



Silverhill Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Silverhill Primary School				
Academic Year	2017/18	Total PP budget	£66,420	Date of most recent PP Review	N/A
Total number of pupils	422	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Jul 18

2. End of key stage 2 outcomes 2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS or above in reading, writing & maths	50%	61%
% achieving EXS or above in reading	75%	77%
% achieving EXS or above in writing	75%	81%
% achieving EXS or above in maths	83%	80%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low aspiration within PP children, low expectation of their own ability.
B.	Fixed mindset linked to resilience.
C.	Limited language, restricted vocabulary.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates for pupils eligible for PP are 95% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
E.	Lack of family engagement with learning.

4. Desired outcomes (Actions and how they will be measured)		Success criteria
A.	<p>Ensure more able prior attaining KS2 Silverhill PP pupils make expected progress in reading.</p> <p>Regular analysis of interventions and additional support through pre/ additional teaching will enable more able pupils to make expected progress in reading.</p> <p>Children will have received focussed Teacher support and intervention to enable them to understand expectation and aspire to achieve greater depth standard.</p> <p>Pupil progress to be assessed termly by SLT and half termly by class teachers via school assessment procedures and fed back to children via regular pupil conferences and parental meetings.</p>	<p>More able prior attaining KS2 PP pupils will make expected progress to enable them to achieve greater depth standard in reading.</p> <p>Developed growth mindset and family engagement.</p>
B.	<p>Ensure more able prior attaining KS2 Silverhill PP pupils make expected progress in writing.</p> <p>Regular analysis of interventions and additional support through pre/ additional teaching will enable pupils to diminish the difference in attainment in writing.</p> <p>Children will have received focussed Teacher support and intervention to enable them to understand expectation and aspire to achieve expected standard.</p> <p>Pupil progress to be assessed termly by SLT and half termly by class teachers via school assessment procedures and fed back to children via regular pupil conferences and parental meetings.</p>	<p>More able prior attaining KS2 PP pupils will make expected progress to enable them to achieve greater depth standard in writing.</p> <p>Developed language and aspiration.</p>
C.	<p>Ensure more able prior attaining KS2 Silverhill PP pupils make expected progress in maths.</p> <p>Regular analysis of interventions and additional support through pre/ additional teaching will enable pupils to diminish the difference in attainment in writing.</p> <p>Children will have received focussed Teacher support and intervention to enable them to develop vocabulary, understand expectation and aspire to work at a greater depth.</p> <p>Pupil progress to be assessed termly by SLT and half termly by class teachers via school assessment procedures and fed back to children via regular pupil conferences and parental meetings.</p>	<p>More able prior attaining KS2 PP pupils will make expected progress to enable them to achieve greater depth standard in Maths.</p> <p>Developed growth mindset and family engagement.</p>
D.	<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.</p> <p>Overall PP attendance improves from 95% to 97% in line with 'other' pupils.</p>

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality teaching for all.	CPD programme to address corporate areas for development identified and for individual needs.	To provide a consistently high standard, through encouraging resilience , setting expectations , monitoring performance, developing language , tailoring teaching and support to suit their pupils and sharing best practice. <i>This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's progress.</i>	Impact will be monitored through lesson observations, book scrutinies and half termly pupil data analyses. Any CPD received will be fed back to all other staff during staff meetings.	Headteacher / Deputy Headteacher	Half termly analysis
Diminish the difference between Silverhill PP and national non PP.	Regular data analysis to monitor children eligible for PP to maximise progress.	Data analysis will ensure that class teachers know which pupils are eligible for PP so that they can take responsibility for accelerating their progress. <i>When used well, data can have a profound and positive impact. They help teachers to teach and school leaders to focus on the right issues.</i>	Class teachers to carry out half termly pupil data analysis for reading, writing and maths. Pupil progress will be monitored through regular meetings between class teachers and pupils to identify needs of PP children and reduce the barriers to learning, encouraging aspiration and expectation .	Headteacher / Deputy Headteacher / Class teacher	Half termly analysis and meeting with teachers
Total budgeted cost					£3150

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to have received intervention to diminish the difference between NPP nationally in all year groups in maths.	Those children who are not on track to make EXS or GDP accordingly will receive interventions from a qualified teacher.	We want to ensure that the gap doesn't widen between PP and NPP nationally and therefore feel a fully qualified teacher is best placed to intervene to ensure any children who appear to making slow progress <i>aspire to achieve</i> and have the opportunity to work in small concentrated groups. <i>Extensive research (EFF Toolkit, Sutton Trust) states that small group work with qualified staff is shown to be highly effective.</i>	Pupil Progress meetings held termly and will focus on <i>developing expectation</i> of the intervention children. Quality of Learning including- observations, drop ins, pupil discussion, work scrutinies, reflection and feedback.	Deputy Head	June 2018
More able prior attaining KS2 Silverhill PP pupils make expected progress in writing.	School newspaper writing intervention for PP children to take place during lunchtime club	<i>Evidence shows that pupils enjoy <i>writing for family and friends</i> more than for schoolwork.</i> We will teach pupils explicitly how to use the features of good writing, <i>develop their language</i> and provide them with models of good writing.	Half termly publication of school newspaper. Half termly data analysis of PP children attending intervention, identifying progress and future needs.	Deputy Headteacher	Half Termly
More able prior attaining KS2 Silverhill PP pupils make expected progress in reading.	Early morning reading intervention for PP children.	PP children achieving GDP is lower than NPP children nationally. Providing PP with additional time and support for daily reading, combined with <i>encouraging growth mindset</i> characteristics, will <i>compensate the lack of family engagement with learning</i> when compared to NPP children.	Termly data analysis of PP children attending intervention, identifying progress. Performance management discussions Observations of guided reading and additional interventions.	Deputy Headteacher English Leads	
Total budgeted cost					£43220

