



# Silver Tree Primary School and Nursery

## Pupil Premium Strategy Statement 2020- 2021

Updated November 2020

**Pupil Premium Lead: Mrs Emma Peverall**

**Pupil Premium Governor: Faye Richardson**

<b>School Overview</b>	
Number of pupils in school (inc) Nursery)	179
Proportion of disadvantaged pupils (inc) Nursery)	53%
Pupil premium allocation this academic year (based on funding 1.4.21)	£127,500
Academic year or years covered by statement	2020/21
Publish Date	November 2020
Review Date	Termly
Statement authorised by	N Maughan
Pupil Premium Lead	Emma Peverall
Governor Lead	Faye Richardson

### **Rationale**

At Silver Tree Primary School and Nursery, we believe that teaching and learning opportunities must meet the needs of all pupils, including those of our most vulnerable 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.



<b>Funding (per eligible pupil) 2020-2021</b>	
Early Years Pupil Premium	£0.53 / hour
Pupil Premium Reception – Y6	£1,345
<b>**Pupil Premium + Looked after Pupils (LAC)</b>	£1,700
<b>Pupil Premium + Post Looked after Pupils (PLAC)</b>	£2,345

\*\*Please note that schools are eligible to receive £2,300 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

<b>Early years Pupil Premium funding</b>	
Pupils eligible for Early Years funding	0
Number of eligible boys	Per Pupil: £0.53/hour 0
Number of eligible girls	Per Pupil: £0.53/hour 0
<b>Total funding allocation</b>	<b>£0.00</b>

<b>Reception to Year 6 Pupil Premium/ Pupil Premium + funding (September 2020)</b>	
Pupils eligible for PP funding	94 (53%)
Number of eligible boys	Per Pupil: £1,320 46 £60,720
Number of eligible girls	Per Pupil: £1,320 39 £51,480
Pupils eligible for PP+ funding (LAC/ PLAC)	Per Pupil: £1,700*/£2,300 9 £15,300
<b>Total funding allocation (based on funding 1.4.21)</b>	<b>£127,500</b>



## Pupil attainment 2019

Due to the COVID-19 Pandemic, school closed on 20<sup>th</sup> March 2020 and did not reopen until 1<sup>st</sup> September 2020. As a result of the school closure, official assessments were not completed for the end of the 2019/20 academic year. The data below is taken from the 2019-2020 Pupil Premium Strategy document as this is the most up to date official assessment data held.

2019 – Disadvantaged pupils' outcomes								
<b>EYFS – 28 pupils (10 FSM)</b>								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
	50%	75%	-18%	-25%				
<b>KS1</b> Y2 – 26 pupils (12 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2018
Reading	56%	78%	-21%	-22%	0%	28%	-40%	-28%
Writing	44%	73%	-43%	-29%	0%	17%	-33%	-17%
Maths	44%	79%	-43%	-35%	0%	24%	-33%	-24%
<b>KS2</b> Y6 - 26 pupils (13 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	83%	78%	-10%	+5%	8%	31%	-56%	-23%
Writing	83%	83%	-10%	0%	25%	24%	-25%	-1%
Maths	58%	83%	-35%	-25%	8%	31%	-42%	-23%
GPS	83%	83%	-10%	0%	33%	40%	-31%	-7%



RWM combined	50%	71%	-43%	-21%	0%	13%	-43%	-13%
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2019 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	School Difference	Nat gap 2018
Reading	-0.2	0.3	-3.9	-0.1
Writing	1.2	0.3	-0.6	+ 0.9
Maths	-3.2	0.3	-2.7	- 2.9



