



Pupil Premium Strategy and Review

2020/2021

1. Summary Information

School	Silverdale School				
Academic Year	2019/2020	Total PP Budget	£76,780	Date of Most Recent PP Review	September 2020
Total number of pupils	95	Number of pupils eligible for PP	72	Date for next internal review of this strategy	June 2021

2. Current Attainment: Key Stage 2	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% Achieving expected standard or above in reading (as measured in the school)	79%	(No data due to Covid-19)
% Achieving expected standard or above in writing (as measured in the school)	86%	(No data due to Covid-19)
% Achieving expected standard or above in maths (as measured in the school)	86%	(No data due to Covid-19)
% Achieving expected standard or above in reading, writing and maths	83%	(No data due to Covid-19)
Current Attainment: Key Stage 3	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% Achieving expected standard or above in reading (as measured in the school)	70%	(No data due to Covid-19)
% Achieving expected standard or above in writing (as measured in the school)	70%	(No data due to Covid-19)
% Achieving expected standard or above in maths (as measured in the school)	82%	(No data due to Covid-19)
% Achieving expected standard or above in reading, writing and maths	55%	(No data due to Covid-19)

3. Barriers to making good or better progress

A.	Attainment on entry: The vast majority of our children come to us working below the expected age related standard and have not made good progress or better due to barriers and/or missed schooling.
B.	SEND: 100% of our students have an Education Health Care Plan for Social Emotional Mental Health Needs and other additional Special Educational Needs.
C.	'Ready to Learn' presentation: Our 360* database shows us that students who have Individual Learning Behaviour Point scores lower than 3 are at high risk of not making good progress or better.
D.	Physical Incidents: Our 360* database shows us that students who have a high level of Physical Incidents are at high risk of not making good progress or better.
E.	Attendance: Some pupils come to Silverdale with a history of poor or non-attendance at their previous settings, attendance lower than 90% adversely affects progress and Post 16 opportunities.
F.	Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and health services. Many of our families need partnership support from school to help them understand and manage needs to enable them to support their children's learning.

4. Intended Outcomes <i>(specific outcomes and how they will be measured)</i>		Success Criteria
A.	All pupils will have made good or better progress from their baselines and this will be holistically measured through academic attainment, attendance, improvement in ready to learn behaviours, engagement in class, Thrive progress and reduction of physical incidents.	Majority of pupils will have made good or better progress from their holistic and academic baselines. Evidence: School's internal data sources and the Outcomes Document.
B.	Students with an EHCP will be accessing a personalised and differentiated curriculum tailored to meet their needs and enable them to make good or better progress from their baselines.	Pupils will be making good progress across all areas. Evidence: School's internal data sources and the Outcomes Document.
C.	All pupils will be supported to achieve a score of 3 or higher in the Individual Learning Behaviour Scores to reduce the risk of failing to make good or better progress.	Evidence: IBLP data will show the majority of pupils improve their score to be 3 or above and present with 'ready to learn' behaviours.
D.	All pupils will reduce the number of physical incidents with support from adults, to allow them to feel regulated, safe and secure and ready to learn. This will facilitate and improve engagement in all the activities school has to offer.	Data will evidence pupils feel safe and secure and present with regulated behaviour ready to engage and learn. Evidence: Attendance data and Individual Pupil Data Dashboards.
E.	All Pupil Premium students will achieve over 90% attendance.	Evidence: Attendance data will show attendance over 90% and a reduction in the number of Persistent Non Attenders (PNAs).
F.	School will work with partner agencies and services to ensure a joined up plan is in place to support vulnerable students and their families. This may be monitored through the EHA process where appropriate. This year school is focussing on supporting wellbeing and positive mental health and maintaining connection and relationships with families during the COVID-19 pandemic.	Families will experience and maintain positive, proactive and supported relationships with school. Evidence: Annual Review feedback, parent/carer surveys and Behaviour Watch contact logs.

5. Review of Expenditure

Previous Academic Year: 2019/2020

Quality of teaching for all

Actions:	Intended Outcomes:	Estimated Impact: <i>(Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate)</i>	Lessons Learned: <i>(and whether you will continue with the approach)</i>	Cost:
Improve teaching and learning, increase % lessons from good to outstanding.	50% of teaching and learning across the school judged as outstanding.	COVID- 19 lock downs, restrictions and periods of self-isolation of both students and staff has impacted upon evidencing achieving this outcome.	Approaches will continue to be developed and implemented in 2020/2021 with internal monitoring and reviews.	£9000.00
Improve progress in boys' writing.	Over 70% of pupils making good progress or better in writing. Higher % of students making good or better progress.	On track to achieve above target, but due to COVID-19, an overall judgement is unable to be made.	Approaches will continue to be developed and implemented in 2020/2021 with internal monitoring and reviews.	£965.00

