

Pupil premium strategy statement – *Silver Springs Primary Academy*

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 – 2027/28
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26 (with regular interim reviews)
Statement authorised by	D Mason
Pupil premium lead	D Mason
Governor / Trustee lead	Claire Ferguson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 283,305
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£283,305

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is used to support a range of interventions specifically targeted at the children with pupil Premium in the Academy. As just over half of the pupils in the Academy are covered by this (51%) there are some large-scale interventions and principles outlined below.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The key principles of the use of our Pupil Premium funding are addressing individual need and equality of opportunity where there are difficult circumstances and providing strong additional academic support for our Pupil Premium students with the allocated funding.

Pupil Premium is an identified and monitored attribute for children at a whole school and departmental level. All teaching staff are aware of these children within their classes and are asked to be mindful of when and where support needs to be drawn from the funding to provide equality of opportunity.

We are aware of the principles outlined in the EEF guidance for Pupil Premium and have designed our strategy with these in mind.

Challenges

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

Challenge number	Detail of challenge
1	<p>Complex Family Needs</p> <p>Data for the end of the academic year showed that 2% of children in the school are Looked after compared to 0.76% of children across Tameside. Most recent Information Data Summary Report indicates that CiN is 7.67% compared to 6.34% locally and well above average nationally. The percentage of children who are subject to CP plans is 2.1%</p>

	<p>compared to 0.39% locally and 0.4% nationally and 1.7% of children are subject to Early Help Strategies compared to 1.3% of Tameside children.</p> <p>The school's pupil deprivation indicator is well above average. 90% of children living in the most deprived 10% of MSOAs in the country.</p> <p>Of our pupil premium cohort 99% of children are currently eligible for free school meals, which now represents over 50% of the whole school population.</p>
2	<p>Attendance and Punctuality</p> <p>Since the pandemic absence rates have been lower than national averages. The data for the end of the academic year 2024 – 25 was below national average at 93.9%. Attendance for disadvantaged children was better than for the same cohort nationally but much lower than the non-disadvantaged group.</p> <p>Persistent Absenteeism was above national average and rose in the last academic year to 18.7% for the disadvantaged group.</p>
3	<p>Social, Emotional and Mental Health</p> <p>30+ children currently in school receive support for their Social, Emotional and Mental Health needs at various levels, including children who have suffered some significant family bereavements and multiple ACEs. Many have disrupted attachment.</p>
4	<p>School Readiness / Speech and Language</p> <p>The vast majority of children enter the Foundation Stage with Speech and Language that is below the expected level for their age. 1 in 5 enter with language as low as 11 to 16 months, having only one- or two-word utterances on assessment. Speech sound pronunciation is a limiting factor in progress in phonics. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.</p>
5	<p>Home Learning Environment / Readiness to Learn</p> <p>For significant numbers of children, home support for learning is a struggle. Many parents lack the confidence, organisation and skills to provide the kind of support needed for learning at home. This prevents children from consolidating learning or extending learning done in school. Restricted access to educational IT and internet in the home and wider experiences out of school time also have a bearing on children's wider</p>

	vocabulary, general knowledge and confidence in a wide range of social situations.
6	<p>Complex Learning Needs</p> <p>Those children with SEND are doubly disadvantaged. Their circumstances mean that they have additional SEMH or family circumstances that make addressing their needs more complicated. Some parents may not have the skills to support them sufficiently well. 10.87% of children have Education, Health and Care Plans compared to 5.3% in mainstream primary schools nationally.</p>
7	<p>FSM and LAC pupils don't do as well KS1 writing and KS1 maths and Phonics, but by the time they leave at the end of KS2 these groups do better than the disadvantaged cohort nationally and the data shows that over the last 3 years the gap between Disadvantaged and their non-disadvantaged peers is closing. Achievement at the higher standard is below national average.</p>

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
To improve outcomes for disadvantaged pupils in EYFS	To increase GLD for non-SEND children to in line with national average.
To improve outcomes in Communication and Language for disadvantaged group	The percentage of disadvantaged children completing the Wellcomm Programme is 80%+
To increase the percentage of disadvantaged children achieving the phonics pass mark	% of disadvantaged cohort achieving the phonics standard is at least in line with disadvantaged cohort locally and nationally
To improve the attendance and punctuality of the disadvantaged cohort	<p>The attendance of disadvantaged children is above the national average for disadvantaged children</p> <p>The percentage of PA children in the disadvantaged group decreases year on year to a level that is in line with national average</p>
To improve outcomes for the disadvantaged cohort in Reading and Maths at the end of Key Stage Two	<p>% of disadvantaged children achieving Reading and Maths is in line with non-disadvantaged children</p> <p>% of disadvantaged children achieving the higher standard is in line with non-disadvantaged children</p>

