

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It also outlines our pupil premium strategy for 2022 - 2023, 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 |
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| School name | Silverdale School and Silverdale Commissioned Service (SCS) |
| Number of pupils in school and SCS | 2021 – 2022 141 |
| Number of pupils in school and SCS | 2022 – 2023 149 |
| Proportion (%) of pupil premium eligible pupils | 2021 – 2022 86% 2022 – 2023 86% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 – July 2024 |
| Date this statement was published | Updated May 2023 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Peter Gannon, Headteacher |
| Pupil premium lead | Alan Henny' Assistant Headteacher |
| Governor / Trustee lead | Andrew Graydon |

Funding overview

| Detail | Amount |
|--|--------------------|
| Pupil premium funding allocation this academic year | £107,780.00 |
| Recovery premium funding allocation 2022 | £9200.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £116,980.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our work with pupils helps them to successfully overcome barriers with the outcome that they take pride in their learning, communicate effectively and develop pro social skills and be independent . We want our students to be responsible, regulated, respectful and ready for the world beyond Silverdale, equipped to achieve their goals in life.

Our Pupil Premium Strategy Plan sets out actions identified by school to:

- Target funding so that it has best value for money and successful outcomes for our children
- Ensure the curriculum and wider life skills offer enhances the lives of our students
- Ensure that all students have access to high quality teaching and learning and pastoral support
- Ensure that the holistic curriculum offer is well resourced and targeted to specifically meet the needs of pupil premium pupils and students
- Ensure the teaching and support staff are trained to a level that allows them to deliver a high quality offer
- Monitor, evaluate and review our offer so that it is maintained as a high quality offer
- All pupils will make good progress from their baselines and this will be holistically measured through academic attainment, attendance, improvement in ready to learn behaviours, engagement in class and reduction of physical incidents.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Social, emotional and mental health difficulties that impact on the behaviour and engagement of some disadvantaged pupils and students. |
| 2 | Closing the academic attainment gap for pupils and students who may have missed significant time in education before coming to Silverdale and who may experience ongoing challenges relating to emotional based school avoidance. |
| 3 | Pupils and students who have a medical diagnosis such as ADHD or ASD or who are on an assessment pathway where presentation and daily experience of |

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| | life's challenges are identified as a barrier to engagement and focus. |
| 4 | Pupils and students who find building and maintaining trusting positive relationships challenging and who have difficulties relating to understanding social communication interactions. |
| 5 | Pupils and students home lives in terms of managing anti-social behaviour in the community, different forms of blended families, Children with Challenging, Violent and Abusive Behaviours targeted at family members, parent and carers. |
| 6 | Managing complex feelings around identity, gender, sexuality and where they belong and fit into the wider world. |
| 7 | Pupils and students with specific and moderate learning difficulties that impact negatively on their ability to process and consolidate key learning. |
| 8 | Pupils and students who live in poverty with their families. |
| 9 | Pupils and students whose social, emotional and mental health needs have been previously been a barrier to them being exposed to team building, community and outdoor experiences and opportunities to build stamina and resilience. |
| 10 | Pupils and students who have experienced trauma, loss and bereavement in their lives and other adverse childhood experiences. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| Teaching and learning – move judgement from good to outstanding | 100% of teaching and learning across the school judged as good to outstanding. SLT will track and manage performance of teachers through internal school systems, utilising external moderation where appropriate. |
| Improve academic progress in boys' writing | Over 80% of pupils making good or better progress in writing. Higher levels of students making better than good progress. Close tracking and monitoring of attainment data with target setting sessions with teaching and learning staff following on from each assessment cycle. Targeted coaching and mentoring, access to external training and robust internal action plans. |
| Raise standards in English and Maths progress data through targeted interventions and support | Targeted small group work for disadvantaged students who are at risk of falling behind in one or both subject areas. Read, Write, Inc programme delivered within the primary department daily. Students in KS3 |

