

Academy name:

What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
 - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - Children and young people with parents in the regular armed forces

Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

Pupil Premium Strategy Statement:

1. Summary Information: Current					
Academy: Silverdale Primary Academy					
Academic Year	2021/22	Total PP budget	£234,995	Date of most recent PP review	September 2020
Total number of pupils	628	Number of pupils eligible for PP	171	Date of next review	September 2021

2. Barriers to future achievement – internal factors
<ul style="list-style-type: none"> ➤ Low levels of engagement in reading especially in Early Years. ➤ Emotional and social well-being; Lack of emotional stability can have a negative impact on the attainment and progress of pupils. Emotional support for pupils who lack confidence and self-esteem provided through THRIVE, forest school and subsidized class trips (PGL) ➤ Poor language skills to be supported through speech and language specialist ➤ Overlaps between SEN and disadvantaged pupils, therefore pupils are not only at risk due to their disadvantage but also due to special educational needs. ➤ Literacy skills for some disadvantaged pupils are lower than for other pupils which can prevent them from making progress. ➤ High attaining pupils who are eligible for the Pupil Premium funding are making less progress than other high attaining pupils and this affects progress.

3. Barriers to future achievement – external factors
<ul style="list-style-type: none"> ➤ Access to learning supported through help with educational visits and activities through funding. ➤ Persistent absence ~ this is supported through monitoring and support for attendance ➤ Low on entry to school supported through intervention support (Catch Up Literacy and Numeracy), Accelerated Reader, Daily Supported Reading and Destination Reader. ➤ Disadvantaged pupils complete less homework than other pupils. ➤ Disadvantaged pupils are less likely to have the skills to 'learn to learn'. ➤ Disadvantaged pupils are less likely to want to pursue further education. ➤ Lack of opportunities and resources to actively engage pupils and parents. ➤ Impact of Covid on learning.

4. How we will spend the funding and why:		
Amount and what will we spend it on?	Why:	How will we know we are successful?
£15,339.39 Provision of Speech and Language Therapy	<ul style="list-style-type: none"> ➤ To enable pupils with language difficulties to access the curriculum through the provision of a language rich environment, as well as wave 3 therapy for pupils who have speech and language difficulties. ➤ To support staff to plan accordingly for those 	<ul style="list-style-type: none"> ➤ Progress against small steps targets evidenced on management plans. ➤ Data will show targeted pupils have made progress in line with, or exceeding their targets. ➤ Language will not be a barrier to achievement in the wider

4. How we will spend the funding and why:		
Amount and what will we spend it on?	Why:	How will we know we are successful?
	children who have language difficulties.	curriculum; all pupils will access the curriculum.
£36,724.01 Recovery Teacher ~ Curriculum recovery	<ul style="list-style-type: none"> ➤ Due to the profound impact that COVID has had on the pupils' learning, Recovery teacher to be employed to enable gaps in the children's learning to be addressed. ➤ Teaching to target identified groups 	<ul style="list-style-type: none"> ➤ Gaps in Pupils learning to narrow. Pupils to make significant gains in order to make ARE/or above ARE
£5,789. Provision of an EYFS Reading Champion and resources	<ul style="list-style-type: none"> ➤ To support the development of literacy skills in the year group ➤ Focused reading support to raise standards and move the more able children forward at an accelerated pace. 	Data will show rapid improvements for individual children.
£10,211.96 Provision of a Year 1 Reading Champion	<ul style="list-style-type: none"> ➤ To support KS1 pupils who are not on track (In conjunction with Daily Supported Reading) to make accelerated progress and close the gap on their peers. ➤ To offer support and training for teachers to enable them to teach high quality reading lessons. 	<ul style="list-style-type: none"> ➤ Data will show targeted pupils have made progress in line with, or exceeding their targets.
£36,046.11 Provision of Behaviour and Thrive Assistants and resources	<ul style="list-style-type: none"> ➤ To deliver high quality social, emotional and mental health interventions. ➤ To reduce exclusions for disadvantaged pupils. ➤ To support attendance. 	<ul style="list-style-type: none"> ➤ Thrive assessments will show improved outcomes for key children. ➤ Pupil voice will show that pupils feel safe and happy in school. ➤ Exclusions will reduce. ➤ To help enable those children who have difficulties coming to school on time and reduce the number of late arrivals.
£20275.25 To use digital technology to create a learning hub. This involves <ul style="list-style-type: none"> a) 1:1 learning devices (ipads) b) On-line learning programmes 	<ul style="list-style-type: none"> ➤ To use digital technology to make a significant impact on learning. (Studies consistently find that digital technology is associated with modern learning gains: on average an additional 4 months progress ~ Sutton Trust)	Disadvantaged pupils make accelerated gains in terms of attainment and progress.

