

Silver Tree Primary School and Nursery

Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Silver Tree Primary School and Nursery
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	53% (92)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Natalie Maughan
Pupil premium lead	Emma Peverall
Governor / Trustee lead	Faye Richardson & Pam Monaghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,890 LACx7 £1,800 = £12,600 Service x1 = £310 PP 84 x £1,345 = £11,2980
Recovery premium funding allocation this academic year	£11,340
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£137,230

Part A: Pupil premium strategy plan

Statement of intent

At Silver Tree Primary School and Nursery, we believe that raising the attainment for disadvantaged pupils is an integral part of our commitment to help all pupils achieve their full potential. We continuously review our provision to ensure we meet the needs of our pupils and allow them to overcome their barriers to learning. Through this, we aim to accelerate progress in order to diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

We strive to support all pupils achieve their full potential by:

- Promoting an ethos of attainment of all pupils rather than stereotyping disadvantaged pupils as a group with less potential to succeed
- Having individualised approaches to address barriers to learning at an early stage through intervention
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged pupils
- Make decisions based on detailed data analysis and responding to evidence

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging
2	A high percentage of pupils arriving at school are unable to access their learning due to their emotional needs and home life issues
3	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is poor. This means they need to make more progress than their peers to catch up
4	Low attendance rates for some Pupil Premium pupils impacts on their learning. This means they are constantly having to catch up to their peers
5	Less engagement in supporting pupils with their reading means that staff have to ensure there are opportunities in school to support reading and develop a love of reading
6	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the

	year (63% of Year 2 disadvantaged pupils met the expected standard in phonics in 2020). This slows their progress in all curriculum areas that demand effective reading strategies
7	Level of deprivation means that many of our pupils have limited life experiences to draw upon to enrich their learning and understanding
8	Less engagement in online learning by some pupils has resulted in wide ranging gaps in basic skills in both Maths and English therefore making it difficult for them to access their learning effectively

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve emotional resilience for all pupils through use of TA support and focused interventions	Intervention and lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours
Pupils are effectively supported through high quality intervention and care from the Pupil Welfare Officer in order access their learning effectively	Fewer pupils are disengaged in lessons and reluctant to begin their day
Children eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021
Improve the overall attendance of PP pupils and reduce the number of persistent absentees across all key stages	There are increased attendance rates for Pupil Premium pupils Percentage of persistent absentees is at least in line with National Average
Increase engagement with parents to support the development of reading at home to support the bottom 20% of readers across school	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard	Percentage of PP pupil meeting the expected standard in phonics improves from 2020
Provide pupils with a wide range of enrichment activities to ensure they receive a variety of stimulus to enrich their learning	Pupils are able to build on experiences and enrichment to engage in their learning and improve the quality and standard of their work in all areas of the curriculum
Provide a personalised intervention programme for all pupils with focused additional intervention sessions for some pupils	By the end of the year, gaps in basic skills knowledge in English and Maths will be diminished and this will be evidenced in the classwork and assessments completed by the pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £64,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to complete training to develop their understanding of the Zones of Regulation as a tool to support pupils when regulating their emotions to allow effective learning in the classroom</p>	<p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories.</p> <p>The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in school-based settings.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p>	<p>1</p>
<p>New staff recruited and current staff retained to further support the emotional needs of pupils</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch-up' with previously higher attaining pupils.</p> <p>EEF Teaching and Learning toolkit: ????</p>	<p>1</p>
<p>New staff to complete training linked to developing their understanding of the emotional wellbeing and resilience needs of the pupils to lead effective interventions</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF Teaching and Learning tool kit:</p>	<p>1</p>
<p>All staff to complete further training in the effective use of Accelerated reading to support the lower attaining pupils</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>5</p>

<p>All staff to complete Rocket Phonics training to ensure consistency in the teaching and intervention of phonics across school</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). There is some evidence that approaches informed by synthetic phonics may be more beneficial than analytical approaches.</p> <p>Rocket Phonics is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics</p>	<p>5</p>
<p>To ensure pupils access high quality Nursery provision with a qualified teacher to ensure direct focus on communication and language development skills</p>	<p>Evidence from EEF states that 'Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five months additional progress. The approach appears to be particularly beneficial for pupils from low-income families.'</p>	<p>3</p>
<p>All staff to complete Team Teach training to develop and promote de-escalation techniques to support pupils</p>	<p>Team teach have over 20 years' experience as an accredited, award winning provider of positive behaviour training linked to statutory guidance and legal changes. Team Teach state that understanding and implementing the positive behaviour management strategies transforms ways of working and culture in a wide variety of settings. They equip individuals and teams to turn challenging situations into learning opportunities to create more positive practices and relationships.</p>	<p>1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide a personalised intervention programme for Maths and English based on individual outcomes and gaps in learning	Doodle learning is valued by schools for a variety of reasons including: It creates every child a personalised work programme tailored to their strengths and weaknesses. It is proven to boost confidence and raise attainment. It automatically finds, closes and tracks each child's learning gaps. By setting work at just the right level of challenge, Doodle empowers all pupils to work independently, regardless of their ability.	8
Purchase additional devices to support the delivery of personalised interventions and learning within classrooms	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.'	8
Support staff to lead phonics groups using Rocket Phonics to support the development of Early reading and building of skills (5&6)	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress... Rocket Phonics is a DfE accredited systematic synthetic phonics programme EEF toolkit: Phonics	5 & 6
To diminish the skill gap between reading on-sight words and comprehending a text	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 Improving Literacy in Key Stage One .	5
To diminish the difference in outcome of the Year 1 phonics screening to end of Year 2 attainment (5&6)	As above	5 & 6
To assess, track and support PPG pupils in Key Stage 2, who do not achieve the expected standard in phonics screening through targeted phonics teaching using Rocket Phonics	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).'	5

