

Pupil premium strategy statement

This document should be read in conjunction with our detailed Pupil Premium Plan for 2021 2022.

School overview

Metric	Data
School name	Silver Springs Primary School
Pupils in school	390
Proportion of disadvantaged pupils	54%
Pupil premium allocation this academic year	£252,860
Academic year or years covered by statement	2021 - 2022
Publish date	October 2021
Review date	March 2022 / July 2022
Statement authorised by	D Mason
Pupil premium lead	D Mason
Governor lead	W Saville

Disadvantaged pupil progress scores for academic year 2019

Measure	Score
Reading	+0.2
Writing	+0.7
Maths	+2.2

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 Combined	65%
Achieving high standard at KS2 Combined	12%
Measure	Activity
To improve attainment in Reading in Key Stage Two	Homework Club Catch Up Interventions Lightening Squad Aquila Magazine Improve access to range of quality texts – book purchases Lexia Home Access

	PIRA testing and diagnostic Bug Club Home Access and monitoring Revision Books Reading Gems Implementation
To improve higher attainment and progress in maths	Booster Groups / Intervention Programme Responsive tutoring Pre and Post assessments Purchase manipulatives Puma testing and tracking diagnostic Curriculum sequencing to revisit prior learning and keep skills fresh Home Learning Resources
To improve attainment in all subjects in Key Stage One & EYFS	Every Child Counts Every Child a Reader Reading Interventions: BRP, REAL WELLCOMM / NELI First Class@Phonics New Handwriting Scheme Parent Instruction videos Revision Books Learning Mentor
Improve Attendance of disadvantaged cohort to in line with National Average (96% 2019)	Attendance Assistant EWO Time Family Co-ordinator Breakfast Club Safeguarding Training / Reporting Software
Barriers to learning these priorities address	Quality and quantity of resources / books in the home learning environment Engagement in reading Attendance and punctuality Parent confidence in supporting their children's learning Readiness to learn Learning Mentor – Complex behaviour needs and trauma sensitive education
Projected spending	£260,892

Teaching priorities for current academic year

Attainment	Target	Target date
KS2 Reading	75%	Summer 2022
KS2 Writing	75%	Summer 2022

KS2 Mathematics	80%	Summer 2022
KS1 Reading	67%	Summer 2022
KS1 Writing	60%	Summer 2022
KS1 Maths	67%	Summer 2022
Y2 Phonics	80%	Autumn 2021
Y1 Phonics	80%	Summer 2022

Targeted academic support for current academic year

Measure	Activity
To improve attainment in Phonics and Speaking at EYFS /KS1	Speech and Language Therapist 0.2 FTE Implementation of new phonics programme including training for staff Ensure all SEND staff have received training to deliver the phonics scheme effectively High quality teacher led intervention and targeted support
Improve School Readiness	Additional 0.6 FTE Nursery Teacher WELLCOMM Intervention for Nursery NELI Intervention for Reception Parent Gym
Barriers to learning these priorities address	Starting points are well below age related expectations Home Learning Environment Lack of parent confidence in supporting children's learning at home Attendance at SALT appointments School Readiness
Projected spending	£44,787

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development but maximise class teaching time	Protected staff meeting time for curriculum development Web-based training for teachers to reduce the amount of time that teachers are out of class Prioritising training to specific school needs
Targeted support	Managing interventions during teaching time	ECC and ECAR Teachers to have an overview of this and

	Supporting children with complex needs in lessons	<p>work with teachers and TAs to ensure that children are not missing out when taking part in interventions</p> <p>As much as possible TA led catch up interventions take place out of school hours.</p> <p>Diagnostic testing for reading and maths</p> <p>SENCO to allocate additional support for children with complex needs</p>
Wider strategies	<p>Promoting the love of reading and reading across the curriculum</p> <p>Development of vocabulary</p>	<p>Purchase of additional decodable texts for take home books</p> <p>Purchase quality books from the reading spine to support learning across the curriculum</p> <p>Pupil voice attitudes to learning survey</p> <p>Purchase the Vocabulary Ninja resources</p> <p>Implementation of Vocabulary Ninja word of the day</p>

Review: last year's aims and outcomes

Aim	Outcome
Improving attainment in Reading (unvalidated data)	70% Expected KS2 60% Expected KS1
Improving attainment in Maths (unvalidated data)	65% Expected KS2 73% Expected KS1
Attendance	Attendance at the end of the academic year 2020 – 2021 was lower than normal but compared positively to the national figures throughout the pandemic period