4. How we will spend the funding and why:		
Amount and what will we spend it on?	Why:	How will we know we are successful?
Employment of TA's to run and drive forward digital learning.		
£13626.97 Safeguarding / Attendance Co-ordinator, funding for uniform and extended school fees.	<ul style="list-style-type: none"> ➤ To reduce persistent absence of disadvantaged pupils ➤ To increase the attendance of disadvantaged pupils ➤ Provision of extended school places to encourage regular attendance at the academy. 	<ul style="list-style-type: none"> ➤ There will be a decreasing number of disadvantaged children who are late to school. ➤ Persistent absence in disadvantaged children will reduce. ➤ The gap between disadvantaged pupils' attendance and non-disadvantaged pupils' attendance will narrow. ➤ New attendance initiative embedded.
£28601.16 Catch Up Literacy/Numeracy Intervention & 1 st Class @ Number	To deliver key reading and maths interventions to rapidly raise pupil outcomes in reading and maths.	<ul style="list-style-type: none"> ➤ Targeted disadvantaged pupils will make accelerated progress in reading ➤ Data will show the gaps narrowing between disadvantaged pupils and their peers
£31,334.97 Forest School leaders and resources	Disadvantaged children to participate in outdoor learning to increase confidence, self-esteem and develop social skills in the context of creative, stimulating and interactive activities outside.	Disadvantaged Children, have greater resilience when taking part in educational tasks and team work skills.
£4000 Disadvantaged children to take part in aspirational trips and visits and share the same experiences as other pupils	Disadvantaged children to take part in the same aspirational trips as their peers, such as PGL in Year 6.	A greater number of Disadvantaged children take part in organised school trips.
£12559.75 To support dyslexic pupil premium children through specific targeted support	<ul style="list-style-type: none"> ➤ To support dyslexic pupils with the development of language and enable access to the curriculum in their base classes. ➤ To provide support for teachers to develop planning to best meet the needs of dyslexic pupils. 	<ul style="list-style-type: none"> ➤ Targeted disadvantaged pupils, who have dyslexia, will make accelerated progress in all subjects. ➤ Data will show the gaps narrowing between dyslexic pupils who are also disadvantaged and their peers.
£16662.62 Provision of TA support Year 1 / Phonics	To support key aspects of learning by providing targeted wave 2 interventions and	<ul style="list-style-type: none"> ➤ Data will show targeted pupils have made progress in line with (or above) their peers. Attainment gaps will narrow.

4. How we will spend the funding and why:		
Amount and what will we spend it on?	Why:	How will we know we are successful?
	supporting class teachers with strategic and resources.	
£2000 Educational Consultancy and Support and enrichment – Education Futures Trust and East Sussex Music Service	To deliver key interventions throughout the course of the year to target disadvantaged pupils e.g. Shore Academy and music service	Key targeted pupils will demonstrate improved social and emotional behaviours to enable improved access in the classroom

5. Review of the impact of funding for the previous academic year			
Academic Year	2020/21	Total PP budget	£234770
Total number of pupils	630	Number of pupils eligible for PP	166

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
£15,562.64 Provision of Speech and Language Therapy	<ul style="list-style-type: none"> ➤ To enable pupils with language difficulties to access the curriculum through the provision of a language rich environment, as well as wave 3 therapy for pupils who have speech and language difficulties. ➤ To support staff to plan accordingly for those children who have language difficulties. 	<ul style="list-style-type: none"> ➤ 23% of the disadvantaged children require further action ➤ 23% of the disadvantaged children are now back on wave action. ➤ 55% of the disadvantaged children are now working at age appropriate standard.
£10459.96 Provision of a EYFS Reading Champion	<ul style="list-style-type: none"> ➤ To support the development of literacy skills in the year group ➤ Focused reading support to raise standards and move the more able children 	68% of children (at end of Term 5) were working at or above expectation for reading. 27% were working at significantly above expectation and 41% were working at expectation. This is a 20% increase since last lockdown.