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance of PP children to increase to above 97%	Learning Mentor to monitor pupils and follow up quickly on absences. First day response provision. Attendance award scheme to be implemented.	We can't improve attainment for children if they aren't actually attending school. <i>NfER briefing for school leaders identifies addressing attendance as a key step.</i>	Close tracking of PP chd. attendance, work with parents to develop family engagement and chd to address and increase attendance rates . Weekly attendance award assemblies and half termly attendance raffle.	Learning Mentor	Weekly analysis and Half termly trend analysis
PP children to be provided with additional time and support to consolidate learning.	Homework club to support PP children and nurture groups	PP children receive less support at home to consolidate learning in school. Providing time and support to develop growth mindset , independence and resilience , will allow pupils the additional learning opportunities to compensate for lack of family engagement accessed by NPP children.	Register and monitor children attending club and groups. Regular feedback with class teacher to monitor pupil progress of attendees.	Learning Mentor	Half termly
All children to take part in school and residential trips, alongside wider curriculum opportunities.	All children will experience and be able to attend school and residential trips and access wider curriculum opportunities with their peers.	Residential and school trips and wider curriculum opportunities ensure we are developing the whole child and providing them with engagement opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The learning surrounding these opportunities is valuable and is an important part of the curriculum and language development .	All children will take part on school visits and not feel excluded. PP parents are to be made aware that this funding is available to them prior to school trips being arranged. Interpreters to be provided to accommodate deaf parents.	School Business Manager Deputy Head	June 2018
Total budgeted cost					£20050

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Quality teaching for all.	CPD programme to address corporate areas for development identified and for individual needs.	Development of pedagogies across the school to enable higher quality of teaching with particular focus on Maths and writing. Difference between Silverhill PP and national non PP has diminished from -19% to -6% in writing and from -6% to 3% in Maths.	Development of pedagogies across school increases overall quality of teaching, which will continue. Additional development into the teaching of reading to be explored.	£5748
Diminish the difference between Silverhill PP and national non PP.	Regular data analysis to monitor children eligible for PP to maximise progress.	Class teachers carried out half termly pupil data analysis for reading, writing and maths. Pupil progress was monitored through regular meetings between class teachers and pupils to identify needs of PP children.	Half termly analysis of progress of PP children increased teacher awareness, which will continue	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children to have received intervention to diminish the difference between NPP nationally in all year groups in maths.	Those children who are not on track to make EXS or GDP accordingly will receive interventions from a qualified teacher.	Pupil progress monitored as an ongoing process enabling staff to identify PP pupils not on track for EXS or GDP. Immediate intervention carried out by teacher to rectify.	Immediate, bespoke pupil intervention through the form of verbal feedback from the teacher within a lesson has a much greater impact on pupil progress than a designated, generic intervention programme. Action to continue next year with emphasis on PP GDP.	£56802
Reduced difference between PP and NPP children attaining EXS in writing in KS2.	School newspaper writing intervention for PP children to take place during weekly lunchtime club	Half termly publication of school newspaper. Half termly data analysis of PP children attending intervention, identifying progress and future needs. Overall impact results in difference between Silverhill PP and national non PP diminishing from -19% to -6% in writing.	Pupils have greater success and show better progress when writing for a purpose. School newspaper to be reduced to termly production but continue next academic year with emphasis on PP GDP	
Difference between PP and NPP to be diminished in reading in KS2.	Early morning reading intervention for PP children.	Intervention expanded across whole school resulting in 92% of PP pupils making the appropriate progress from end of KS1 to end of KS2 and 25% of PP pupils exceeding progress.	This intervention makes up for reduced opportunities at home for 1 to 1 reading and will continue across the whole school next year with emphasis on PP GDP.	

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children to be able to access school trips and residential visits and wider curriculum opportunities.	PP funding to facilitate this.	All children who were eligible for PP funding were able to participate on the trips and residential and interpreters provided to accommodate deaf parents.	Enabling all pupils to access the wider curriculum was a success and will continue next academic year.	£19350
Improved attendance of PP children to increase to above 97%	Learning Mentor to monitor pupils and follow up quickly on absences. First day response provision.	Attendance for PP pupils increased from 95% to 96%, however, this remains below attendance figures for 'other' pupils.	Monitoring of PP pupils attendance has had an impact on overall attendance percentage and will continue next academic year. To bring % in line with 'other' pupils greater emphasis needs to be placed on pupil attendance through use of attendance awards.	
PP children to be provided with additional time and support to consolidate learning.	Homework club to support PP children and nurture groups	Children attending club and groups registered and monitored. Regular feedback provided to class teacher to monitor pupil progress of attendees.	Pupil progress benefits from homework consolidation tasks. Giving pupils opportunities to complete tasks at school through homework club has developed pupil understanding and independence. Homework club to continue to be run by Learning mentor.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.