



## Silver Tree Primary School

### Pupil Premium Strategy Statement 2018 – 2019

#### Rationale

At our school, we believe that teaching and learning opportunities meet the needs of all pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed and addressed. We ensure that these pupils benefit from individualised programmes based on an accurate understanding of what support best suits each pupil. Through this we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

#### Pupil Premium Summary Information

<b>Total Number of Pupils (Inc. FTE)</b>	174	<b>Number of Pupils Eligible</b>	81	<b>Date of most recent PP review</b>	September 2018
<b>Total Pupil Premium Budget</b>	£123,220	<b>% of Pupils Eligible</b>	47%	<b>Date for next internal review</b>	July 2019

#### Reception – Year 6 Pupil Premium Funding

<b>Pupils Eligible for PPG Funding</b>	<b>Number of Eligible Boys</b>	<b>Number of Eligible Girls</b>	<b>Number of Looked After Children</b>	<b>Number of Service Children</b>
81	47 x Per Pupil £1,320	36 x Per Pupil £1,320	2 x Per Pupil £1,900	4 x Per Pupil £300

#### 2018 – Outcomes

KS1	PPG Pupils			Other			SCH GAP	KS2	PPG Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	100	56.0	+44	63	73.0	-10	+27	Expected Standard Reading	50	60.0	-10	86	77.0	+9	-27
Year 1 Phonics	80	70.0	+10	50	84.0	-34	-4	Expected Standard Writing	64	66.0	-2	100	81.0	+19	-17
Expected Standard Reading	90	63.0	+27	83	79.0	-4	+11	Expected Standard Maths	43	63.0	-2	86	80.0	+6	-43
Expected Standard Writing	80	54.0	+26	75	72.0	-3	+8	Expected Standard GPS	57	66.0	-9	93	82.0	+11	-25
Expected Standard Maths	80	62.0	+18	75	79.0	-4	+1	Expected Standard R/W/M	29	48.0	-19	71	67.0	+4	-38

(NA data based on 2017 as 2018 NA not currently published)



		Barriers to Future Attainment	Desired Outcomes
<b>Internal Barriers</b>	A	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading at the end of KS2	To raise attainment in Reading to ensure good progress and exceeding progress is made at the end of KS2
	B	Pupils are not making required progress from Y1 phonics screening to Y2 reading test due to under developed comprehension skills	To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment
	C	A proportion of PPG pupils are not achieving the expected standard in Maths in comparison to Non-PPG pupils	To diminish the difference between the number of PPG and non PPG children achieving the expected standard in maths
	D	An increased proportion of PPG children are displaying challenging behaviour and low-level disruption during playtimes, lunchtimes and lessons which impacts on their academic progress	Children are offered support to deal with their challenging behaviour to enable a smoother transition to lessons and lessen the impact of behaviour on their progress
	E	In general, PPG pupils are not making the expected progress in reading, writing and maths compared to that of their peers nationally.	To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally

		Barriers to Future Attainment	Desired Outcomes
<b>External Barriers</b>	F	Attendance is lower for PPG than for other pupils impacting significantly on their progress	Improved attendance for PPG pupils and support for parents
	G	Emotional wellbeing of a high proportion of PPG children is preventing them from achieving good progress	Children are able to develop coping strategies to allow fewer outbursts during lessons impacting positively on their progress
	H	A high proportion of PPG children are struggling to engage in lessons without a visual stimulation	Children are able to access apps and online learning platforms to engage in their learning and make progress through using a range of mediums