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
	forward at an accelerated pace.	
£35433.10 Provision of Behaviour and Thrive Assistants	<ul style="list-style-type: none"> ➤ To deliver high quality social, emotional and mental health interventions. ➤ To reduce exclusions for disadvantaged pupils. ➤ To support attendance. 	<ul style="list-style-type: none"> ➤ Thrive assessments show improved outcomes for key children. ➤ Pupil voice show that pupils feel safe and happy in school. ➤ Total number of fixed term exclusions has reduced from 9 to 8. Total number of days has reduced from 14.5 days to 11 days. (End of Term 5 [6.6.21] 2021)
£32579.73 To use digital technology to create a learning hub. This involves three strands of purchase c) 1:1 learning devices (ipads) d) On-line learning programmes Employment of TA to run and drive forward digital learning.	<ul style="list-style-type: none"> ➤ To use digital technology to make a significant impact on learning. <p>(Studies consistently find that digital technology is associated with modern learning gains: on average an additional 4 months progress ~ Sutton Trust)</p>	See Appendix A
£6500.82 Safeguarding / Attendance co-ordinator	<ul style="list-style-type: none"> ➤ To reduce persistent absence of disadvantaged pupils ➤ To increase the attendance of disadvantaged pupils 	Attendance data not reported due to Covid 19
£29655.86 Catch Up Literacy/Numeracy Intervention & 1 st Class @ Number	To deliver key reading and maths interventions to rapidly raise pupil outcomes in reading and maths.	Catch Up Literacy intervention data shows that for 80% of those disadvantaged children who participated in the programme the gap closed and have made progress over time. 20% have made accelerated progress and now have reading ages that are above their chronological age. On average the children make 2months progress for every 1 month. Catch Up Numeracy intervention data shows that 86% of those disadvantaged children who participated in the programme made progress over time. On average, the pupils made 10 months progress over the course of the intervention. 38% of the pupils have made accelerated progress and now

What we spent the funding on and why		
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		have a numeracy age which is above their chronological age. This has also impacted on their performance within the classroom setting. 1 st Class @ Number data shows that on average the disadvantaged children who took part in the intervention made 9.25 months progress (over 3 months). 58% of the pupils made above 10 months progress. 25% made accelerated progress where the Numeracy age is above Chronological age.
£29832.91 Forest School	Disadvantaged children to participate in outdoor learning to increase confidence, self-esteem and develop social skills in the context of creative, stimulating and interactive activities outside.	Disadvantaged children have greater resilience and improved social skills when taking part in educational tasks and are now able to participate effectively with greater confidence in group tasks.
£4000 Disadvantaged children to take part in aspirational trips and visits and share the same experiences as other pupils	Disadvantaged children to take part in the same aspirational trips as their peers, such as PGL in Year 6. To allow children to access hands on learning and immersion in activities. Pupils are able to access outdoor activities and experience a sense of risk, adventure and challenge.	Post Covid Lockdown (Covid 19), Year 6 participated in a one day PGL visit which included abseiling, raft building, giant swing and sensory trail. This resulted in the many of the children returning to school with a more positive attitude to learning. It also made particular benefits in social and emotional outcomes for the pupils; a sense of achievement. Year 6 pupils felt better prepared for transition due to improved confidence.
£13777.01 To support dyslexic pupil premium children through specific targeted support	<ul style="list-style-type: none"> ➤ To support dyslexic pupils with the development of language and enable access to the curriculum in their base classes. ➤ To provide support for teachers to develop planning to best meet the 	Target group in Years 5 and 6 (Dyslexic) Based on Term 5 Data (Whilst the outcomes are not at expected standard, Covid 19 has impacted significantly on this). The Dyslexic group have made 2.4 steps progress in reading, 1.4 steps in writing and 1.9 steps in maths.

