

Silver Tree Primary School and Nursery

Pupil Premium Strategy statement 2023/24

This statement details our school's use of pupil premium 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	165
Proportion (%) of pupil premium eligible pupils	49% (81)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Helen Grainger
Pupil premium lead	Emma Peverall
Governor / Trustee lead	Faye Richardson & Pam Monaghan

Funding overview

Detail	Amount
Early Years Pupil Premium Funding	£2,736 EYPP x7 = 66p per hour 376 per annum
EYPP carried forward from previous years	£0
Total budget for this academic year	£2,736
Detail	Amount
Pupil premium funding allocation this academic year	£119,925 (TBC) LAC x 6 = £10,800 PPx75 = £109,125
Pupil premium funding carried forward from previous years	£0
Recovery Funding	£23,925
Total budget for this academic year	£143,850 (TBC)

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
9	Since the pandemic, a significant number of pupils are experiencing difficulties with their social, emotional and mental health needs and require additional support beyond the classroom environment.

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 2022
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 lowest 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 2022
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 2022
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 Maths will be diminished and this will be evidenced in the classwork and assessments completed by the pupils

Provide a Nurture provision within our school to support the emotional, social and mental health needs of our pupils	Open and develop a school-based Nurture provision for target pupils to access for a minimum of two terms. Pupils are able to apply strategies from the provision to support their SEMH needs both in and out of the classroom environment
Further support the emotional and mental health needs of targeted pupils through one-to-one counselling	School will employ their own school counsellor to work with target pupils on a 1:1 basis to support their unique SEMH needs.

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: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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. 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. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. <u>EEF toolkit: Metacognition and self-regulation</u>	1
Staff retained to further support the emotional needs of pupils	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. <u>EEF Teaching and Learning toolkit:</u>	1

<p>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><u>EEF Teaching and Learning tool kit:</u></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 work with Abigail Steel from Rocket Phonics 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><u>EEF toolkit: Phonics</u></p>	<p>5</p>
<p>All new staff to complete Rocket phonics training to ensure consistency in the teaching and intervention of phonics across school</p>	<p>Additional staff members have joined our school in all years groups both teaching and non-teaching, therefore ensuring effective and consistent delivery of phonics is key.</p> <p>Rocket Phonics is a DfE accredited systematic synthetic phonics programme</p> <p><u>EEF toolkit: Phonics</u></p>	<p>5</p>
<p>Nurture provision staff to access training in the effective establishment and running of a Nurture provision</p>	<p>Education Endowment Fund published a report stating '...part of their job involves addressing children's emotion, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.'</p> <p><u>EEF SEMH Report</u></p>	<p>9</p>
<p>To support and inspire pupils in their writing to raise attainment</p>	<p>'Write Inspired' whole school PD Day training</p> <p>'Write Inspired develops the skills involved in the generation of ideas. This is often the biggest barrier to writing - not knowing what to write about. It inspires people to want to write and be fully engaged in it. It opens up a world of new thinking, building confidence and enjoyment even in the most reluctant writers. It develops the creative process itself moving students beyond the blank page.'</p>	<p>7 & 9</p>

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide a personalised intervention programme for Maths based on individual outcomes and gaps in learning	<p>Winning with Numbers is valued by schools for a variety of reasons including:</p> <p>The programme is linked to personalised outcomes and allows pupils to revisit key areas in their learning. It is 'like phonics for numbers' and identifies a gap in knowledge and skills which needs to be addressed to support progress.</p> <p>The programme can be used for whole class teaching and then individual tasks are assigned to either consolidate learning or stretch skills depending on individual outcome.</p>	8
All staff to work with Abigail Steel from Rocket Phonics to ensure consistency in the teaching and intervention of phonics across school	<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...</p> <p>Rocket Phonics is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics</p>	5
All new staff to complete Rocket phonics training to ensure consistency in the teaching and intervention of phonics across school	<p>Additional staff members have joined our school in all years groups both teaching and non-teaching, therefore ensuring effective and consistent delivery of phonics is key.</p> <p>Rocket Phonics is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics</p>	5
To diminish the skill gap between reading on-sight words and comprehending a text	<p>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.</p>	5
To diminish the difference in outcome of the Year 1 phonics screening to end of Year 2 attainment (5&6) – Training and feedback session with Abigail Steel (author of Rocket Phonics)	As above	5 & 6