### Pupil Premium Planned Expenditure

Pupil Premium Planned Expenditure						
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn, Spring & Summer
A	To raise attainment in Reading to ensure good progress and exceeding progress is made at the end of KS2	Re-launch Accelerated Reader across the school. To create a positive attitude towards reading so children read for pleasure.	Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.'	Annual license to use Accelerated Reader for each individual pupil. - <b>£1833.25</b>  Restock the library with a wide collection of books banded according to the Accelerated Reader readability formula – (fiction books) <b>£1000</b>  Additional Accelerated reader books (non-fiction) <b>£1500</b>	KS1 SAT results show that 90% of PPG children achieved ARE and 30% achieved GD  KS2 SAT results show that 50% of PPG children achieved ARE and 14% achieved GD	End of Autumn term data shows that 56% of PPG children in Y2 are working towards ARE End of Autumn term data shows that 38% of PPG children in Y6 are working towards ARE Daily focused guided reading sessions are timetabled. Focused reading interventions allows key skills to be developed Lexia sessions run daily for identified children to develop phonological awareness to aid reading, Y2 100% of PPG children are accessing Acc reader. 40% have reading age above their chronological age. End of Spring data shows that 60% of PPG children are on track to make ARE by July 2019. Y6 62% of PPG children are working at or exceeding ARE New books provide children with a wider range of reading materials which increases the breadth and depth of the chosen books Data shows that PPG children in other year groups are making progress. 100% of PPG children are making progress using accelerated reading systems Y1 data shows that 50% of PPG are already accessing Acc reader to stretch their reading skills Year 6 pupil premium 85% EXS, 15% GDS Year 2 5 out of 11 pupils achieved EXS. Of the 6 pupils who did not achieve EXS, 5 are on the SEN register. In Year 2 100% of EAL Pupil Premium children achieved EXS. ALL Year 2 PPG are accessing Accelerated Reader and the average progress made this year has been 1 year 8 months since September. All PPG children are accessing Accelerated Reader in Year 3. 8/11 PPG children in Year 3 are expected to be secure.
B	To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment	Children given opportunities for daily reading To establish guided reading in each class to focus key skills of reading To introduce Lexia to develop reading skills	EEF state that 'On average, reading comprehension approaches deliver an additional six months' progress.' EEF states 'A number of previous studies	Lexia Intervention <b>£850</b> Lexia sessions 0.3 TA <b>£1070</b> Cost of staffing intervention for 5 afternoons per week	KS1 SAT results show that 90% of PPG children achieved ARE and 30% achieved GD	75% of PPG children in the current Y2 cohort achieved the expected standard in the phonics screening in 2018 KS2 children who did not achieve the expected standard in phonics in KS1 have been screened. Key children are now receiving regular phonics intervention to address their needs. Progress will be monitored through re-screening. Y2 data shows that 60% of PPG children are on track to meet ARE by the end of the year



			<p>of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One.'</p>	<p>across the year  <b>£7,919</b>          Speech and language -  <b>£6237</b>          SLA to Durham Learning Resources -  <b>£2617</b>          Develop guided reading scheme further by purchasing non-fiction books for each class <b>£1000</b>          Spellodrome <b>£1400</b></p>		<p>Y1 – discrete phonics lessons tracking shows that 100% PPG children have made progress from the Autumn to Spring Term          Y1 phonics screening results shows that 5 out of the 6 PPG children passed their phonics screening test in Spring 2019. The 1 child that did not pass only missed out by 6 marks therefore should pass the test when retested in Year 2. In Year 2 of the PPG who were retested with the phonics screening, 33% passed. The 66% who did not pass are on the SEN register and made good progress since the check in Year 1.  <b>100% of students in year 4 and 5 are high risk and not expected to meet end of year targets in Lexia.</b>  <b>83% of students in year 2 are high risk and not expected to meet end of year targets in Lexia.</b></p>
C	<p>To diminish the difference between the number of PPG and non PPG children nationally achieving the expected standard in maths</p>	<p>White Rose Jigsaw Training to be completed over the course of the year to develop fluency, reasoning and problem solving skills alongside concrete and pictorial methods</p> <p>Assessment procedures to be implemented in school to allow accurate tracking</p> <p>Children will receive intervention to develop confidence, skills and application to a wider context</p> <p>To engage with parents through calculation workshops and sharing of school policies</p>	<p>EEF states 'Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas, provided that teachers ensure the learners understand the links between the manipulatives and the mathematical ideas they represent.....          Fluent recall of procedures is important, but teachers should also help learners understand how the procedures work and when they are useful.'</p> <p>EEF also states that 'Teacher knowledge, more particularly pedagogic content</p>	<p>White Rose Jigsaw Training for staff <b>£4500</b>          'Power of' books <b>£200</b>          Mathletics subscription <b>£1600</b>          Maths of the day subscription <b>£535</b>          Streaming one teacher - <b>£12,762</b>          3x support staff <b>£24,434</b>          Whole School Maths Reasoning Workshop - <b>£495</b></p>	<p>Key stage 1 SAT results show that 80% of PPG children achieved ARE which is in line with National other</p> <p>Key Stage 2 SAT results show that 43% of PPG achieved ARE compared to 80% National other – Maths skills will be a focus for 18/19 academic year</p>	<p>End of Autumn term data shows that 56% of PPG children in Y2 are working towards ARE in Summer 2019          Year 6 end of autumn term data shows that 46% of PPG children were on track to meet ARE in summer 2019          Y2 data shows that 60% of PPG children are on track to meet ARE. 100% of PPG made progress based on their personal milestones in the Spring Term.          Y6 62% of PPG children are on track to meet or exceed ARE          White Rose Maths has developed the range of strategies used to tackle problem solving          Y6 PP 62% EXS in Maths compared to 77% total for class          Year 1 data shows that 83% of the PPG children have met the ARE for maths          Year 2 data shows that 56% of pupils are EXS in Maths. 5 of the 6 pupils who did not achieve EXP are on the SEN register.</p>