**Barriers to future attainment**

		<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b>	New teaching and support staff have joined our school since the initial White Rose Maths training was completed. Staff have gaps in their knowledge of White Rose methods.	All staff are trained in the effective delivery of White Rose Maths teaching methods. Staff are able to support Pupils to develop their maths skills using a range of strategies.
	<b>B</b>	Training was delivered a number of years ago meaning that new members of staff are not skilled in using Accelerated reader to support the Pupils beyond Star Reader Assessments.	All staff are able to use the full range of resources and tools available as part of Accelerated Reader to support the knowledge, understanding and progress of Pupils linked to reading
	<b>C</b>	School closure has resulted in a drop in the progress rates of our PPG Pupils in comparison to non-PPG Pupils due to limited access to resources at home	All PPG Pupils to have access to a Kindle to allow them to access the home-learning provision during school closure and ensure progress is maintained
	<b>D</b>	A high proportion of PPG Pupils are struggling to engage in lessons without a visual stimulation	Pupils are able to access apps and online learning platforms to engage in their learning and make progress through using a range of mediums
	<b>E</b>	Due to the increased needs of our vulnerable Pupils, it is becoming increasingly difficult for them to engage in classroom-based learning without one to one or small group adult support	Additional support will be allocated in classes to ensure our most vulnerable Pupils are supported and able to access their learning with direct intervention
<b>Targeted academic support</b>	<b>F</b>	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>G</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
	<b>H</b>	Pupils are not achieving the expected standard in phonics screening at the end of Year 2.	To accurately track and support PPG Pupils in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1. To ensure progress is made in-line with meeting the expected standard in Year 3.
	<b>I</b>	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 Pupils achieving the expected standard in maths
	<b>J</b>	There is a significant difference in the basic skills knowledge of PPG Pupils and non-PPG Pupils alongside in line with a lack of engagement at home. The gaps in basic skills significantly impacts on their progress	Gaps in based skills will be addressed and supported through the use of ttracks and Numbots. Pupils will access this resource in school and at home where possible to address their personalised gaps in understanding.
	<b>K</b>	Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in the area of communication and language. This means they need to make more progress than their peers to catch up that gap.	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE by the end of each key stage. High quality provision both indoors and outdoors help supports PP Pupils meet ARE in communication and language.



	<b>L</b>	Due to the current pandemic, a high proportion of PPG Pupils have limited experiences to draw upon in their writing and have participated in a limited amount of writing activities during school closure	PPG Pupils are provided with a wide variety of external stimulus to inspire their writing
<b>Wider Strategies</b>	<b>M</b>	Attendance is lower for PPG than for other pupils impacting significantly on their progress	Improved attendance for PPG pupils and support for parents
	<b>N</b>	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Support and improve the emotional resilience and wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives



**Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers**

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Training to be sourced for new staff to ensure they are skilled in the delivery and support of White Rose Maths methods to support the Pupils	All staff are trained in the effective delivery of White Rose Maths teaching methods. Staff are able to support Pupils to develop their maths skills using a range of strategies.	White Rose Maths state that their approach to Maths is centred on the mantra ‘Everyone can’ they believe that ‘Together, we’re building a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. No matter what their starting points, we help teachers and learners everywhere to achieve excellence.’ The emphasis on the use of CPA is supported by research from EEF ‘Manipulatives and representations can be powerful tools for supporting young Pupils to engage with ideas across many areas of mathematics. They can help Pupils make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what Pupils understand and provide a bridge to abstract thinking.’	Three units completed by all staff (£129 per unit) <b>£387</b>	No measurable baseline data is available. Evidence of its requirements from speaking to staff and monitoring staff training	DHT	<u>Autumn 2020</u>
B	Accelerated reading training to be delivered to ensure the package is used to meet the needs of the Pupils and support their progress	All staff are able to use the full range of resources and tools available as part of Accelerated Reader to support the knowledge, understanding and	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	Renewal cost (one year of three) including staff training <b>£1980</b>	KS1 SAT results show that 56% of PPG Pupils achieved ARE and but no PPG Pupils achieved the GD standard	DHT All staff to implement training	



