



## Silsoe VC Lower School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	272
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years – we are currently in the second year of this strategy.
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Boyle
Pupil premium lead	Beth Ambler
Governor / Trustee lead	Claire Johns/Christina Bishopp

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,090
Recovery premium funding allocation this academic year	£7,688
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,778

## 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 imbedded the 'Thinking Matters' metacognition strategy across the school	<ul style="list-style-type: none"><li>- Pupils to have a shared vocabulary for how they learn</li><li>- Children to demonstrate a growth mindset and understanding their own brain and how they learn best.</li></ul>
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.
To have representative engagement of Pupil Premium students in extra curriculum activities	<ul style="list-style-type: none"><li>- All extra curriculum activities to have a representation of children who receive pupil premium</li><li>- Children to have improved engagement in school activities</li></ul>

	<ul style="list-style-type: none"> <li>- Children will have experience of a range of activities before leaving school</li> </ul>
Improved well-being scores using a standardised measure, teacher observations and pupil interviews	<ul style="list-style-type: none"> <li>- Children will be engaged in their learning</li> <li>- Children will report feeling more happy and confident</li> <li>- Children will present with positive attitudes and resilience</li> <li>- Children will have improved academic outcomes</li> </ul>

## 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: £ 14,460.00

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-regularity 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>Emotional Literacy Training for staff</i>	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	3

	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)	
<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>Leadership training for Pupil Premium Champion</i>	By having a clear direction and strategy to the use and monitoring of the provision provided to disadvantaged learners is essential to see improved outcomes. The lead needs to be provided with support to guide the staff and develop their management skills and strategic thinking. (Educational Endowment Foundation)	1, 4
<i>Autism and Pathological Demand Avoidance training</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Professional development has great potential but we are targeting the areas that have been identified as areas that needed to be addressed to support our disadvantaged learners. The providers are reviewed to ensure they provide high quality training. (Educational Endowment Foundation)	3
<i>Training and implementation of Little Wandle phonics programme across the school</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. 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. 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.	2

	<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: £22,674.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised instruction	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)	4
Little Wandle targeted additional teaching	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	4

	exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. (Educational Endowment Foundation)	
Interventions with EYFS and Year 2 provided by HLTA's	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
Homework club	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap of attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. (Educational Endowment Fund)	4
IDL	In recent years, IDL has undergone significant development and growth – moving from a one-to-one learning model to a multi-sensory independent learning programme. This change has hugely extended the reach and usability of IDL, with the number of learners using the intervention increasing year-on-year. Richard Scrase analysed the progress made by 150 learners on the programme and found average improvements rates went up by a factor of 4 times. (Scrase, 2002) Another research project, Lifting Barriers included 1,200 students and confirmed that IDL produces significantly faster reading and spelling related improvements than non-specialist teaching methods – with an average 10 months improvement in reading and 11 months improvement in spelling after just 26 hours on the IDL programme. (Lifting Barriers, 2014)	4

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

Budgeted cost: £13,103.27

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
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	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	2

	impact on their performance in science but also the development of their problem solving and reasoning skills. (STEM learning)	
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: £50,237.27 with £4,540.73 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"><li>- Pupils to have a shared vocabulary for how they learn</li><li>- Children to demonstrate a growth mindset and understanding their own brain and how they learn best.</li></ul>
<p><b>Review June 2023: We have continued to develop the Thinking Matters programme over the academic year focusing on implementation and consolidation rather than completing further external training. Thinking frames are used regularly across the school; all learners are familiar with their layout and purpose. We will now aim to further develop the use of the reflective lens. Bloom's questioning techniques are being used effectively across the school.</b></p> <p><b>53% of Pupil Premium children achieved the age expected level in speaking and listening which shows that some progress is being made in our aim to create a shared vocabulary and growth mindset. Of the PP children who did not achieve the age expected level only 3 of them are children without SEND needs including two children who have English as an additional language.</b></p>	
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.
<p><b>Review June 2023: There has been mixed success with this target. Many Pupil premium children have made expected or accelerated progress but some have experienced new challenges this year which have affected their progress.</b></p> <p><b>Of the 36 Pupil Premium children 27 were assessed last year as Pupil Premium children.</b></p> <p><b>Here is the break down of progress across reading, writing and maths.</b></p> <p><b>1 child made below expected progress in reading</b></p> <p><b>24 children made expected progress in reading</b></p> <p><b>2 children made above expected progress in reading</b></p> <p><b>3 children made below expected progress in writing</b></p> <p><b>23 children made expected progress in writing</b></p>	

<b>1 child made above expected progress in writing</b>  <b>0 children made below expected progress in maths</b> <b>24 children made expected progress in maths</b> <b>3 children made above expected progress in maths</b>	
To have representative engagement of Pupil Premium students in extra curriculum activities	<ul style="list-style-type: none"> <li>- All extra curriculum activities to have a representation of children who receive pupil premium</li> <li>- Children to have improved engagement in school activities</li> <li>- Children will have experience of a range of activities before leaving school</li> </ul>
<b>Review June 2023: At every sports festival at least one Pupil Premium child is a participant. Sports clubs are available for Pupil Premium families but uptake is still low (2 children currently accessing).</b> <b>There are currently 5 children in receipt of Pupil Premium on the school and eco council (1 per year group)</b> <b>School trips have been funded for around 50% of Pupil Premium children enabling them to enjoy experiences such as a theatre visit and visits to places of historical interest.</b>	
Improved well-being scores using a standardised measure, teacher observations and pupil interviews	<ul style="list-style-type: none"> <li>- Children will be engaged in their learning</li> <li>- Children will report feeling more happy and confident</li> <li>- Children will present with positive attitudes and resilience</li> <li>- Children will have improved academic outcomes</li> </ul>
<b>Review June 2023:</b> <b>Social Development Questionnaire (SDQ) assessments have been completed for children who have accessed additional emotional and social support in school either through in class intervention or through work with Carole Brown. There are 7 Pupil Premium who are currently working with Carole. All children have made some improvements in their SDQ scores and many are starting to develop a more positive attitude to their learning. 2 children have accessed specific emotional and social support programmes and have also made small increases in their SDQ scores. There are still some children who are finding it difficult to show resilience and positivity at school so this is an area that we are continuing to develop and invest in.</b>	

## 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 (Optional)

*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 2020 – 2021 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