

# Silkmore Primary Academy



## PUPIL PREMIUM STATEMENT

2019 – 2020

Date Completed: September 2019

Review Date: September 2020

## **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 stands at the centre of the community and offers support not only to the pupils but to the parents and the wider residents.
- Attainment and progress has been increasingly high over the last 3 years.
- 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**

- Increased % of children working at or above age related expectations
- High levels of progress for all children – as demonstrated by ASP
- Difference between key groups being significantly diminished
- Improved phonics scores
- Targeted intervention to further diminish difference
- Introduction of 'AIM HIGH' time across the school in order to further embed core learning values
- Broader use of research to inform decision making and policy – Sutton trust toolkit, John Durnford Carol Dweck's growth mindset, Covey's 7 Habits of Highly effective people and John Hattie's Visible Learning
- Exemplary behaviour achieved through a vision of the whole school approach 'AIM HIGH'
- New ICT infrastructure, including use of Ipads and Laptops
- New building to facilitate exceptional teaching and learning and to cater for our growing population
- 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
- Teaching and Learning Coach to facilitate the further improvement of exceptional teaching and learning
- Enrichment opportunities being at the heart of the curriculum; extra curricular activity such as music / PE / coding etc

## **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....'

We are determined to ensure that the percentage of children working at age related expectations and above increases, in particular for the percentage of children at greater depth in KS1 and reaching a higher standard in KS2.

### **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 with the support of the teaching and learning coach
- Provide a wide and varied daily diet of enrichment activity at the heart of the curriculum
- Provide emotional well being support to ALL children
- Provide emotional well being support to ALL parents / families
- To improve attendance for all key groups

### **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 Strategy Review**

#### **Pupil Premium expenditure 2019-20**

Total number of pupils on roll	188
Total number of pupils eligible for PPG	114 (60.6%)
Amount of PPG received per pupil	£1320
<b>Total amount of PPG allocated for 2019/20</b>	<b>£150,480</b>

Our allocation for 2019/20 is £150,480 which will be used to support children based on the identified needs of this group of learners.

Focus on Learning in the curriculum	55%
Focus on social, emotional and behavioural support for pupils and families	38%
Focus on enrichment beyond the curriculum	7%

# Rag Rating Impact Code

Significant impact	Impact	Limited impact	No impact
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<u>Pupil Premium – planned expenditure 2019-20</u>					
	Item	Objective	Jan Review Outcome/Income		End of academic Year Review Outcome/Income
Focus on Learning in the curriculum 55%	Curriculum Resources £4,000	To support all areas of the curriculum; in particular reading and to provide a wealth of opportunities that promote the love of reading.	The Library has been revamped to create a purposeful and engaging place to promote a love of reading. New books purchased to ensure high quality texts in all classrooms. Reading café' afternoons in all year groups (1 a half term) (Baseline shows 45% of pupils working at EXS in reading across the school)		Covid Closure March 2020
	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.	Resources purchased for the delivering of phonics in KS2 as a catch up programme. New EYFS and KS1 staff RWI trained. Current staff training renewed. To ensure best teaching practise.		Covid Closure March 2020
	Music teacher £13,300	To provide specialist music teacher to teach high quality music lessons that link within the wider curriculum	All children to take a music examination in order to gain further qualifications. Children attending Young Voices concert, funded by school.		Exams and concert not able to take place due to Covid Closure
	Learning support assistants support and to deliver interventions £25,334	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.	19/29 SENd children are disadvantaged (66%), and receive regular 1:1 interventions and support. Intervention groups focus on diminishing the difference between disadvantaged and non-disadvantaged children across the school. Current data shows differences of: EYFS: -4% Reading: - 20% Writing: - 13% Maths: -14%		Covid Closure March 2020 – No Data
	Small teaching groups for	Ensure 85% of children pass phonics screening and raise	8 members of staff are RWI trained which results in smaller group sizes		Covid Closure March 2020 – No Data