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| | and KS4 received additional intervention lessons in English and/or Maths to support their overall attainment. |
| Aspirational academic target setting for high achieving pupil premium pupils and students | Individual Rapid Improvement Plans for students who have underachieved at Progress Checks or Mock Exams (particular focus on Maths and on individual pupil premium students raised as a consistent concern). Monitoring and tracking of individual progress of all pupils and students Assessment cycle delivered, analysed and used to target set. |
| Close the poverty gap | School to use funding for outdoor activities, reward trips, residential experiences and purchasing equipment, etc. students may need in order to fully succeed at school. Tracking of engagement through rewards and points systems. Follow the expectations from the Poverty Proofing training and listen to and utilise pupil voice. |
| Additional Science tuition at GCSE to widen examination and curriculum opportunities. | Students can access second GCSE science option on a Friday morning. Success measured by students achieving GCSE Biology. |
| 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). 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. |
| All KS2, KS3 and KS4 students will be provided the opportunity to attend at least one residential. | 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. |

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| | 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. |
| Funding to be provided for Pupil Premium students to complete the Duke of Edinburgh Award. | <p>Students will work towards the following set of personal development areas in line with course outcomes:</p> <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 <p>Award achieved.</p> |
| Outdoor Learning opportunities are provided to all students in KS2, KS3 and KS4. | <p>KS2 pupils to access Outdoor Learning activities one afternoon per week.</p> <p>KS3/KS4 students will have access to Outdoor Education lessons linked to national curriculum subjects and careers.</p> <p>KS3/4 activities will be led by qualified Outdoor Education Instructors.</p> <p>Lesson observations will be conducted and students' progress will be tracked and recorded in EHCP reports. 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 outdoor environment often off site.</p> |
| Increased attendance rates for pupils eligible for Pupil Premium. | <p>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.</p> <p>Rewards for good attendance on offer including a half termly award for most improved attendance.</p> <p>Regular monitoring of attendance for all groups of pupils by the SLT Behaviour and Attendance Lead supported by the Admin team.</p> <p>SLT Behaviour and Attendance Lead and Head teacher meet regularly to discuss strategies, case studies, successes and</p> |

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| <p>Weekly rewards sessions timetabled to improve the wellbeing, behaviour and social skills of our pupils and students.</p> | <p>impact.</p> <p>Reward Systems will positively impact on:</p> <ul style="list-style-type: none"> - 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 <p>Weekly Rewards/Social Times sessions time-tabled with points allocated to behaviour and work in the classroom.</p> <p>Worker of the Week and Special Mention Awards nominated by staff on a weekly basis linked to the individual student's virtual bank account.</p> |
| <p>Improve behaviour and reduce restraints, With a specific focus on the primary age phase.</p> | <p>Reduce student restraints across school but particularly in Key Stage 2 and the Primary phase.</p> <p>Termly data shows reduction.</p> |

Activity in this academic year

This details how we spent our pupil premium (and recovery premium funding) **academic year 2021 – 2022** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4822.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Reading Recovery training and resources | Good outcomes from a pilot 1:1 programme in the Primary phase have resulted in school rolling out a wider programme. Reading results have dipped a little due to the pandemic and this programme will improve progress and also bridge into 'free reading' as part of the break time offer targeted particularly at KS3 and 4 pupils. | Whole school |
| Introduction of reading library in Oasis | Focus on improving Oasis reading and writing progress. Development of life skills in terms of functional reading and wellbeing. Oasis team have identified a quiet area for break times which offers access to books would be beneficial to certain students and may encourage reluctant readers to pick up a book. | Oasis - 27 |
| PACE CPD | North Tyneside HIVE have used the PACE approach to support young people who have experienced trauma and have made significant positive changes for those children. Silverdale are adopting this approach to support students' positive mental health, reduce restraints and risk and improve general mental health and wellbeing. | Whole school |

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

Budgeted cost: £28,923.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| COVID recovery | Significant gaps in progress in English. | Upper - 30 students |