To ensure that learning and conduct behaviour of FSM6 and LAC children does not negatively impact on other children's learning	Zero FSM6 and LAC exclusions
To improve the quality of provision for FSM6 children with additional needs	80%+ Disadvantaged SEND cohort achieve personal targets from interventions and targeted support and education plans. Reduce the percentage of children working below the level of the KS2 test.
To improve the well-being of the disadvantaged cohort	The outcomes for the well-being survey for the disadvantaged group are in line with their non-disadvantaged peers and national averages.

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: £78,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonetically decodable books Ensure that all children have access to high quality sequenced phonetically decodable books to take home.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4 7
First Class Phonics Update Training Approved Systematic Phonics programme training for TA's and new staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	4 7
Learning by Questions Software Supports formative assessment of children's learning / prior knowledge through independent access to retrieval questions	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	4

enabling teachers to check children's understanding at key points in the lesson or sequence of lessons		
Additional 0.5 SENCO Non-classroom based Additional Time for SENCO to complete paperwork of referrals, EHCP applications, hold termly 4 plus 1 review meetings, quality assure provision and oversee provision mapping, support teachers with intervention planning	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	6
Bug Club Annual software licence for online reading platform for KS1 and Year 3	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	4 7
Reading Plus Annual software licence for online reading platform for KS2	Reading comprehension strategies EEF	5
Storytime Maths Training, resources and cover for teacher to attend CPD	Using storybooks to promote high-quality talk in maths EEF	4
Reading & Writing Booster Teacher for Reception 1 day per week additional teacher to provide capacity for additional reading and writing targeted interventions in Reception	EEF Communication and Language EEF Early Literacy	

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

Budgeted cost: £91,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Education Psychologist Time</p> <p>Priority given to additional Educational Psychologist time to assess disadvantaged SEND pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	3
<p>10 days Speech and Language Therapist time</p> <p>Broker an NHS Speech and Language Therapist to screen all children in EYFS at the start of the year to ensure that all complex needs have referrals escalated for external support</p> <p>Also to ensure that we have a clear picture of all children's needs and that they are correctly placed on the intervention pathway that most suits their needs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	4
<p>Wellcomm Programme</p> <p>Welcomm teaching and assessment materials to support the delivery of the programme</p>	<p>https://educationendowmentfoundation.org.uk/measures-database/welcomm-the-complete-speech-language-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	4
<p>Therapeutic Play Support & Therapeutic Play Resources</p> <p>Additional TA time to support Messy Play sessions for 26 weeks 1 day per week</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 3, 5, 6

<p>Emotional Literacy Support Assistant</p> <p>Learning Mentor will work primarily with disadvantaged children who have barriers to their learning and their families</p> <p>Learning Mentor will provide daily support children with additional needs who are subject to a behaviour plan</p> <p>Learning Mentor provides responsive and pre-emptive support for children with identified SEMH needs</p> <p>Learning Mentor will be trained in the delivery of therapeutic and SEMH interventions</p> <p>Learning mentor will be trained in parenting support and attachment</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>3, 6, 1</p>
<p>Better Reading Partnerships TA</p> <p>Additional TA hours to provide Guided Reading Sessions for Y2 and Y3 children</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://sites.edgehill.ac.uk/everychildcounts/better-reading-support-partners/</p>	<p>4, 6, 7</p>
<p>First Class at Number</p> <p>Additional TA to support Maths catch up in Year 2 and 3</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://sites.edgehill.ac.uk/everychildcounts/eef-trial-1stclassnumber/</p>	<p>4, 6, 7</p>

Phonics Interventions Additional TA to support Phonics catch up in Y1 to Y3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4, 6, 7
SATs Boosters	Teaching Assistant Interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4,6,7
Homework Clubs Homework club for each class supported independent study and practice staffed by two Tas 3 x termly vouchers for prize draw for 100% attendance at homework club	Homework EEF Teaching Assistant Interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4,6,7