	RWI (KS1) and the spelling programme (KS2). £20,381	proportion of children meeting expected standard combined and proportion of children meeting greater depth so they are above national.	offering more bespoke and focussed wave 1 provision for all children.  16 children (64%) in EYFS are on track to meet GLD. This is in line with SDP threshold. Of these 16 children, 6 children are disadvantaged (38%)		
	Teaching and learning coach to support teachers and ensuring outstanding teaching and learning opportunities £15,000	Raise proportion of children meeting expected standard combined and proportion of children meeting greater depth so they are above national.	Teaching and Learning coach plans with all teachers to ensure outstanding learning opportunities and individualised learning for all children.		During COVID closure, the T&L coach delivered 1:1 planning and CPD sessions with teachers remotely
	Professional development for staff £3,000	To further improve quality of teaching and meet pupil needs.	Staff receiving individualised training based on Performance Management need. All staff receiving training to support the curriculum model (spelling, grammar, stretch and challenge)		No additional staff training from March – July due to Covid Closure
<b>Focus on social, emotional and behavioural support for pupils and families 38%</b>	Family support worker to help families overcome barriers to children's learning £20,800	Targeted to support families in overcoming barriers to attendance and barriers to the children's learning.	A part time Family Links Co-ordinator supports and offers early intervention for any family in need of this support. 10 EHA's have been initiated by the school to date; thus resulting in external agency outreaching to our more vulnerable families.  With support from the School Business Manager and Executive Head, a new attendance policy has been introduced and attendance clinics are held in order to support in poor attendance.		During COVID closure the FLC made regular contact with all vulnerable families, ensuring they had all the support needed to get through the lockdown, and ensure the pupils remained safe and happy. The FLC continued to hold virtual safeguarding meetings with LA.
	Nurture and pastoral care £27,100	Emotional and Wellbeing Leader to deliver nurture interventions to engage children with social and emotional needs to support them with barriers to their learning	The Emotional Wellbeing leader has received up to date training; including the Solihull Approach to 'Understanding your Child's Behaviour'. This training has been used to reach a number of vulnerable, disadvantaged families and a Monday Morning is utilised to deliver this training.  As a large % of our disadvantaged families are on our vulnerable children list; the EWL offers individualised / group nurture		During Covid, the EWL made regular contact with all families that needed additional emotional and wellbeing support. She ran virtual sessions and provided additional 'family building' projects for those who needed it.



			based interventions to support the child. Pupil voice shows that pupils feel 'safe and cared for' in school.		
	Walking Bus to improve attendance £4,576	To improve attendance of persistent absentees by the end of the academic in order to minimise missed learning opportunities.	Since the introduction of the walking bus there has been a decrease in the number of late marks 2017: 313 2018: 522  CANT USE THOSE FIGURES!		Covid Closure – March 2020
	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 to minimise missed learning opportunities. To ensure more vulnerable families or children with additional needs are catered for	20 sessions a week are offered to families eligible for pupil premium and in need of further support. This extra service has provided stability and support for some families and the children are provided with fun and engaging learning activities to further diminish any differences.		Covid Closure – March 2020
<b>Focus on enrichment beyond the curriculum 7%</b>	Subsidy of trips £6,400	To extend and enrich learning and provide real life experiences that are memorable	All children go on a multitude of trips across the academic year. Pupils who are eligible for pupil premium funding attend these trips as school subsidises the cost for each individual trip by an approximate 35% reduction.		Covid Closure – March 2020
	Subsidy of residential trips for Upper KS2 £4,000	To provide valuable learning experiences that deepen children's understanding of SMSC	Pupils who are eligible for pupil premium funding attend these trips as school subsidises the cost for each individual trip by an approximate 35% reduction.		Y5 Shugborough in November Cancelled due to Covid: Y6 London, Y4 residential, Y4,5,6 France