		progress of Pupils linked to reading	reading comprehension and reading achievement.'		KS2 SAT results show that 83% of PPG Pupils achieved ARE and 8% achieved GD		
C	Source and purchase new kindles to support the home learning of Pupils with access to both online and offline resources	All PPG children to have access to a Kindle to allow them to access the home-learning provision during school closure and ensure progress is maintained	Research from EEF states that 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.'	Kindle Fires x51 <b>£3,161</b>	Analysis shows that an average of 20% of PPG Pupils accessed home learning during school closure. Feedback shows that access to reliable devices was one contributing factor to the lack of engagement	HT DHT	
D	Source and purchase new iPads to support PPG Pupils within the classroom	PPG are able to access apps and online learning platforms to support their learning and progress.  Personalised apps will allow the children to receive focused intervention in a stimulating way	Studies from EEF state that 'To date, technology has been most effective when it is used to supplement or enhance teaching, rather than to replace it' which is further supported by 'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'	iPads, charging and storage <b>£12,208</b>  J2E subscription <b>£1079</b>	Measurable data is not available at this point however, observations of Pupils, discussions with staff and children show there is a need for a wider use of visual stimulation within the class for PPG Pupils	HT DHT	
E	Recruit additional support staff to support Pupils within the classroom for	Additional support will be allocated in classes to ensure our most vulnerable	Findings from EEF states that 'Research on TAs delivering targeted interventions in one-to-one or small group settings	0.5 teaching assistant <b>£10,678</b>	Observations of Pupils and discussions with teachers has	HT DHT	



	<p>their academic and social skills</p>	<p>pupils are supported and able to access their learning with direct intervention both academically and personally.</p> <p>Support staff will work closely with teachers to create a consistent and structured environment where pupils are supported to become independent thinkers and learners.</p>	<p>shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.'</p> <p>Further evidence shows that 'When TAs concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.'</p>	<p>Additional 7hrs per week for existing teaching assistant <b>£3148</b></p>	<p>shown that since school closure, a high proportion of PPG Pupils are struggling to reintegrate back in to the formal expectations of school life</p>		
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Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support							
Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
F	<p>Embed and track progress of Accelerated Reader across the school and source resources to support this when children are working at home</p>	<p>to ensure good progress and exceeding progress in reading by the end of KS2. To create a positive attitude towards reading so Pupils read for pleasure. To raise the profile of reading across school</p>	<p>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.'</p>	<p>Rising Stars online reading for KS1 and KS2 <b>£561</b> Literacy Shed Plus subscription for all staff <b>£156</b></p>	<p>KS1 SAT results show that 56% of PPG children achieved ARE and but no PPG children achieved the GD standard</p> <p>KS2 SAT results show that 83% of PPG children achieved ARE</p>	<p>DHT All staff</p>	<p><u>Autumn 2020</u></p>



		To track Pupils to ensure progress is evident			and 8% achieved GD		
G	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	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 Pupils given opportunities for daily reading To establish guided reading in each class	EEF state that 'On average, reading comprehension approaches deliver an additional six months' progress.' EEF states 'A number of previous studies 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 <a href="#">Improving Literacy in Key Stage One.</a> '	Rising stars online books priced in section F	KS1 SAT results show that 56% of PPG children achieved ARE and but no PPG children achieved the GD standard	DHT KS1 Staff	
H	To assess, track and support PPG Pupils in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1.	To accurately track and support PPG children in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1. To ensure progress is made in-line with meeting the expected standard in Year 3.	EEF states that 'Research suggests that phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).'	Rising stars online books priced in section F	End of EYFS data shows that 50% of PPG achieved the expected standard in reading	DHT Support staff KS1 and Y3 staff	
I	To support the development and link between Maths skills through whole class strategies, support and engaging pupils in outdoor learning	To diminish the difference between the number of PPG and non-PPG children achieving the expected standard in maths Embed and secure	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	Streaming one teacher - <b>£16,074</b> White Rose Premium Resource Membership <b>£90</b>	October 2020 baseline assessment analysis identifies that in all year groups, PPG children have	DHT	