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

Budgeted cost: £116,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Family & Community Engagement Co-ordinator</p> <p>FaCE co-ordinator provides concentrated support for hard-to-reach families. In addition, this member of staff co-ordinates the delivery of courses for parents and families. She also leads on persistent absenteeism and supports families on CP Plans and EHPs. She is able to co-ordinate Early Intervention via Team Around the School meetings. This member of staff leads on Child Protection Training and co-ordinates and monitors training records of the staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 2, 3, 5</p>
<p>Pastoral Lead</p> <p>SLT member 1 day per week to co-ordinate all Pastoral support for families from FaCE co-ordinator and Attendance assistant including supervision for staff and line management to ensure a co-ordinated approach to pastoral strategies</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1,2,3,5</p>
<p>Safeguarding Network Subscription</p> <p>Training resources and Safeguarding forum subscription – wider use of this package for online training to ensure that all staff have the knowledge they need to identify vulnerability and recognise signs of concern</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 3</p>

<p>SSS Learning</p> <p>Online on demand CPD for Safeguarding to ensure that we have a broad range of safeguarding training readily available for staff, new staff, students etc and we are able to respond to local themes</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 3</p>
<p>Attendance Assistant</p> <p>Attendance Assistant deals with all admin directly related to attendance, ensuring that procedures are effective in recording and reporting absence and reasons for absence and that appropriate referrals and proceedings are implemented.</p> <p>The attendance assistant will record all details collate information to enable FACE co-ordinator and senior leaders to identify patterns and trends. Effective follow up of Fixed penalty notices for parents taking children out of school during term time.</p> <p>Direct work with EWO to follow up Attendance Improvement Plans.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence</p>	<p>2</p>
<p>School Visits Subsidy</p> <p>Subsidy for all children for educational visits and Robinwood to ensure that the parental contribution requested for each trip is kept as low as possible and where needed to fund paid places for Pupil Premium children, whose parents cannot afford to contribute.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 2, 3, 5</p>

Enhanced Breakfast Club Menus Contribution to enhance menus for Universal breakfast club to encourage attendance and early arrival	National School Breakfast Programme - scale-up evaluation EEF Free school breakfast provision EEF	1,2,3
Special Interest Days Planned visiting speakers / visitors / activities at no cost to families – fun events such as Christmas Carols with the band / Christmas party last day – to encourage better attendance at the end of terms / special themed dinner day free to all /	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence	2
Bounce Together Enables us to monitor the well-being of our children in a meaningful way throughout the year	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.well-together.co.uk/measurement	1, 3
Storytime Magazine 1 x Annual Subscription per child in Year 3 and Year 4	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4, 5
Making it REAL a professional development programme that trains early years practitioners to deliver home visits and literacy events to disadvantaged families, with the aim of improving children's early literacy development	Microsoft Word - Making it Real - formatted (ncb.org.uk) Making It REAL (2023/24 and 2024/25 trial) EEF (educationendowmentfoundation.org.uk)	4, 5

Total budgeted cost: £ 285,973

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils in the previous academic year and how it has been assessed.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils

EYFS 2025

Areas of Learning	Target 2025	Actual 2025	National 2025	Tameside
Communication and Language	81	79	80	77
PSED	85	82	83	
Physical Development	85	86	85	
Reading	76	68	76	76
Writing	71	65	71	67
Maths	77	84	77	73
GLD	76	66	68	62

The cohort had double percentage of disadvantaged pupils (55%) in comparison to the national picture. There are about the same percentage of children with EAL as there is nationally for this cohort and about the same percentage of children from non-white British backgrounds.

28% of children have SEND the percentage of pupils with an EHCP was more than twice the national average for maintained primaries.

Overview

Overall the targets were broadly met when EHCP children were discounted from the data. Results for the same cohort were above the Easter prediction, which is testament to the responsive approach to targeted intervention that Reception staff have developed so well.

Overall Disadvantaged children's performance was higher in PSED, CLL, PD and Maths and lower in Literacy compared to similar cohorts nationally. Their achievement was lower overall to non-disadvantaged pupils both in school and nationally, despite the fact that they made excellent progress from their very low starting points. Disadvantaged Boys attainment improved since 2024 but was lower than the national average. 48% of our boys achieved a Good Level of Development (GLD) compared to 60% nationally. It is important to note that all of our EHCP learners in the cohort are boys, which had a significant impact of this figure.