Targeted Support

Actions:	Intended Outcomes:	Estimated Impact: <i>(Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate)</i>	Lessons Learned: <i>(and whether you will continue with the approach)</i>	Cost:
Bespoke interventions in place in English and Maths for lower achieving students	Targeted small group work for disadvantaged students who are at risk of falling behind in English and/or Maths.	Read, Write, Inc programme delivered within the Primary department daily raising progress in making good or better progress and closing the attainment gap. Students in KS3 and KS4 receive additional intervention lessons in English and/or Maths to support their overall attainment. Unable to measure due to COVID-19 Pandemic.	Approach will continue as data shows that progress, overall, was on track for all students to achieve at least good progress, helping to close the attainment gap. In KS4, 5 out of 6 students achieved Functional Skills Level 2 and 1 student achieved Level 1 in English with 1 student achieving Grade 4 GCSE English Language.	£21,840
Improved progress for high attaining PP students	Individual Rapid Improvement Plans for students who have underachieved at Progress Checks or Mock Exams (particular focus on Maths and on individual PP pupils raised as a consistent concern).	Outcomes across the school were impacted due to COVID-19 lock downs and restrictions.	See above.	£2000.00
Poverty Proofing the school	To close the poverty gap for students within our school by funding outdoor activities, reward trips, residential experiences and purchasing equipment, etc. students may need in order to fully succeed at school.	All outdoor activities and rewards trips were funded in full. No student was excluded from an activity due to poverty. Member of staff responsible for securing donations e.g. clothing, bikes, etc.	No student is disadvantaged at school due to poverty reasons, this level of support will continue.	Budget included in other codes

Other approaches				
Careers Access Fund to be available to students to ensure barriers to participating in work placements/experiences are removed.	Students will be provided with funding to cover the costs associated with work placements e.g. a lunch and travel allowance, funding to purchase work-related clothing (if required).	Unable to offer this to students due to work placements, etc. being cancelled following the COVID-19 Pandemic..	Approach will be continuing, depending upon COVID-19 restrictions, during 2020/2021.	£1000.00
All students will be provided the opportunity to attend at least one residential per academic year	Every child in KS2/KS3 and KS4 will have the opportunity to attend at least one residential experience. School will provide personal hygiene toiletries and specialised equipment as needed.	Whilst residential were planned during the 2019/2020 academic year, all residential activities were prohibited due to the COVID-19 Pandemic.	Residential opportunities will continue to be funded and provided for students every year, as part of our wider curriculum offer.	£10,000.00
Outdoor Learning opportunities are provided to all students in KS2, KS3 and KS4	KS2 pupils to access Outdoor Learning activities one afternoon per week. KS3/KS4 students will have access to Outdoor Education lessons linked to national curriculum subjects and careers. KS3/4 activities will be led by qualified Outdoor Education Instructors.	Pupils in KS2 offered one afternoon per week of Outdoor Learning. KS3 students offered one afternoon of Outdoor Education. Most students in KS4 participate in working towards their Duke of Edinburgh Award at Bronze Level.	All outdoor activities will continue across all key stages in school following guidance related to COVID-19 regulations, reviewed as regulations change.	£6000.00
Additional Science tuition at GCSE to widen examination and curriculum opportunities.	Students can access second GCSE science option on a Friday morning.	Second Science GCSE offered to Key Stage 4 students	Students achieving GCSE Biology	£4680.00
Funding to be provided for PP students to complete the Duke of Edinburgh Award.	Students will work towards the following set of personal development areas in line with course outcomes: <ul style="list-style-type: none"> • Increased confidence • Improved communication skills • Improved team work • Overcoming personal fears • Increased self-control • Increased determination, perseverance & resilience • Improved time management • Greater patience • Greater self-worth • Improved ability to make friends • Being able to be taken out of their comfort zone 	Unable to complete due to COVID-19 regulations and restrictions.	Event was unable to take place during 2019/2020 and therefore an evaluation is unable to be completed although 2 students did complete in 19-20.	£1000.00
Improve behaviour and reduce restraints, particularly at Key Stage 2	Reduce student restraints across school but particularly in Key Stage 2	Unable to use a whole years data but can look term by term	Termly data shows reduction.	£10,000.00

6. Planned Expenditure

Academic Year: 2020/2021

Quality of teaching for all

Actions:	Intended Outcomes:	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Improve teaching and learning, increase % lessons from good to outstanding.	50% of teaching and learning across the school judged as outstanding.	The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	SLT will track and manage performance of teachers through internal school systems, utilising external moderation where appropriate.	SLT	Termly and dynamically as needed.
Improve progress in boys' writing.	Over 70% of pupils making good progress or better in writing. Higher % of students making good or better progress.	Nationally, boys writing is a concern due to the low levels of attainment resulting in poor literacy results by the end of KS4.	Close tracking and monitoring of attainment data with target setting sessions with teaching and learning staff. Awards issued termly across the school for Writing Awards.	AH EW JGI	Following each assessment cycle.

