

## Silkmore Primary Academy



## PUPIL PREMIUM STATEMENT

**2014 – 2015**

**2015 – 2016**

Date Completed: September 2016

Review Date: September 2017

## 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.

#### Pupil Premium expenditure 2014-2015

Total number of pupils on roll	140
Total number of pupils eligible for PPG	96 (69%)
Amount of PPG received per pupil	£1300
<b>Total amount of PPG received</b>	<b>£124,800</b>

Focus on Learning in the curriculum	83%
Focus on social, emotional and behavioural support for pupils and families	12%
Focus on enrichment beyond the curriculum	5%

#### Rag Rating code:

Overview of expenditure 2014-2015			
Item/objective	Objective	Outcome / Impact	Rag Rated impact
Renewal of resources - £13,404.66	To revitalise old and tired resources. Particularly reading and library books.	Wider range of resources available to support teaching and learning. Heightened the profile of reading across the school.	
Read Write Inc training and implementation. (KS1) - £35,358.19	Consistent delivery of the English curriculum with a low teacher to student ratio	Key Stage 1 children making progress in reading and writing.	
Pie Corbett training and implementation (KS2) - £1,900.00	Consistent delivery of the English curriculum.	Some Key Stage 2 children making progress in writing.	
Phonics booster programme - £4,860.00	Individualised programme to target children who are not at age related expectations with phonics in KS1	Improved attainment in phonic scores in year 1 and re-test scores in year 2	
Small group interventions in maths, reading and writing - £25,129.99	Individualising support at all levels: Small group work to extend children's skills	Some children making good progress across the school.	
One to one tuition - £19,487.51	Individualising support at all levels: Targeted support for children to address misconceptions, gaps and weaknesses	Increased confidence in English and maths in targeted pupils.	
Spelling programme - £1,156.65	Targeted spelling programme to address issues with spelling in years 3, 4, 5 and 6.	Improved progress in spelling.	
Accelerated reader programme - £7,664.38	Whole school consistent approach to reading.	Increased progress and interest in reading across the school.	
Whole school development activities - £2704.14	To improve teaching and learning across the school	Progress improved in writing and maths.	
Pastoral support - £4,752	Providing additional support for children with a range of needs - emotional, social, behavioural, attendance / punctuality etc.	Barriers to learning are reduced. Children feel safer in school.	
Family Support Work - £5,642.48	Targeted to support families in overcoming barriers to attendance and barriers to the children's learning	Improved attendance in some areas.	
Supporting the cost of educational visits, linking learning opportunities & making learning more meaningful - £1,115	To help children and families to get access and be able to attend educational visits and residential trips.	All children to be able to attend school trips and residential experiences.	
Author visit - £275.00	Providing real life experiences to engage and inspire children.	Heightened profile of reading across the school.	
Residential trip school subsidy - £1,350	Children offered residential place in multi-activity centre	Increase self-confidence Greater independence	

		Better team-working and collaborative skills	
<b>Significant impact</b>	<b>Good impact</b>	<b>Limited impact</b>	<b>No impact</b>

Although children in Reception, Year 1 and Year 2 are entitled to a free school meal, the school will only receive pupil premium funding if you have completed the application.

If you believe that your child is entitled to a free school meal, please see Mrs Lunnon in the school office or you can follow this link to download a form and apply online:

<http://www.staffordshire.gov.uk/education/educationalawardsbenefits/FreeSchoolMeals/home.aspx>

### Pupil Premium expenditure 2015-16

Total number of pupils on roll	139
Total number of pupils eligible for PPG	105 (76%)
Amount of PPG received per pupil	£1320
<b>Total amount of PPG allocated for 2015/16</b>	<b>£138,600</b>

Our allocation for 2015/16 is £138,600 which will be used to support children based on the identified needs of this group of learners.

Focus on Learning in the curriculum	85%
Focus on social, emotional and behavioural support for pupils and families	10%
Focus on enrichment beyond the curriculum	5%

### Rag Rating Impact Code

<b>Significant impact</b>	<b>Good impact</b>	<b>Limited impact</b>	<b>No impact</b>
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<b>Overview of expenditure 2014-2015</b>			
<b><u>Pupil Premium – planned expenditure 2015-16</u></b>		<b><u>Outcomes / Impact</u></b>	<b><u>Rag Rated impact</u></b>
Focus on Learning in the curriculum 85%	Resources to support all areas of the curriculum and provide a wealth of opportunities for hands on learning.	% of PP at ARE Reading: 86% Summer end - risen from 66% Autumn start Writing: 80% Summer end - risen from 58% Autumn start Maths: 77% Summer end - risen from 58% Autumn start Concrete learning in maths visible across school and a wide range of texts available for reading and to support mini adventures.	
	Resources to support the successful teaching strategies that run throughout the school (spelling programme, RWI)	Phonics scores: 86% - well above national Resources are available for home learning also. All children have individual spelling logs as a home to school learning tool. RWI resources allow the successful running of the programme.	
	Specialist music teacher to teach high quality music lessons.	Children receiving broad and balanced curriculum and provided opportunities to perform and share musical skills.	
	Teaching assistant support in every class room to support the	% of PP at ARE Reading: 86% Summer end - risen from 66% Autumn start Writing: 80% Summer end - risen from 58% Autumn start	

	teaching of Maths and English and have targeted interventions for PP children.	Maths: 77% Summer end - risen from 58% Autumn start Teaching and learning now at least good in all classrooms (from 12.5% to 87.5% at least good). 98% of pupils making good or better progress across school.	
	Teaching assistants to deliver interventions to support children's progression in Maths and English skills.	% of PP at ARE Reading: 86% Summer end - risen from 66% Autumn start Writing: 80% Summer end - risen from 58% Autumn start Maths: 77% Summer end - risen from 58% Autumn start 98% of pupils making good or better progress.	
	Small teaching groups for RWI (KS1) and the spelling programme (KS2).	86% passed phonics screening See SEN data for good or better than expected progress.	
	Resources and professional development for staff to further improve quality of teaching and meet pupil needs	Teachers improved subject knowledge and delivery of lessons has improved significantly. Quality of teaching and learning has risen from 12.5% typically good at beginning of 2015/2016 to 87.5% at least good (and ratified during Trust Inspection) at end of 2015/2016.	
Focus on social, emotional and behavioural support for pupils and families 10%	Family support worker to help families overcome barriers to children's learning.	Attendance clinics ensure attendance remains in line with national and supports families and community. TAC meetings ensure relevant safeguarding information is shared effectively.	
	Teaching Assistant to provide nurture interventions (positive play, friendships) to support children with barriers to their learning.	Negative Behavioural reductions from beginning of academic year. All stakeholders notice the exceptionally different positive learning attitudes. Behaviour judged as good in Trust inspection. Wellbeing is at the heart of the curriculum and children are provided support on an individual level through pastoral support plans where appropriate.	
Focus on enrichment beyond the curriculum 5%	Subsidy of trips to extend learning and provide real life experiences.	All children entitled to enrichment opportunities. These opportunities contribute to SMSC development. Developing the 'whole child'	
	Subsidy of residential trips to provide valuable learning experiences beyond the curriculum.	By the end of a child's primary career, they will have all stayed at a residential - gaining independent invaluable life skills during their stay.	
	Music teacher to run extra-curricular clubs including choir and recorders allowing children the opportunity to develop personal skills and learn to play an instrument.	Targeting the gifted and talented musicians across KS2. Children developing expertise in the wider curriculum and provided opportunities across the year to perform.	