79% of learners achieved the standard in Communication and Language, which is an improvement on last year and in line with National Average.

PHONICS 2024

Year Group	Target	Actual	Actual Minus EHCPs	National	Tameside
EXS	80	67	71	80	77
Y2	92	86	89	89	

Context of the cohort:

Contextually, 30% of the Year One cohort have been identified as needing additional support due to SEND. 9% have an EHCP. 56% of the cohort are eligible for Free School Meals, twice the National Average.

Overview

There were 54 pupils who were eligible for the phonics screening check in Year 1 in 2025; 48 of them sat the check and 6 did not. Of those who sat the check, 12 pupils did not meet the **phonics expected standard**; their average mark was 16.

There were 16 pupils who were eligible for the phonics screening check in Year 2 in 2025; 12 of them sat the check and 4 did not. Of those who sat the check, 9 pupils did not meet the **phonics expected standard**; their average mark was 15.

Overall, Phonics results were very pleasing with 20% of children achieving full marks on the screening check and 43% were high scoring (36+); which indicates that we have a sound curriculum and strong teaching. 4 children were disapplied due to SEND. The disadvantaged cohort were broadly in line with the disadvantaged cohort nationally.

Significance

The impact of the high number of SEND children including those who were disapplied can be seen on the reportable result 67% (including EHCP children). Of the children that did not achieve the passmark 66% have additional needs and 3 are EAL, 1 was new to the school in Year One and 1 was a significant persistent absentee.

Year Two Resits Overview

Of the 16 children in total who have taken the resit:

3 children scored 32 or above

There will be 10 children requiring Phonic intervention when in Year 3. 2 children who did not pass the resit will be transferring to special school in Y3 and 3 will continue to receive support for their EHCPs in our Oasis Class – they will continue to receive Phonics lessons in Y3.

19% of the Year Two Cohort passed the Phonics Resit Test in Year Two, which is significantly above the National Average for resits 15.2%

Key Stage Two 2025

Subject	Target	Actual 2024	Actual 2025	National 2025	Tameside 2024
Reading EXS+	73%	76%	56%	75%	73%
Reading GDS	20%	24%	13%	33%	24%
Writing EXS+	73%	76%	75%	72%	70%
Writing GDS	13%	17%	11%	13%	8%
Maths EXS+	80%	85%	72%	74%	73%
Maths GDS	20%	24%	16%	26%	21%
Combined EXS+	59%	71%	52%	61%	59%
Combined GDS	10%	10%	10%	8%	5%
Grammar & Spelling EXS+	n/a	78%	66%	73%	72%

Grammar & Spelling GDS	n/a	n/a	16%	30%	30%
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Context of the Cohort
This cohort of children has twice the percentage of disadvantaged pupils (76%) than National (28%). Ethnicity and EAL were in line with local figures but lower than national although not significantly so. There were slightly more boys than nationally and locally and slightly more SEND.

Overview
Combined results for the expected standard (52%) are below targets set and below the national average (62%). This is not the case for the higher standard, which was close to average. There was greater variance in individual subject results; Reading and EPSG were below the national averages and Writing and Maths were in line with national average.

Reading
The disadvantaged children's achievement in Reading has improved by 18% since 2023 and was in line the disadvantaged cohort nationally but despite the narrowing of the gap is not yet in line with non-disadvantaged peers in Reading.

Writing
The disadvantaged cohort's outcomes (80%) were above their peers nationally (59%) and also above their non-disadvantaged peers nationally (78%).

Maths
The percentage of disadvantaged children achieving the expected standard (71%) was above disadvantaged children nationally (61%) but not yet in line with non-disadvantaged children nationally, despite the gap hav

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
First Class at Number	Every Child Counts
First Class Phonics	BC Education
BRP	Every Child Counts
Learning by questions	https://www.lbq.org/
Play Therapy	https://playtherapy.org.uk/
Reading Plus	<u>Reading Plus - Adaptive Literacy Program - Hybrid Learning</u>
Wellcomm	GL Assessment
Well Together	https://www.bouncetogether.co.uk

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A – no pupils currently eligible for SPPG at this school.
The impact of that spending on service pupil premium eligible pupils
N/A – no pupils currently eligible for SPPG at this school.