

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	Silverhill Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026 to 2028 - 2029
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kiran Savage Headteacher
Pupil premium lead	Kim Mitchell Deputy Headteacher
Governor / Trustee lead	Rev. Peter Walley Governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,080
Recovery premium funding allocation this academic year	£0
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	£35,080

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children registered for a free school meal (or those who have been registered in the last 6 years), children that have been in care and children whose parents work in the Armed Forces. Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium. The needs of every child are different.

At Silverhill Primary School, our Pupil Premium strategy looks at identifying 'Challenges to Learning' and breaks them down for targeted support for each child. This then enables a bespoke offer of provision to be created for each individual child, depending on their needs beyond the universal provision offer, irrespective of their background or the challenges they face, enabling them to make good progress and achieve high attainment across all subject areas. Our strategy applies to all our disadvantaged pupils, including those who are already high attainers.

Ensuring high-quality teaching is pivotal to 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Silverhill Primary School's strategic approach is in response to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupil engagement – Assessments, observations and discussions with pupils and parents identify that pupils from disadvantaged background may not engage with the school ethos and learning as comprehensively as their non-disadvantaged peers. This affects pupil attainment.
2	Parental Income - Discussion with parents of disadvantaged pupils suggests that parental income may affect pupil engagement within school life, with difficulties arising in contributing for curriculum enrichment activities such as trips and visitors and the cost of uniform. This negatively impacts on the pupil's ability to embrace the school ethos and curriculum.
3	Reading progress – Current internal assessments indicates that reading attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils, particularly in Year 1 (25% EXS+), Year 2 (33% EXS+), Year 3 (25% EXS+) and Year 4 (57%). Overall in KS2, 64.7% of disadvantaged pupils are working at the expected standard or above compared to 82.6% of their non-disadvantaged peers.
4	Writing Progress – Current internal assessments indicates that writing attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils, particularly in KS1 as all 7 pupils are below EXS. Overall in KS2, 53% of disadvantaged pupils are working at the expected standard or above compared to 71.9% of their non-disadvantaged peers.
5	Maths progress – Current internal assessments indicates that maths attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils in some year groups, particularly in Year 2 (66.7%), Year 3 (50%), Year 4 (71.4%) and Year 5 (60%). Overall in KS2, 64.7% of disadvantaged pupils are working at the expected standard or above compared to 80.5% of their non-disadvantaged peers.
6	Attendance – below 96% - Current attendance data indicates that attendance among disadvantaged pupils is 1.359% lower than that of non-disadvantaged pupils.
7	Attendance – distance from school – Current attendance data indicates that attendance among disadvantaged pupil who live beyond our school catchment from school is 1.669% lower than that of non-disadvantaged pupils.
8	EAL - Assessments, observations and discussions indicate that attainment for disadvantaged pupils with English as an additional language is in line with that of non-disadvantaged pupils.
9	Home resources - Assessments, observations and discussions indicate that attainment for disadvantaged pupils who have limited or no access to appropriate technology the internet lower than that of non-disadvantaged pupils.

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 levels of engagement through experiential and purposeful stimuli ('Sensational Start' & 'Fantastic Finish'/ text based topics)	All pupils engaged in a creative curriculum through a 'Sensational Start'/'Fabulous Finish' identified through qualitative data from pupil voice, teacher assessment and observation.
To improve reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2026 show that the attainment gap between disadvantaged pupils and their non-disadvantaged peers will have decreased to within 10%.
To improve maths attainment among disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026 show that the attainment gap between disadvantaged pupils and their non-disadvantaged peers will have decreased to within 10%.
To improve writing attainment among disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026 show that the attainment gap between disadvantaged pupils and their non-disadvantaged peers will have decreased to within 10%.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data from 2025/2026 will show that overall attendance rate for disadvantaged pupils will be no less than 96%

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: £23,756.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve levels of engagement through experiential and purposeful stimuli	‘Sensational Starts’ and ‘Fantastic Finishes’ to our topic provides opportunities for all pupils to immerse themselves in our theme approach to cross curricular teaching and learning. EEF Art Participation EEF Outdoor Adventure Learning EEF Learning Behaviours Toolkit Strand	1
Deployment of teachers & teaching assistants effectively to address pupil progress priorities.	Teachers and TAs respond to pupil’s ‘real time’ needs when support is focused and immediate. EEF Making best use of Teaching Assistants	3,4,5
Immediate feedback within lesson to maximise progress	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. EEF Teacher Feedback to Improve Pupil Learning	1,3,4,5
Half termly data analysis to identify progress and attainment	Assessment should be used not only to track pupils’ learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. EEF Standardised tests Assessing and Monitoring Pupil Progress	1,3,4,5

