

# Pupil Premium Strategy Statement



## Silverdale St John's CE Primary School

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	49
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Sanderson
Pupil premium lead	Sarah Sanderson
Governor / Trustee lead	Georgina Partington

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,650
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£4,650</b>

## Part A: Pupil premium strategy plan

### Statement of intent

All children at Silverdale St John's CE Primary School receive high-quality access to learning which is delivered by effective teaching staff who know the children and understand how they learn. All of our children also have opportunities outside of the classroom to flourish and grow regardless of whether they are disadvantaged or not. We observe, monitor and support all of our children to ensure that they are continuing on a positive trajectory of success for them. We understand that children in receipt of Pupil Premium, may in some cases, fall below the expectations of their year group in reading, writing and maths and we aim to narrow gaps and accelerate progress in these essential areas. Through this approach, we are quick to react if additional support is needed to maintain progress in all areas of the curriculum.

We use adaptive teaching and provide high-quality additional teaching support to ensure that there is no significant gap between those children who receive Pupil Premium funding and those that do not.

We provide opportunities for all our children to engage in all aspects of school life equally. We have developed a curriculum that is vibrant and rich with experiences which shapes our children to become courageous advocates for the world beyond our school gates. We provide support for achievements and successes academically, socially, spiritually and emotionally.

Our Pupil Premium children and families, along with our other children and families have access to pastoral support to address social, emotional and mental wellbeing concerns. We also find out the aspirations of our Pupil Premium children to ascertain what additional support we can offer in order to achieve these dreams. For e.g. we provide them with additional music and sport lessons if this is where their passions lie.

All our children take an active role in outdoor activities, many of which the children may not have the chance to try outside of school and all our children get the opportunity to go on two residential- one being a city break and the other to an outward-bound provider. All of our children have roles and responsibilities in school through their work with the Worship team, School-Council, Eco-team and in the library.

### Challenges

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

Challenge number	Detail of challenge
1	To narrow gaps in reading, writing and maths
2	To support the aspirations of individuals through access to wider opportunities beyond the curriculum.
3	To provide support for parents and care-givers.

## 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 increase individual attainment in reading, writing and maths.	<p>Gaps in attainment will narrow between those classed as disadvantaged and those not. Monitor, track and assess all children regularly to ensure they are on-track for them and to provide intervention and additional support as soon as children are being individually targeted.</p> <p>To have regular pupil progress meetings and for all weekly TA meetings to start with updates about the children, so that there is a holistic understanding on the reasons why and how children are being individually targeted.</p> <p>Pupil Premium children to access weekly 1:1 TA support to help to narrow gaps between them and other children.</p>
To provide a curriculum which is rich and vibrant with experiences and opportunities beyond the classroom.	<p>To develop a well sequenced and inspirational curriculum which has the children's interests at its heart.</p> <p>To adapt teaching to support all children to achieve.</p> <p>To target the aspirations of our Pupil Premium children, in order to tailor-make opportunities within the curriculum and as part of our extra-curricular provision.</p>
To provide support for families	<p>To host events in school which give families the confidence to support their children academically, socially, emotionally and physically.</p> <p>To work alongside the school nurse team and local support providers to offer targeted help.</p> <p>Signposting families to local access to support and events for families.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1675 (talk for writing, phonics tracker training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support	Half-termly pupil progress meetings to modify and adapt the monitoring timetable	1,2
Targeted academic support	Weekly TA meetings to discuss strategies for success and cascade information about children.	1, 2
Targeted academic support	Termly TA training.	1, 2
CPD: Adapting Teaching to support sensory needs	Whole Staff Training from the local Inclusion Hub	1, 2

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

Budgeted cost: £1035 weekly 3 hours TA support

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA weekly intervention and support	Evidence shows that targeted support has a positive impact on individual children attainment.	1, 2

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

Budgeted cost: £280 Pastoral Support

£400 Breakfast and After School support

£1260 Subsidise enrichment activities - clubs, trips etc)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	Evidence states social and emotional skills are essential for children's development and they support effective learning and are linked to positive outcomes in later life.	2, 3

Breakfast and After School Club financial support	Evidence shows that the removal of a financial burden for less affluent families could similarly act as a way of improving pupils' economic circumstance, which is a well-known driver of educational outcomes	1, 2, 3
Provide financial support to ensure that all children can have access to a full curriculum and extra-curricular opportunities to develop aspirational skills.	Evidence shows there is some benefit academically, for attendance and in levels of participation when children have access to curriculum enrichment.	2, 3

**Total budgeted cost: £2975**

## Externally provided programmes

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

Programme	Provider
Boxall Profile Online	Nurtureuk
Mathletics	3P learning
TTRS	Maths circle