

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Silsoe VC Lower School
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	12.05%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years – we are currently in the final year of this strategy
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Boyle
Pupil premium lead	Beth Ambler
Governor / Trustee lead	Steve Blair

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650
Recovery premium funding allocation this academic year	£ £6,679 with £3,339.50 being made available this academic year.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,650 + £3, 339.50 = £46,989.50

Part A: Pupil premium strategy plan

Statement of Intent

- What are your ultimate objectives for your disadvantaged pupils?

The targeted and strategic use of pupil premium will support us in achieving our vision that all children in our school will reach their God given potential. Our ultimate objective is for the disadvantaged learners in our school to become well-rounded members of society whom have aspirations for the future. The outcomes for these learners should be comparable with their peers to allow them the best opportunities in their future.

- How does your current pupil premium strategy plan work towards achieving those objectives?

Our strategy reflects on the outcomes of the previous academic year and based on a deep knowledge and understanding of who is the Silsoe child. By reflecting on who our learners are and how we can ensure they are flourishing by the time they leave our school. To do this we have used educational research and recommendations from external professionals to identify the actions that will have the most impact. We have identified 4 key challenges and ensure that all our approaches are to address those 4 challenges.

- What are the key principles of your strategy plan?

- 1) That all children can achieve given the right support and challenge.
- 2) That not all children who are disadvantaged are the same
- 3) That being critical of our approach and monitoring the outcomes closely will allow us to intervene immediately and adapt to best meet the needs of our learners.
- 4) The best way to increase the outcomes for disadvantaged learners is to ensure quality first teaching and impactful interventions.

Challenges

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

Challenge Number	Detail Of Challenge
1	The ability of our learners to understand how they are learning and to develop a mentally healthy attitude to learning
2	The ability to engage in wider school activities which broaden their knowledge of the world and develop skills such as communication and co-operation

3	The stability of their mental health and strategies to cope with the stresses of daily life
4	Missed learning due to multiple lockdowns

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 have embedded the 'Thinking Matters' metacognition strategy across the school	<ul style="list-style-type: none"> - Pupils to have a shared vocabulary for how they learn - Children to demonstrate a growth mindset and understanding their own brain and how they learn best.
To have improved the outcomes of our disadvantaged learners	Children who receive pupil premium funding to have achieved the expected standard or have evidence of accelerated learning by the time they leave year 4. Children with SEND will have made progress against their own Individual Provision Plans (IPPs)
To have representative engagement of Pupil Premium students in extra curriculum activities	<ul style="list-style-type: none"> - All extra curriculum activities to have a representation of children who receive pupil premium - Children to have improved engagement in school activities - Children will have experience of a range of activities before leaving school
Improved well-being scores using a standardised measure, teacher observations and pupil interviews	<ul style="list-style-type: none"> - Children will be engaged in their learning - Children will report feeling more happy and confident - Children will present with positive attitudes and resilience - Children will have improved academic outcomes

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: £11,165.00

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
<i>Thinking matters CPD</i>	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. (Educational Endowment Foundation)	1, 3
<i>RADY Projects CPD</i>	The RADY project allows schools to develop a clear strategy for decreasing the differences between the outcomes of disadvantaged learners and their peers. Leaders set them challenging targets, recognising their lower starting points on entry to school. (Ofsted feedback evidenced by Edsential)	2, 4
<i>Training of 2 further HLTAS to support teaching and learning at a higher level</i>	<p>The Education Endowment Fund states “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.”</p> <p>By upskilling two of our most experienced Teaching Assistants we will further increase the quality of teaching and learning across the school and ensure that quality first teaching applies in all taught lessons including PPA absence cover.</p>	1, 2, 4
<i>Behaviour management (de-escalation and positive handling training)</i>	According to figures from the department for education, pupils who receive free school meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. (Educational Endowment Foundation)	3
<i>Training and implementation of Little Wandle phonics programme across the school – ensuring new staff</i>	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. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	2

<i>members complete and implement training</i>	<p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p> <p>There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Analytic phonics approaches has also been studied less overall (only 9 studies). The small number of analogic phonics approaches identified in this review (6 studies) have a negative impact on average. (EEF)</p> <p>The previous programme did not have all members of staff trained and it was felt that we had lost the fidelity to the scheme. By retraining all staff, we are ensuring a consistent approach to supporting our children across the school.</p>	
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Targeted Academic Support (For Example, Tutoring, One-To-One Support Structured Interventions)

Budgeted cost: £19,777.10

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
Individualised instruction	<p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning. For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practise skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. (Educational Endowment Foundation)</p>	4
Little Wandle targeted additional teaching and resources (reading books in key stage 2)	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore</p>	4

	improve decoding skills more quickly for pupils who have experienced these barriers to learning. (Educational Endowment Foundation)	
Interventions in all year groups are provided by trained and members of teaching and support staff All year groups to produce a timetable of interventions and to record evidence of progress	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. Schools need to carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment. (Educational Endowment Foundation)	4