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	needs of dyslexic pupils.	<p>Steps Attainment Summary Y4, Y5, Y6 - 'Dyslexic Group 2020' (13 pupils)</p> <table border="1"> <thead> <tr> <th>Year 5 (4 pupils)</th> <th colspan="7">Number of Pupils (%) assessed in each Step as at Year 5 Summer 1</th> </tr> <tr> <th>Subject</th> <th>3s+</th> <th>4b+</th> <th>4w</th> <th>4w+</th> <th>4s</th> <th>4s+</th> <th>5b</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> <td></td> <td>1 (25.0%)</td> <td>2 (50.0%)</td> <td>1 (25.0%)</td> <td></td> </tr> <tr> <td>Writing</td> <td>1 (25.0%)</td> <td>1 (25.0%)</td> <td>1 (25.0%)</td> <td></td> <td>1 (25.0%)</td> <td></td> <td></td> </tr> <tr> <td>Mathematics</td> <td></td> <td></td> <td>2 (50.0%)</td> <td></td> <td>1 (25.0%)</td> <td></td> <td>1 (25.0%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 6 (9 pupils)</th> <th colspan="11">Number of Pupils (%) assessed in each Step as at Year 6 Summer 1</th> </tr> <tr> <th>Subject</th> <th>3b</th> <th>3b+</th> <th>3s</th> <th>4b+</th> <th>4s</th> <th>4s+</th> <th>5b</th> <th>5b+</th> <th>5w</th> <th>5w+</th> <th>5s</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> <td>1 (11.1%)</td> <td></td> <td></td> <td>1 (11.1%)</td> <td>1 (11.1%)</td> <td></td> <td>2 (22.2%)</td> <td>3 (33.3%)</td> <td>1 (11.1%)</td> </tr> <tr> <td>Writing</td> <td></td> <td>1 (11.1%)</td> <td></td> <td>2 (22.2%)</td> <td>1 (11.1%)</td> <td>1 (11.1%)</td> <td></td> <td>1 (11.1%)</td> <td>2 (22.2%)</td> <td>1 (11.1%)</td> <td></td> </tr> <tr> <td>Mathematics</td> <td>1 (11.1%)</td> <td></td> <td></td> <td></td> <td></td> <td>1 (11.1%)</td> <td></td> <td>2 (22.2%)</td> <td>2 (22.2%)</td> <td>2 (22.2%)</td> <td>1 (11.1%)</td> </tr> </tbody> </table>	Year 5 (4 pupils)	Number of Pupils (%) assessed in each Step as at Year 5 Summer 1							Subject	3s+	4b+	4w	4w+	4s	4s+	5b	Reading				1 (25.0%)	2 (50.0%)	1 (25.0%)		Writing	1 (25.0%)	1 (25.0%)	1 (25.0%)		1 (25.0%)			Mathematics			2 (50.0%)		1 (25.0%)		1 (25.0%)	Year 6 (9 pupils)	Number of Pupils (%) assessed in each Step as at Year 6 Summer 1											Subject	3b	3b+	3s	4b+	4s	4s+	5b	5b+	5w	5w+	5s	Reading			1 (11.1%)			1 (11.1%)	1 (11.1%)		2 (22.2%)	3 (33.3%)	1 (11.1%)	Writing		1 (11.1%)		2 (22.2%)	1 (11.1%)	1 (11.1%)		1 (11.1%)	2 (22.2%)	1 (11.1%)		Mathematics	1 (11.1%)					1 (11.1%)		2 (22.2%)	2 (22.2%)	2 (22.2%)	1 (11.1%)
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£18272.98 Provision of TA support Year 1 / Phonics	To support key aspects of learning by providing targeted wave 2 interventions and supporting class teachers with strategic and resources.	<ul style="list-style-type: none"> ➤ TA provision in Year 1 classes supported pupils when moving up from EYFS, having had a greatly reduced time in EYFS due to COVID 19. ➤ Pupils have developed routines and classroom management as a result of this support, which were lacking due to missed time in EYFS. ➤ Phonic interventions provided PP children with multi-sensory activities to develop their confidence, self-esteem and reinforced early Literacy skills through listening and speaking. Sound phonic activities encouraged the children to look at, point to, trace and form letters correctly and identify and say correct sounds, blending sounds to read words moving on to segmenting and blending words and to practise reading and spelling tricky words. ➤ Pupils have made progress over time working through the phases with greater confidence. 																																																																																																				
£1000 Educational Consultancy and Support and music service	To deliver key interventions throughout the course of the year to target disadvantaged pupils e.g. East Sussex music service	Key targeted pupils demonstrated improved social and emotional behaviours to enable improved access in the classroom. Pupil's knowledge and ability in playing musical instruments has improved. Pupils are working towards grading.																																																																																																				
£1500 Provision of school uniform	To enable all children to feel proud of their school and have a sense of belonging	100% uptake of uniform which has enabled children to feel part of the academy community.																																																																																																				