			knowledge is crucial in realising the potential of mathematics curriculum resources and interventions to raise attainment.'			
D	Children are offered support to deal with their challenging behaviour to enable a smoother transition to lessons and lessen the impact of behaviour on their progress	Increase adult pupil ratio at lunchtime to ensure enrichment activities to be provided for all To provide specialist support for a small number of children presenting challenging behaviours	EEF states that 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, and substance abuse'	Additional lunchtime supervisor <b>£2876</b> Behaviour support <b>£1993</b> Lego therapy –1x support staff <b>£1616</b> Playground leader <b>£1292</b> SLA with EDS and SEN provision from LA <b>£700</b> Getting along group <b>£500</b>	Reduction in low level incidents at lunchtime in 2017-2018 and feedback from children shows this is a valuable resource	<b>A designated member of staff now supervises a key group of children to continue to reduce low level incidents</b> The supervision continues to take place on a lunchtime as deemed effective. The children develop turn taking skills, listening, cooperation and build positive relationships with their peers. Listening Matters sessions take place on a weekly basis for 10 weeks. Alternating children access this support. Children share they like enjoy having 1:1 time to talk and play. Confidence is growing and an impact is evident on the children. Lego Therapy – Yr2-6. Improved relationships with peers and staff have been noted. Increase in confidence within groups and impact on classroom environment. Friendships have formed through the group work. SALSP to continue work in the Autumn Term 2019 to develop resilience and coping strategies for children in a 'Getting Along' group Individual pupils in Y6 worked with C. Johnson for listening matters to identify and address any emotional issues
E	To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally	Two year 6 teachers to lead weekly booster sessions in the run up to SATs Weekly booster sessions to begin Autumn term for identified children		2x teachers <b>£900</b> Streaming one teacher (previously costed)	Summer 2018 SAT results show that 29% of PPG children achieved RWM combined compared to 67% National other	<b>RWM combined data is not tracked during the Autumn and Spring term as it is based on SAT results in Year 6</b> PPG children targeted in boosters and lessons have shown an improvement in outcomes. 53% of PPG regularly attend booster classes with a greater percentage achieving aspiration or meeting ARE in assessments 77% of PPG children are achieving or exceeding aspirations set Year 6 54% of PP children achieved EXS in RWM Year 2 45% of PP children achieved EXS in RWM Year 2 100% of PP EAL pupils achieved EXS in RWM



F	Improved attendance for PPG pupils and support for parents	To reward good attendance /punctuality through the school merit system Children understand the value of being at school Effective monitoring of attendance will ensure a swift response and follow up to absence Increase parental awareness of need for good attendance and the impact on attainment/achievement. To work with EWO and other agencies to improve links between parents The open channels of communication with parents through the school text system, Facebook and school website Free breakfast club offered	EEF states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.'	<b>£500</b> Reward merit system and prizes <b>£21704</b> Pupil Welfare Officer <b>£1000</b> CPD – attendance workshops, etc for PWO <b>£782</b> SLA's to support vulnerable pupils Annual Safeguarding Training - <b>£288</b> Free breakfast club 10 children - <b>£4180</b>	End of year data shows that 3.3% of PPG were persistent absentees compared to the national rate of 4%	End of autumn term data shows that 18.5% of PPG were persistent absentees. The % of PP children classed as persistent absentees has diminished from 18.5% at the end of autumn term to 10.97% at the end of spring term. Therefore, the work of the Pupil Welfare Officer has had a positive impact on the number of persistent absentees across school. Pupil welfare officer escalating issues relating to persistent attendance issues. Pupil welfare officer working closely with parents and pupils to ensure regular attendance in school and children attending school on time more regular. At the end of summer term, the percentage of PP children classed as persistent absentees was 4.25%, the year attendance for Pupil premium children at the end of the school year was 95.6%
G	Children are able to able to develop coping strategies to allow fewer outbursts during lessons impacting positively on their progress	To develop a 'Rainbow Room' provision area for key children to learn To provide children with specific behaviour needs support to engage with their learning and integrate in the classroom environment	EEF states 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'	Support staff <b>£4938</b> Behaviour support & crisis response <b>£1999</b>	Evidence showed that the Rainbow Room was effective for some of the children using this resource. Some children were identified to be in need of the small group support and integrated in to the group. Due to staffing changes, the Rainbow Room is no longer a provision used within school. Teaching assistants have been given additional training to support children within the classroom and these children are offered additional support through Lego therapy and Listening Matters within school. Lunchtime supervisors have received training in emotional resilience and support vulnerable children as a result each class now has a designated lunchtime supervisor to address issues More children have been given the opportunity to attend Lego Therapy and Listening Matters. This has allowed these children to express themselves in smaller groups or one to one. It has helped them to develop their communication skills as well as thinking of alternative ways to express their feelings towards others. Teachers have noticed and shared the positive impact this has had on pupils and in the classroom. Teaching assistants have been given training in anger management which has helped during listening matters and throughout the school day when children are	