		<p>fluency, reasoning and problem-solving skills alongside concrete and pictorial methods in maths</p>	<p>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 knowledge is crucial in realising the potential of mathematics curriculum resources and interventions to raise attainment.'</p>	<p>3x support staff <b>£7,784</b> Whole School Maths Reasoning Workshop - <b>£500</b> Maths and English active learning <b>£975</b></p>	<p>wider gaps in their basic skills and are reluctant to complete tasks due to a lack of basic skill recall</p>		
J	<p>Purchase apps to support the development and retention of basic skills</p>	<p>Pupils will have access to apps to support their basic skills in an interactive and meaningful manner where progress can be monitored. Pupils will access these resources in school and at home where possible to address their personalised gaps in understanding.</p>	<p>Evidence from Edtech states that ttrackstars and Numbots have been identified as 'projects demonstrating effective and impactful use of edtech in the UK, along with individuals who have played a leading role in developing this area of work. The organisations behind the projects and products include FE colleges, an online learning community and a university spin-out. Bruno was featured for "helping to power the Maths UK revival".'</p>	<p>ttrackstars and Numbots subscription <b>£289</b> Additional funding to be allocated to purchase apps <b>£230</b></p>	<p>Baseline assessments show a dramatic decline in the basic skills of children due to school closure and this in turn is having a negative impact on the progress of children in lessons</p>	<p>DHT Computing lead</p>	
K	<p>Develop the communication and language skills of children in our EY setting</p>	<p>Pupils make rapid progress in the area of communication and language. A higher proportion of pupil's meet ARE High quality provision both indoors and outdoors help</p>	<p>Studies of communication and language approaches consistently show positive benefits for young Pupils' learning. On average, Pupils who are involved in communication and language approaches make approximately six months' additional progress over the</p>	<p>SALSP <b>£6284</b> TA follow up interventions 2.5 hours per week across the year <b>£1535</b> Funding for outdoor equipment <b>£1,000</b></p>	<p>EYFS baseline data shows that 50% of children are working below 30-50 months SECURE in the area of communication and language</p>	<p>EYFS lead DHT</p>	



		supports PPG children meet ARE in communication and language.	course of a year. All Pupils appear to benefit from such approaches, but some studies show slightly larger effects for Pupils from disadvantaged backgrounds. (EEF) High performing schools' direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils August 2018)				
L	Research and source resources which can be used to provide children with external stimulus	PPG children are provided with a wide variety of external stimulus to inspire their writing	Research from EEF states that 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.'	Support staff lead Writing Intervention x 3 hours per week - <b>£1,826</b> Support staff lead Motor skills intervention x 7 hours per week across year - <b>£4,297</b> Literacy Shed Plus quoted section F	National and local lockdowns have placed significant restrictions on the already limited life experiences of the children in our school	DHT	

**Wider strategies** i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
M	Improve attendance for PPG pupils and support for parents	To reward good attendance /punctuality Pupils 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	EEF states that 'Parents play a crucial role in supporting their Pupils' learning, and levels of parental engagement are consistently associated with Pupils' academic outcomes.'	Reward merit system and prizes <b>£400</b> - Pupil Welfare Officer <b>£27,883</b> CPD – attendance workshops, etc for PWO <b>£2,000</b>	End of summer 19/20 PP attendance below 90% was 29.9%	PWO	<b>Autumn 2020</b>



		<p>good attendance and the impact on attainment/achievement. To work with EWO and other agencies to improve links between parents</p> <p>The open channels of communication with parents through the school text system, Facebook and school website Free breakfast club offered</p>		<p>Annual Safeguarding Training - <b>£288</b></p> <p>Free breakfast club 10 Pupils -<b>£4,180</b></p>			
N	<p>Support and improve the emotional resilience and wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives</p>	<p>To develop interventions to support the emotional wellbeing and resilience of Pupils across school.</p>	<p>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).'</p>	<p>Relax Kids worker <b>£1645</b></p> <p>Occupational Therapist <b>£1950</b></p> <p>Build to express – 3 ½ hours per week - <b>£2,149</b></p>	<p>Discussions with parents/carers before children returned to school show a clear need to support the emotional wellbeing of the children</p>	All staff	

**Total 127,469**



## Governance

**Governors involved:**

Pamela Monaghan – Chair of Governors; Faye Richardson – Vice-Chair of Governors; Natalie Maughan – Head Teacher

**Committee meeting dates**

**Autumn:** December 2020

**Spring:**

**Summer:**

**Autumn summary****Spring summary****Summer summary**