Outcomes: 2019/20

End KS2: Year 6		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP- national</i>
% reaching expected standard R,Wr, ma		
Average Progress score: Reading		
Average Progress Score: Writing		
Average progress Score: Maths		

End Key Stage 1:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching expected standard Reading		
% reaching expected standard Writing		
% reaching expected standard Maths		

End EYFS:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching Good level of Development: GLD		

Attendance:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
Academic year 2019-20		

iPad Pupil Premium reading interventions – impact summary for 2020/21

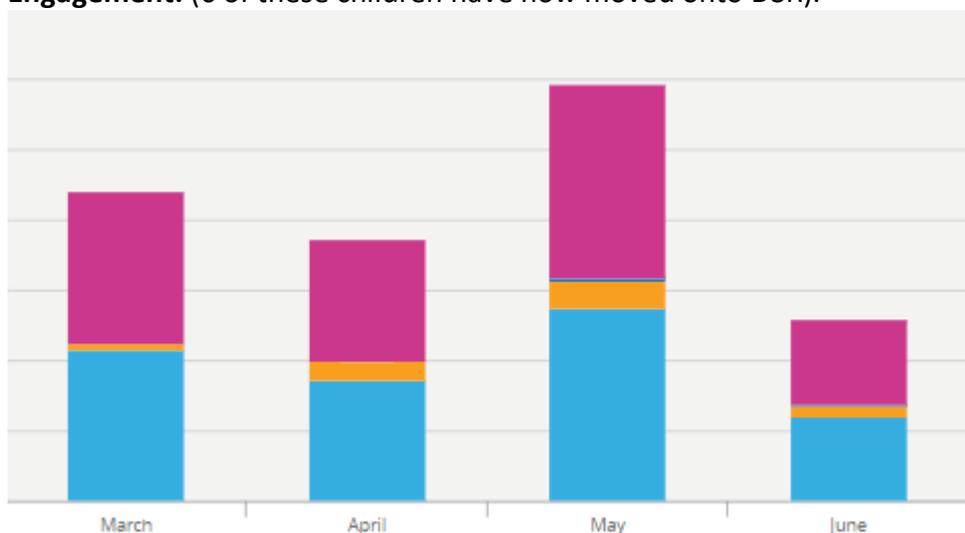
iPads were used in 3 distinct ways during this period:

- As an intervention strategy targeting specific groups of children.
- As a whole class intervention/learning tool during some PPA times.
- As a home learning resource – especially during the period of partial school closure from Jan-March 2021.

Year 1 Reading Eggs intervention group

This group comprises around 12 Year 1 children that were identified as being below the necessary reading level to access the full DSR programme. When the relaxation of national restrictions allowed for the resumption of a (modified) DSR programme in March these children instead participated in 5 X 30 minutes of Reading Eggs iPads based interventions alongside 4 X 30 minutes of phonics intervention led by the SENCO. This is substantially more than the regular DSR programme allows, enabling these children to make accelerated progress.

Engagement: (6 of these children have now moved onto DSR).

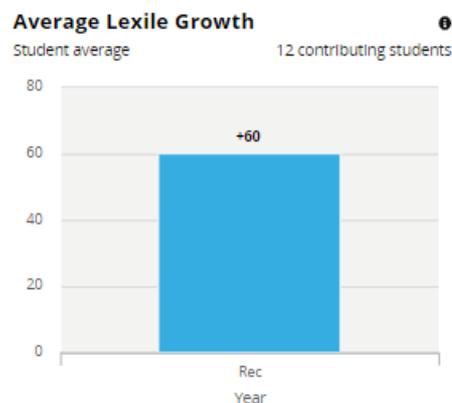


Over the course of 3 months, this group of 12 children:

- Completed over nearly 400 Reading Eggs lessons – an average of 32 per child
- Read nearly 400 books – an average of 32 per child
- Completed lessons at home in their own time, as well as during specified intervention times.