Targeted Support

Actions:	Intended Outcomes:	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Improved progress for high attaining PP students	Individual Rapid Improvement Plans for students who have underachieved at Progress Checks or Mock Exams (particular focus on Maths and on individual PP pupils raised as a consistent concern.	We want to provide extra support to maintain high attainment. We want to combine this additional provision with some 'aspirational' interventions to support our students in becoming tax payers Post 16.	Monitoring and tracking of individual progress of all pupils and students. Assessment Cycle delivered, analysed and used to target set.	Standards Team and Teaching Staff	Termly and dynamically as needed.
Poverty Proofing the school	To close the poverty gap for students within our school by funding outdoor activities, reward trips, residential experiences and purchasing equipment, etc. to ensure pupils and students have what they need to access every	We know that poverty is a strong predictor of educational attainment with more than 6 in 10 children on free school meals failing to secure 5 good GCSEs. Overall, this means a gap in outcomes of around 27% at KS4 between those pupils on Free	Tracking of engagement through rewards and points systems. Follow the expectations from the Poverty Proofing training and listen to and utilise pupil voice.	EW AH	Dynamically as needed.

	learning opportunity to fully succeed in school.	School Meals and other pupils.			
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Other approaches					
Actions:	Intended Outcomes:	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Careers Access Fund to be available to students to ensure barriers to participating in work placements/experiences are removed.	Students will be provided with funding to cover the costs associated with work placements e.g. a lunch and travel allowance, funding to purchase work-related clothing (if required).	As a school, our aim is to prepare all of our students for the world of work. We wish to poverty proof our CEIAG offer to students by providing funding for PP students to be able to fund any items of clothing, food and other work-related items. If we do not offer good Careers advice and support to our students, we cannot expect our children to work and become taxpayers.	Careers advice and experiences are carefully mapped and recorded for all disadvantaged students. These students are provided with and attend work experience placements/vocational placements. Students also receive a wide range of preparation activities for future life: work-related learning activities, access to vocational courses, one-to-one interviews, mock interviews, work experience fairs, careers fairs, etc.	AH LW	Ongoing
All students will be offered the opportunity to attend at least one residential per academic year.	Every child in KS2/KS3 and KS4 will have the opportunity to attend at least one residential experience. School will provide personal hygiene toiletries and specialised equipment as needed.	The English Outdoor Council actively campaigns to ensure schools are offering pupils interesting and meaningful adventures, educational school trips and outdoor learning opportunities in line with the curriculum. It promotes the importance of allowing children to connect with the outdoor world, and the powerful and inspirational lessons to be learned by getting children outside.	All students are offered at least one residential trip per academic career paid for by school, all toiletries and equipment is provided by school if required.	SM AH JGI	Termly
Outdoor Learning opportunities are provided to all students in KS2, KS3 and KS4	KS2 pupils to access Outdoor Learning activities one afternoon per week. KS3/KS4 students will have access to Outdoor Education lessons linked to national curriculum subjects and careers. KS3/4 activities will be led by qualified Outdoor Education Instructors.	The principle and most important benefits of all outdoor experiences are: - Building self-confidence - Developing social skills - Developing skills working within a team - Increasing personal windows of tolerance - Enjoyment and engagement - Feelings of success	Lesson observations will be conducted and students' progress will be tracked and recorded. Outdoor learning will be timetabled for every year group on the whole school timetable and staffed accordingly to ensure students achieve their potential and access opportunities to develop a wide range of skills and experiences whilst learning in an	Standards Team SM	Termly

		- Conquering fear - Community engagement	outdoor environment often off site.		
Increased attendance rates for pupils eligible for Pupil Premium.	SLT Behaviour and Attendance Lead to review policies and develop targeted approach to improve attendance of PP students, monitoring and reporting attendance, trends and identified case studies to SLT and anonymously to Governors. Rewards for good attendance on offer including a half termly award for most improved attendance.	Improved attendance will help to close gaps and increase opportunities for accelerated progress in all curriculum areas. Social and emotional well-being will also be improved through regular good attendance in school. Research from case studies from schools with a targeted approach provides evidence of rapidly improved attendance.	Regular monitoring of attendance for all groups of pupils by the SLT Behaviour and Attendance Lead supported by the Admin team. SLT Behaviour and Attendance Lead and Head teacher meet regularly to discuss strategies, case studies, successes and impact.	GP	Weekly and dynamically as needed
Weekly rewards and social time sessions timetabled to improve the wellbeing, behaviour and social skills of our students	Reward Systems will positively impact on: - motivation to learn - motivation to ask for support - motivation to learn to self-regulate - opportunities to further develop social skills - opportunities to engage with the wider community - opportunities to feel good - opportunities to try something new - opportunities to develop and widen skillsets - opportunity to learn how to save, plan and budget linked to student's individual virtual bank accounts - opportunities to celebrate success - opportunities to increase window of tolerance - improved confidence levels - improved self esteem - increased resilience - positive feedback for families improving their wellbeing	Having an effective reward system which pupils and students want to buy into improves motivation and engagement, builds positive relationships, and allows all within the Silverdale community to feel valued, recognised and rewarded for effort, hard work and achievement.	Weekly Rewards/Social Times sessions timetabled with points allocated to behaviour and work in the classroom. Worker of the Week and Special Mention Awards nominated by staff on a weekly basis linked to the individual student's virtual bank account.	PL JGI	Weekly

Total Budgeted Cost	£66,485.00
Pupil Premium Budget:	£51,690.00
Additional Funding from School Budget:	£1,479.00
Total Spend:	£66,485.00