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

Budgeted cost: £3,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early morning reading intervention for PP children	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Improving Literacy in Key Stage 1 and Improving Literacy in Key Stage 2 EEF	3
Weekly focussed 1:1 writing support and intervention from class teacher to consolidate classroom based learning.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Teaching and Learning Toolkit – One to One tuition - EEF Improving Literacy in Key Stage 1 and Key Stage 2 EEF	5
Early morning TT Rock stars for PP children	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS1 and KS2 (publishing.service.gov.uk)	4
Designated intervention from EAL lead	Children with EAL have widely varying levels of English proficiency; some have no English and some are fluent multilingual English-speakers; some may have lived in English-speaking countries or have been educated in English throughout their childhood.	8
Learning Mentor nurture group with use of Lego Therapy	Evidence indicates that Lego therapy is an effective way to support disadvantaged pupils develop their communication and social skills, improving their social interaction and social competence, whilst giving them skills to sustain lasting friendships and reach their potential.	1

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

Budgeted cost: £13,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to access school trips and residential visits and wider curriculum opportunities	Evidence also suggests that disadvantaged pupils make less academic progress due to financial burdens that limit access to learning activities or experiences. By supporting costs schools may be able to mitigate some of these factors. EEF Parental Engagement	1, 2
Focussed 1:1 support from attendance officer and half termly communication with designated single point of contact to discuss current attendance.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice to ensure implementation of procedures to improve attendance.	6, 7
Learning Mentor nurture group with focus on developing and consolidating curriculum theme work including internet access.	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). EEF Teaching and Learning Toolkit - Homework	9
Access to extracurricular lunch clubs with School Sports Coach	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF Physical Activity	9
To offer free or subsidised places at 'Breakfast Club' and 'After School Club' to PP children to decrease lateness and attendance issues.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice to ensure implementation of procedures to improve attendance. EEF Free School Breakfast Provision	6

Total budgeted cost: £ 40,900 (overspend)

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 2024 to 2025 academic year.

Our internal assessments from end of 2024/25 show that the performance of disadvantaged pupils was above or in line with their non-disadvantaged peers in reading in Years 4, 5 and 6, in writing Year 6, and in Years 1, 2, 4, and 5 in maths. The attainment deficit between disadvantaged pupils and their non-disadvantaged peers in Year 3 is greater than the 14.3% per pupil. Therefore, in reading, writing and maths attainment in Year 3 disadvantaged pupils is below that of non-disadvantaged pupils. The attainment difference between disadvantaged pupils and their non-disadvantaged peers, which has been greater in previous years in other year groups, is continuing to diminish as a result of the Quality First Teaching Practice, Talk for Writing and a continued focus on bespoke interventions for Pupil Premium pupils.

Attendance data during 2024/2025 showed that continued support from our attendance officer had a significantly positive impact. Whilst attendance data indicates that attendance among disadvantaged pupils was still lower than that of non-disadvantaged pupils the trend of narrowing the gap has continued and is expected to continue to reduce over the coming year as the impact of a single point of contact and action plans for persistent absentees will continue to have an impact.

We continued to place focus on the mental health and wellbeing of pupils, development of social interaction as assessments, working with families and observations indicate that these areas are still impacted for some disadvantaged pupils, particularly in Years 3 and 4. Emphasis has been placed on intervention providing wellbeing support for pupils.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We continue to support the emotional wellbeing and academic achievement of service children through the continued implementation of the PSHE scheme – Jigsaw as well as focused support from class teacher, teaching assistant and school inclusion team as and when required. We closely monitored our service child's education for any gaps through termly pupil progress analysis.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observe good well-being of our service child. Assessments demonstrate expected progress across the curriculum.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

That will include:

- Silverhill Primary School intent 'Through our curriculum, we intend that every child is inspired to be a happy, curious learner, encouraged to play, explore and be creative. Regardless of their background or starting point our broad and balanced curriculum intends to give every child the knowledge, skills and experiences to be successful, life-long learners.'
- Quality First Teaching practices to deliver a comprehensive universal provision to all pupils that is varied and broad. Disadvantaged pupils may be identified to receive a number of relevant and carefully planned targeted provisions. A small number of specialist provisions that remove barriers for individual children may also be identified.
- The 2 year intensive Talk for Writing CPD has been delivered to all staff as part of the School Improvement Plan to focus on raising standards in writing across the school to include and focus on disadvantaged pupils and now continues to be embedded across the school for the delivery of writing lessons.
- Embedding the role of Senior Mental Health Lead to focus' on the needs identified through the Derby City Council online mapping tool: to develop our understanding of our staff and pupils' wellbeing and mental health needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. This is further consolidated by the annual use of Welbee survey and subsequent toolkit to monitor, track and support staff wellbeing.
- Offering access to a dedicated Sports Mentor, Forest Schools and a wide range of extra-curricular activities and clubs provision to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

In planning our pupil premium strategy, we continue to monitor the impact of the 2 years of Covid and lockdowns in 2020/21 had on our disadvantaged pupils. We have also triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our approach and will continue to evaluate adjust our plan over time to secure the best outcomes for pupils.