

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Silverdale St John's
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2024/25
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Sarah Sanderson
Pupil premium lead	Sarah Sanderson
Governor / Trustee lead	Stephen Edge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£1515
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children in our school make progress and achieve highly in all areas of school life (academic and key life skills).

Quality First teaching is our priority to ensure all children achieve their full potential, with excellent support systems in place through effective interventions led by highly qualified Teaching Assistants. Any child identified as needing extra support to accelerate their learning, as identified by our internal tracking system, is given the appropriate intervention and support in class.

We will endeavour to identify any barrier to learning for any child, including those most disadvantaged, and support them accordingly. We know that for some children, these barriers are due to emotional, behavioural or social difficulties and we meet these needs through personalised programmes.

Our strategy for developing the whole child includes offering a range of opportunities to develop skills for life. By teaching through a creative curriculum and using visitors and visits, we ensure all children develop the skills and knowledge they need to be successful.

We understand that academic success provides the children with greater choices as they move forward in life. The tutoring programme will be used to support those children whose education has been most disrupted, including non-disadvantaged pupils.

The focus for us is to ensure no child misses out on any support, experience or opportunity to help them become the best that they can be.

Challenges

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

Challenge number	Detail of challenge
1	The needs of the children are all very different.
2.	The children are all in different year groups
3.	All children have differing emotional needs
4.	Writing standards across school, including our disadvantaged children, are lower than national average

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
Improved writing skills amongst disadvantaged children	Assessments, book scrutinies and observations indicate accelerated progress in writing with disadvantaged children's writing improving as they move towards the end of Year 6 2025 & 2026
Improved phonics skills in KS1	Phonics screening outcomes show that at least 53% meet expectations.
All children receive the in class support needed to ensure they have access to high quality first teaching	Children are supported well in class. Tracking shows progress and accelerated progress in some cases. Observations show TAs supporting children appropriately.
To improve and sustain wellbeing for all children in our school, particularly our disadvantaged children	Sustained high level of wellbeing, demonstrated by <ul style="list-style-type: none">• Pupil and parent questionnaires responses• a significant increase in participation in enrichment activities• Continued low level of bullying incidents reported

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: £ 1385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of TAs in order to maintain high level of support in each class</i>	Teaching assistants can provide a large positive impact on learner outcomes - Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2
<i>Training for staff – Y6 assessments (especially writing)</i>	Understanding the criteria for assessment is key – especially at the end of the Key Stages	1,2, 4
<i>High quality resources used – especially phonics (DFE validated phonics programme)</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4
<i>Staff released to observe lessons as subject leaders</i>	Good subject leadership ensures progression, coverage and a broad a balanced curriculum across school. https://cornerstoneseducation.co.uk/news/why-subject-leadership-is-crucial-to-the-success-of-your-primary-curriculum/	1,2,3,4

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

Budgeted cost: £ 1385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one support for children needing it</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: £ 1385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ TA to lead groups to support emotional, social and behavioural needs across school</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3
<i>Training for all staff on INSET day – behaviour management, safeguarding, expectations, job roles etc</i>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<i>Support with trips, extra curricular activities</i>	<p>Children need to develop all round skills to become functioning adults in the work place.</p> <p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	3
<i>Support with breakfast club</i>	<p>Assisting with childcare enables families to continue working and reduces anxiety at home.</p>	3

Total budgeted cost: £1515

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Children who were on the brink of being excluded, including some of our disadvantaged children, were supported in school and through support from Stepping Stones (short stay school). The targeted interventions and extra TA hours ensured no child was permanently excluded from school in 2020-21.

Our assessments showed that although Reading remained strong throughout school, writing was an area for development across school and maths was for our disadvantaged children.

We had 1 disadvantaged child 7%.

We needed to spend the majority of our PPG on TAs to ensure each class had the appropriate support whilst in bubbles. Moving forward, we saw the need for a learning mentor to work with our most vulnerable children.

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