2,000	To meet end of year school targets of children meeting expected standard and achieving greater depth / higher standard. Ensure phonics scores remain above national.			

Learning support assistants support and to deliver interventions £41,596	Learning support assistants are deployed across school with particular foci for raising standards by delivering high quality interventions To close the gaps in pupils attainment between disadvantaged pupils and their peers within school.			
Small teaching groups for RWI (KS1) and the spelling programme (KS2). £26,695	Ensure 85% of children pass phonics screening and raise proportion of children meeting expected standard combined and proportion of children meeting greater depth so they are above national.			
Professional development for staff £3,000	To further improve quality of teaching and meet pupil needs, in order for attainment and progress to continue to be inline or above national expectations			
Improved ICT infrastructure £5,000	To significantly improve the online teaching tools and delivery of ICT across the school so that all pupils can access remote learning and no further learning is lost as a result of school closures.			
Easter School £1,200	To provide additional learning opportunities for those who need further support to catch up to their peers and diminish the disadvantaged difference.			

Focus: social, emotional and behavioural support for pupils and families

Family support worker to help families overcome barriers to children's learning £22,000	Targeted to support families in overcoming barriers to attendance and barriers to the children's learning. Supporting vulnerable families as needed to ensure pupils are able to access a full education.			
Nurture and pastoral care £28,750	Emotional and Wellbeing Leader to deliver nurture interventions to engage children with social and emotional needs to support them with barriers to their learning			
Walking Bus to improve attendance £4,576	To improve attendance of persistent absentees by the end of the academic in order minimise missed learning opportunities.			
Breakfast Club and After school Club to improve attendance and offer emotional support £4,560	To improve attendance of persistent absentees by the end of the academic in order minimise missed learning opportunities. To ensure more vulnerable families or children with additional needs are catered for			
Bagels for every child every morning £1,707	To ensure every child has had an adequate breakfast and is therefore able to learn effectively			
Commando Joes Personal Development Strategy £1,625	To build and grow children's character with a specific focus on resilience.			

Focus: Enrichment beyond the Curriculum

Subsidy of trips/learning experiences £6,400	To extend and enrich learning and provide real life experiences that are memorable			
Subsidy of residential trips for Upper KS2 £4,000	To provide valuable learning experiences that deepen children's understanding of SMSC			
Forest Schools targeted at pupils with SEMH needs £4,083	To provide additional valuable learning experiences that support children with social and emotional needs in an extended provision setting.			