<p>Purchase appropriate and focused apps to support the development and retention of basic skills in reading, writing and maths across school</p>	<p>We strive to ensure the apps which they pupils access are specifically chosen and focus on the needs of the pupils to develop their understanding</p> <p>A report published by EEF in March 2019 states that 'Put simply, this means buying a tablet for every pupil is unlikely to boost pupil attainment. But the pedagogy behind it can. So, if those tablets are used purposefully – for example, increasing the quality or quantity of practice pupils undertake through a quiz app, or the precision with which feedback on misunderstandings is provided – they stand a much better chance of doing so.'</p>	<p>8</p>
<p>A teacher familiar to our school will provide tuition across the week, before and after school (5&8)</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	<p>5 & 8</p>
<p>Develop the communication and language skills of children in our EY setting and those who are now in Year 1</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>3</p>
<p>To source and provide experiences to stimulate and enrich the learning of pupils in all areas of the curriculum (eg. Equality of opportunity to access educational experiences and extra-curricular opportunities)</p>	<p>Research from EEF states that 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.'</p>	<p>7</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop and resources interventions to support the emotional wellbeing and resilience of pupils across school	The PPIW's report argues that work on social and emotional learning must be seen as connected with (rather than competing with) the wider priorities of the school.... there is promise that approaches aimed at improving social and emotional skills, far from distracting from academic goals, are actually likely to enhance them if implemented effectively...with a particular focus on support pupils from disadvantaged backgrounds. EEF Teaching and Learning Toolkit: Building social and emotional learning in to the classroom	1
Continue to employ Pupil Welfare Officer to monitor and implement strategies to improve attendance and reduce the rate of persistent absentees	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...on average 4 months progress.	3
To support pupils at the start of the school day to ensure their emotional needs are conducive to promote effective learning behaviour within the classroom	EEF study on learning behaviours states that a learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom. EEF learning behaviour work has developed from the rich and diverse evidence base...which suggest that when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.	2
To support the development and links between Maths and English skills alongside the health and wellbeing of the pupils through engaging pupils in active learning	The impact of Covid-19 on the physical wellbeing is evident in school therefore we are seeking opportunities beyond physical education lessons to increase the activity levels of pupils. Regular active English and Maths lessons take place throughout school. Lessons can also be completed at home during home learning with limited resources and space allowing the pupils to continue being active.	8

Total budgeted cost: £137,041

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that pupils continue to close gaps in their knowledge as a result of COVID-19. A new assessment and intervention system was introduced for Summer 2021. Rising Stars Assessments and tracking were used in all classes in the summer term and the data from these was used to inform intervention planning for September 2021 (Shine interventions). This system allows us to identify individual pupils in all classes who require additional support and development linked to key objectives.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown. A wide variety of teaching resources were used to support the learning of the pupils when learning at home and following a return to school.

Additional kindles and iPads were purchased over the course of the year to be used alongside the DfE laptops to support the learning of the pupils. Parents and carers were able to request access to devices to support home learning and these were further supported with dongles. The pupils were able to make full use of these devices when returning to school to support their learning and interventions.

Recruitment of additional support staff allowed interventions to be planned and delivered during school closure to support the learning of those working from home and in childcare. Interventions were able to support both the academic and emotional wellbeing of the pupils on a daily basis. Additional intervention programmes and resources were purchased in summer 2021 to support the needs of the pupils and the impact of this was evident in their summer assessments.

Our Nursery provision remained open throughout National lockdown in Spring 2021 and the sessions were well attended by the children on roll. The children were able to develop their skills and a learning environment was established to offer the richest learning experiences possible.

Targeted Intervention

Throughout school closure and in the summer term, pupils were able to access additional reading recourse both online and in school. This resource provided pupils with books linked to their current ability, reading quizzes and analysis of results. Teachers were able to select books appropriate for the pupils and monitor their progress in line with practises in school.

Phonics screening was completed in Autumn 2020, targeted pupils were identified and interventions and additional support provided throughout the spring and summer terms. Identified pupils receiving one to one tuition across the summer term made good progress and achieved phonics results in line with national figures 2019.