Progress:

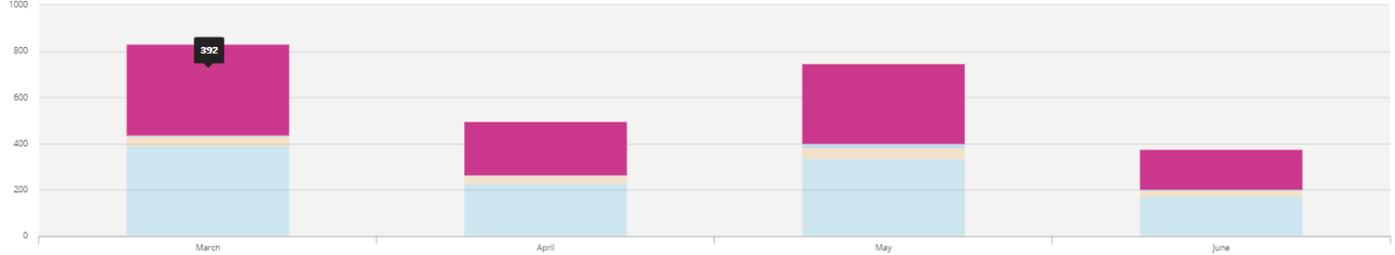
- Most children achieved Lexile growth equivalent to around 6 months typical progress.
- This equates to approximately double the rate of progress that might normally be expected.
- These children are still substantially behind their peers and will require ongoing additional intervention, but have started to make progress after a period of inertia exacerbated by the periods of school closure.



Year 2 Reading Eggs intervention group

This group comprises 3 groups totalling 37 children that were identified as being substantially below When the relaxation of national restrictions allowed for the resumption of a (modified) DSR programme in March these children instead participated in 5 X 30 minutes of Reading Eggs iPads based interventions alongside 4 X 30 minutes of phonics intervention led by the SENCO. This is substantially more than the regular DSR programme allows, enabling these children to make accelerated progress.

Engagement:



Over the course of 3 months, this group of 37 children:

- Completed over 1100 Reading Eggs lessons – an average of 31 per child
- Read nearly 1100 books – an average of 31 per child
- Completed lessons at home in their own time, as well as during specified intervention times.

Progress:

- Most children achieved Lexile growth equivalent to over 6 months typical progress,
- This equates to approximately double the rate of progress that might normally be expected.
- This 'on paper' growth has also started to translate into concrete movement through the book bands too, with children typically making slightly above average progress – whereas this group had struggled to make consistent progress historically. Some children have made as much as 4 book bands progress, equating to 2/3 of a year progress in 3 months.

Year 3 Reading Eggs intervention group

This is a rolling group that operates 4 mornings a week during Year 3 Destination Reader time. This is the second year that this intervention has run as it was extremely successful last year. It focuses on children selected by their class teachers who would struggle to access the regular Destination Reader content and require more phonics focused work to get them ready. As such, a number of children have joined this groups and then subsequently 'rolled' back into the regular DR curriculum.

Progress:

- 8 children have effectively completed the initial programme, completing a total of 400 lessons, averaging 50 lessons each and making around 5 book bands progress during this period after a period of below average progress in previous years.
- 15 children have accessed the intervention. On average they have made the equivalent of 1 years progress - effectively negating the impact of the 2nd national lockdown (and bearing in mind some completed the programme well inside the academic year so progress is measured to that point).
- Year 3 teachers are positive about the programme and comment how it enables the pace of the lesson with the remaining members of the class to be quicker and then for Reading Eggs participants to re-join once they have 'caught up'.

School closure and wider impact:

Reading Eggs has also been extremely beneficial in terms of a wider school impact during the period of school closures. Over the period of the 2nd lockdown, January 2021-8th March 2021:

- 4000+ lessons completed.
- 2500+ books read.
- Lexile growth seen in all year groups using these programmes.

The programme has been especially well used by Reception children, who are at an extremely important formative stage of their exposure to reading.