Wider Strategies (For Example, Related To Attendance, Behaviour, Wellbeing)

Budgeted cost: £15,083.18

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
Carol Brown emotional support/Talk time/training for support staff	The social and emotional interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Carol Brown has a huge amount of experience from working with the Jigsaw organisation and provides a person whom is outside of the classroom to support the identified children. (Educational Endowment Foundation)	3
Emotional literacy - within which many different strategies and resources are used	The social and emotional interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (Educational Endowment Foundation)	1, 3
Continued implementation of feelings flowers for self-regulation	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils. Lower social and emotional skills are linked to poorer mental health and lower academic attainment. By training staff we will be better able to utilise the same positive approach across the school. (Educational Endowment Foundation)	
Lego therapy training for HLTA	Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. The initiative was developed and	

Designated TA to implement ELSA interventions across the school	supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils.	
Hamish and Milo well-being package	To promote mental health and well-being is critical when enhancing. The Education Endowment Foundation has found that <u>Social and emotional learning interventions</u> have an identifiable and valuable impact on attitudes to learning and social relationships in school.	
Drawing and talking therapy	After completion of Drawing and Talking therapy, children are more able to control their behaviour, better able to access an academic curriculum and, most importantly, have higher self-esteem. This allows them to thrive in the world around them.	
Doodle learning	Disadvantaged children are likely to have a lower academic achievement than their peers. Doodle learning provides a IT based intervention programme to help consolidate understanding thus using 'targeted use of technology' (Education Endowment Foundation)	
Forest School	A holistic, hands-on approach to education allows children to become independent, resilient learners. Small group Forest School interventions will boost disadvantaged pupils' wellbeing and involvement. It allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner. Forest School Learning Initiative	1, 2, 3
Music instrument lessons	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers from pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. This allows children to develop their breadth of experiences and their confidence. (Educational Endowment Foundation)	2, 3
Financial support for trips	Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (Educational Endowment Foundation)	2
School uniforms / Milk	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. This can lead to higher levels of absence and feelings of isolation from their peers. This will impact on the mental health of the child. (Education Endowment Fund)	2, 3

Academic clubs including STEM club	Extracurricular activities reinforce and embed the in school learning. Disadvantaged learners have a reduced likelihood of having opportunities to visit locations such as the science museum because of the financial implications. By providing free opportunities these children are more likely to attend. This will impact on their performance in science but also the development of their problem solving and reasoning skills. (STEM learning)	2
Holiday Clubs	Providing non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities may also help to promote engagement and take up of summer schools. (Educational Endowment Foundation)	2, 3
Sporting clubs	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, school gives pupils access to benefits and opportunities that may not otherwise be available to them. (Educational Endowment Foundation)	2

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Total budgeted cost: £46,025.28 with £964.22 remaining for costs as they are identified throughout the year.

Part B: Review Of Outcomes In The Previous Academic Year

Pupil Premium Strategy Outcomes

Review of goals which we aim to achieve by the end of this three year strategy period.

Intended Outcome	Success Criteria
To have imbedded the 'Thinking Matters' metacognition strategy across the school	<ul style="list-style-type: none"> - Pupils to have a shared vocabulary for how they learn - Children to demonstrate a growth mindset and understanding their own brain and how they learn best.
Review June 2024:	
To have improved the outcomes of our disadvantaged learners	Children who receive pupil premium funding to have achieved the expected standard or have evidence of accelerated learning by the time they leave year 4. Children with SEND will have made progress against their own Individual Provision Plans (IPPs)
Review June 2024:	
To have representative engagement of Pupil Premium students in extra curriculum activities	<ul style="list-style-type: none"> - All extra curriculum activities to have a representation of children who receive pupil premium - Children to have improved engagement in school activities - Children will have experience of a range of activities before leaving school
Review June 2024:	
Improved well-being scores using a standardised measure, teacher observations and pupil interviews	<ul style="list-style-type: none"> - Children will be engaged in their learning - Children will report feeling more happy and confident - Children will present with positive attitudes and resilience - Children will have improved academic outcomes
Review June 2024:	

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
RADY – Raising Attainment of Disadvantaged Youngsters	Challenging Education
Little Wandle Letters and Sounds phonics programme	Little Wandle

Service Pupil Premium Funding

For schools that receive this funding, you may wish to provide the following information: Silsoe VC Lower School did not have any students who received service pupil premium funding in the years 2022 – 2023 or any current students on role.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a