To further support the communication and language skills of children in our EY setting, focus activities were set during spring 2021 and a particular focus was given to this area in summer 2021. Where progress was limited, referrals were made to CAMHS as these children have been identified as having specific difficulties in relation to communication and language.

Although school trips were unable to take place and visitors to school being restricted, we strived to ensure the pupils were given experiences to stimulate their learning. Each class took part in a virtual trip linked to their topics and follow up work was completed linked to this. Virtual visitors also joined some classes via computer to share their resources and enrich the learning experience of the pupils. Pupils in all classes shared their enthusiasm for these experiences and feedback was positive from all pupils.

Wider Strategies

The introduction of Class Dojo supported school staff to communicate with parents/carers and pupils, especially during periods of national lockdown. Our Pupil Welfare Officer supported parents and carers to ensure the pupils completed their home learning in line with expectations. Attendance in the summer term was closely monitored. Pupils with poor attendance were issued with attendance support plans and virtual or over the phone meetings were held with parents and carers. Attendance plans will continue in to autumn term to ensure key pupils are attending school and establish good routines at the start of a new academic year.

Relax Kids sessions were provided for all pupils in key stage 2 in the summer term. The pupils completed weekly sessions to focus on their mental health and provide them with strategies to use at home and school to support their wellbeing. Our emotional resilience and wellbeing interventions continued in the summer term, these were focused around Lego therapy, Build 2 Express and Listening matters. These sessions focused on pupils who had been identified as needing additional support or experienced difficult times during lockdown and required additional strategies and support in school. Intervention feedback shows that the pupils made progress in these areas and grew in confidence to share their worries and concerns with others.

We have made several referrals to CAMHS and OT for pupils who might need these services.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Doodle Lift Off interventions	Doodle Learning

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Date Reviewed
Teaching Priorities	<ul style="list-style-type: none"> • Zones of regulation training planned in the Spring / Summer term. • As a result of recruitment, additional wellbeing interventions are taking place in school to support the emotional needs of the pupils, supporting them to complete their work in a calm and productive manner. • Accelerated Reading training has taken place to update staff on the basic tools and purposes of Accelerated reader systems. Staff are now able to analyse data to track and monitor the progress of pupils more closely. • There are now 16 children attending the school's nursery provision. Interventions and support are based directly on the individual needs of the children and the class teacher is able to use the software and packages available to successfully support the children. • All staff have completed Team Teach training and this has been further supported through de-escalation training. As a result, incidents are dealt with swiftly and appropriately with de-escalation at the heart of all actions. Staff are supportive towards pupils, and there are clear systems in place to deal with behaviour in school. 	The Pupil Premium Governors met with the Pupil Premium lead on 14.02.22 to discuss the impact of the autumn term spending.
Targeted Academic Support	<ul style="list-style-type: none"> • Doodle coaching interventions are established in school with five pupils from years 2 to 6 accessing intervention on a weekly basis. Pupils are now half way through their programme and basic skills are improving due to the opportunities to rehearse these during interventions. • Purchasing of additional devices has enabled all pupils to have access to a device to complete their daily Doodle tasks from year 1 to 6. Accessing these tasks provides the pupils with personalised learning programmes which adapt based on the achievements of the pupils every day. • All staff have completed relevant Rocket Phonics training and lesson observations show that Rocket Phonics is successfully embedded. • Phonics groups are well planned and flexible to ensure the pupils are in the relevant group to meet their needs. 	The Pupil Premium Governors met with the Pupil Premium lead on 14.02.22 to discuss the impact of the autumn term spending.

	<ul style="list-style-type: none"> Plans are in place to begin tutoring in January 2022, pupils have been selected and allocated groups and planning for content is being completed to ensure groups can start as planned. Speech and Language Therapists are working with key children in the EY unit to support their attainment towards specific targets. Weekly sessions are completed in school and updates provided to EY lead. Targets are personalised to the development of the children to ensure sessions are supporting their progress. During the Autumn term, classes either went on an external trip or a visitor came to school/online. These experiences are linked directly to topics and are supporting curriculum coverage. 	
Wider Strategies	<ul style="list-style-type: none"> Emotional wellbeing and resilience interventions are timetabled in all classes. Pupils are offered support to develop their social and emotional resilience to enable them to engage in building friendships and engage in lessons with greater confidence. Staff support pupils in lessons and advise teachers on strategies to implement in classes to support the needs of the pupils. Pupil welfare officer monitors attendance closely and in the Autumn term the attendance for Pupil Premium was 93.95%. Attendance continues to be monitored and our Pupil Welfare Officer is in daily contact with families who continue to need support with their attendance. Breakfast club is well attended every day and funded places are accessed by targeted families. An application for funding to provide additional free spaces in breakfast club is currently being completed as there is an increasing number of families who need support. 	The Pupil Premium Governors met with the Pupil Premium lead on 14.02.22 to discuss the impact of the autumn term spending.

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		