<p>To assess, track and support PPG pupils in Key Stage 2, who do not achieve the expected standard</p>	<p>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).'</p>	<p>5</p>
<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 the 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>Develop the communication and language skills of children in our EY setting and those who are now in Year 1 (Blast programme from N-Y1).</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: £35,850

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 further support the emotional and mental health and wellbeing of pupils on a one-to-one basis	The impact of Covid-19 continues to be evident through the emotional and mental health and wellbeing of the pupils in schools. This is an area of particular need for targeted children and 'speaking to a school counsellor can be a transformative experience for children and young people.' Benefits of School Counsellor Report	9
To support the development and links between Maths 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: £143,850

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 2022 to 2023 academic year.

Teaching Strategies

Staff training linked to Zones of Regulation was completed in Autumn 2022 and implemented throughout school. Nursery adapted to suit the needs of our youngest children but this was implemented successfully. The training was completed face to face following our decision to wait for Covid restrictions to be lifted and this proved a successful decision. Numerous assemblies, class displays and interventions have been completed to embed Zones successfully.

Accelerated reading continued to be used from Year 2 to Year 6. Some pupils in Year 1 accessed the reading scheme in Summer 2023 in preparation for Year 2. Children who are unable to access this scheme continue to develop their phonics and reading skills using Rocket Phonics.

In September 2023, we have decided to move away from accelerated reading to support our vision for reading development in school. This has been a whole school decision which will be monitored over the course of the coming year.

Our Nursery numbers continued to rise over the academic year and the number of children on roll in Nursery increased to 31. Interventions continue to be personalised to the individual needs of children. An additional member of support staff was recruited to support with the increasing numbers of children accessing the provision.

Rocket Phonics training was completed by all staff over the course of the academic year. New resources were purchased to support the implementation of the scheme. Additional training was accessed to support the introduction of Rocket Phonics in year 2 in the summer term and as a result, further resources were purchased. Staff have the necessary skills to deliver the lessons and support the development of phonics for all children.

In September 2023, due to the number of new staff working in school, we have accessed Rocket Phonics training to ensure all staff are trained and demonstrate fidelity to the scheme.

Wellbeing interventions continue to play a vital role in our school. Pupils from all year groups access planned therapeutic and wellbeing interventions and all classes have the option for flexible interventions to support any areas of need which arise.

Targeted Intervention

Personalised interventions for all pupils from Year 1 to 6 were completed on a daily basis. Pupils were monitored closely for their effort, progress and consistent access of the resources over the course of the academic year. Pupils identified as needing further support were then part of a focus coaching group to support their personal milestones.

The evaluation of Doodle learning with pupils showed a lack of engagement and this was impacting on progress. A trial was completed in summer term 2023 of Winning with Numbers, phonics for numbers, and a decision was made to replace Doodle learning with this learning tool. Pupil feedback in summer 2023 showed an engagement with the system and in a small trail window, progress was evident.

Rocket Phonics is embedded in school. Staff continue to work hard to ensure pupils are supported. Progress is reviewed and interventions planned based on the outcomes of this review.

Speech and language continued to support pupils over the academic year and teachers worked closely to support their pupils in the classroom.

Over the course of the academic year, each class either attended an external trip or welcomed a visitor in to class linked to an area of the curriculum. This had a positive impact on the life experiences and opportunities of pupils and enhanced their learning.

Wider Strategies

Pupils continued to access support as required with their emotional wellbeing and resilience both in our Nurture provision and school. This could be whole class activities, group interventions or one to one support. support staff trained in therapeutic interventions were able to support teachers with class-based initiatives to align with interventions.

Attendance continued to be monitored rigorously throughout the year. Our Pupil Welfare Officer monitored all attendance and followed guidance to support those families with attendance below the expected standard. attendance Improvement Plans were issued and these remained in place at the start of the current academic year to ensure the focus on attendance was not reduced.

Breakfast club continues to be accessed by a great number of targeted families on a daily basis. We also provide breakfast to a consistent number of pupils who are not able to access breakfast at home and need some additional support when they arrive in school.

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
Write Inspired	

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 2023 Evaluation	Date Reviewed
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		