					not coping well. It has also helped the teaching assistant to understand anger in children, the triggers and how to prevent children from reaching to outbursts.
H	Children are able to access a range of online resources and supporting apps through the use of iPads To engage children in learning through a greater use of ICT	To source and purchase iPads to be used by children To source apps and software to address key areas and stimulate learning for children	EEF states 'The use of technology in schools has never been more widespread. It offers new ways to engage pupils and parents.'	iPads <b>£8000</b>	Y2 – 40% of PPG children have benefited from the use of iPad for their personalised behaviour systems. An excellent source of motivation and support positive behaviour choices which has impacted on the class as a whole. Y6 – PPG children access Maths apps to develop their maths skills to increase the speed of their recall of basic facts QR codes to access SAT's revision resources have positively impacted on all children The use of iPad in topic lessons allows the children to engage in their learning through other mediums and enhanced learning through the wider range of resources accessed Many of our children have limited life skills and therefore benefit from accessing resources such as Google Earth and augmented reality apps to bring their learning to life in a way which they can access regardless of social deprivation. Year 6 have more regularly used the iPads for research, have made better use of apps for creating and revising (iMovie, Spellfix, A.L.E.X etc)

Budget Summary		
Desired Outcome		Cost
A	To raise attainment in Reading to ensure good progress and exceeding progress is made at the end of KS2	£4333.25
B	To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment	£21,093
C	To diminish the difference between the number of PPG and non PPG children achieving the expected standard in maths	£44,526
D	Children are offered support to deal with their challenging behaviour to enable a smoother transition to lessons and lessen the impact of behaviour on their progress	£8977
E	To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally	£900
F	Improved attendance for PPG pupils and support for parents	£28,454
G	Children are able to develop coping strategies to allow fewer outbursts during lessons impacting positively on their progress	£6937



H	Children are able to access apps and online learning platforms to engage in their learning and make progress through using a range of mediums	£8000
<b>Total Budget Spent</b>		£123,220

<b>Governance</b>	
Monitoring The Effectiveness & Impact of Pupil Premium Performance	
Pupil Premium Committee Members: Faye Richardson (Governor) Emma Peverall Pupil Premium Lead	
<p>Autumn Term Update:</p> <p>Pupil Premium Lead met with the Behaviour, safety and welfare in September 2018 to share the evaluated Strategy document for the academic year 2017-18. Desired outcomes were shared and reviewed using data as an evidence base for the effectiveness of the investment of the Pupil Premium Funding. Key areas of the 2018-19 strategy were shared and the completed Strategy document would be shared with the full governing body at a later date.</p> <p>Pupil Premium Lead and Pupil Premium Governor have met to discuss the Pupil Premium Strategy for 2018-19. Desired outcomes from the 2017-2018 were reviewed using end of year data as an evaluation of effectiveness tool. Key barriers to learning for the PPG children in our school were shared in line with the desired outcomes to overcome these barriers. Key actions such as continuing with Accelerated Reading were discussed using evidence to support re-investment tin the current academic year based on the outcomes of 2017-18. Focus areas have been shared and the Pupil Premium governor has a clear understanding of the barriers to the learning of the PPG children throughout school and the desired outcome for the end of the academic year.</p>	
<p>Spring Term Update:</p> <p>Pupil Premium Lead met with Pupil Premium Governor to share an update of attainment for PPG children across school. Data focused on the attainment of PPG children in English and Maths. Key areas of action have been identified by both the PP lead and governor and these will be addressed over the course of the Spring term.</p> <p>All staff have met to evaluate the progress made towards achieving our outcomes for pupil premium. Staff were asked to evaluate any outcomes which they felt were part of their role and add detail to show progress in that area.</p>	
<p>Summer Term Update:</p> <p>All staff have met to evaluate the progress made towards achieving our outcomes for pupil premium. Staff were asked to evaluate any outcomes which they felt were part of their role and add detail to show progress in that area. Staff were able to use end of academic year data to support and evidence the outcomes for PPG children. Staff identified that key outcomes have been achieved and PPG spending has had a positive impact on PPG children. Staff were asked to identify outcomes for the coming academic year which could form the spending of the PPG.</p>	