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| instructor | Targeted teaching and 1:1 intervention planned for KS3 and KS4 students in Upper School. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £123,500.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Virtual Bank Accounts and rewards | This approach motivates and incentivises pupils and students by encouraging them to run real life virtual bank accounts where they can also save up as well as appropriately spend their money on things they would love to have either for themselves or for family members. | Target groups: Primary – 19 Middle – 9 Oasis - 27 Upper- 30 Learning Centre - 5 |
| Rewards | This approach motivates and incentivises pupils and students by encouraging them to earn as many work and behaviour points as possible (aim for 7/10) in each session to allow them access to additional break time and lunch time offers. | Whole school |
| Development of external grounds, gardens and recreational areas | The school is in the middle of an estate next to a busy road with lots of surrounding concrete and brick work. We believe having areas filled with plants and greenery where pupils can mindfully sit and relax will be beneficial to mental health and wellbeing, in turn reducing the numbers of incidents and reducing risk and the need for physical intervention. In addition the creation and maintenance of the garden areas will support learning in Careers, Land Science, Science and PSHE. Any vegetables grown will be offered to students and families. | Whole school |
| Installation of Sensory Rooms | As part of the PACE work and also to develop the offer to help children move from unregulated to co-regulated to self-regulated, Sensory Rooms will be part of the Primary and Middle offer. The Sensory Room based in the Oasis department will be maintained and developed further to meet the needs of the children. The rooms will be part of the restraint reduction work that is ongoing in school. | Target groups: SILVERDALE COMMISSIONED SERVICE – 23 Primary – 19 Middle – 9 Oasis - 27 Upper- 30 |
| Attendance strategy | SLT led strategy to drive up attendance | Target groups: |

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| | and punctuality which was significantly affected in KS3 and 4 by the pandemic and lock downs. The focus is on developing good timekeeping and attendance to support the students in accessing essential teaching and learning sessions and also in developing life skills for Post 16 pathways and expectations. | Oasis - 27 Upper- 30 Learning Centre - 5 |
| Setting up of the Hub | Focus is to create and consistently use a hybrid room that offers a safe and calm space for pupils to socialise in at break and lunch times that is also used for PACE based interventions during teaching and learning time for students who need 1:1 or 1:2 and are not ready to engage or learn in their typical groups. | Target groups: Oasis - 27 Upper- 30 Learning Centre - 5 |
| Setting up of Oasis wellbeing room and sessions | Further develop the PACE offer in Oasis providing a safe space where Oasis students (and KS3/4 Upper students as needed) can access PACE based interventions during teaching and learning time for students who need 1:1 or 1:2 and are not ready to engage or learn in their typical groups. | Target groups: Oasis - 27 Upper- 30 |
| Focus on rewards and wellbeing activities targeted for girls and gender fluid students | Female students have recently become part of the school cohort. The aim is to improve the offer for girls and gender fluid students so that they can identify and engage in activities that will raise their self-esteem and confidence levels and allow them to feel valued and included in school. | Target groups: Oasis - 27 Upper- 30 |
| Remodelling and restructure of the Learning Centre | The needs of this group of students have evolved and changed and the Learning Centre Offer needs to evolve to meet new challenges. Building to be remodelled into a home skills area, functional skills area, Art and DT workshop and wellbeing space. Students will access a personalised, bespoke curriculum based on preparing them for Post 16 life. Key focus; functional in reading, writing and maths, life skills in cooking and self-help skills, improved wellbeing in line with understanding and maintaining healthy lifestyle choices. | Target group: Learning Centre - 5 |
| Installation of external lodge to provide a Rec for Oasis students | There is increasing pressure on space in the Oasis department so an additional lodge style class room will be installed academic year 2021 – 2022 to provide space to create a recreational area, break out space and additional | Target group: Oasis - 27 |

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| | interventions area for students accessing the Oasis department. | |
| Refurbishment of the cookery room | The Cookery Room has been well used by KS3 and 4 over the years and is in need of an upgrade to ensure the environment and resources in which students access this very popular subject is at a high standard and finish. Skills taught in this room support students to be able to prepare and cook healthy meals for themselves and their families, understand and choose healthy lifestyle choices and support careers work potentially bridging into catering and leisure industries. | Target groups: Middle – 9 Oasis - 27 Upper- 30 Learning Centre - 5 |
| School providing breakfasts | As part of the school's poverty proofing agenda, all children will be fed so that hunger is never a barrier to engagement and learning. | Whole school |
| Development of Silverdale Commissioned Service sensory quadrangle | We believe having areas filled with plants and greenery where pupils can mindfully sit and relax will be beneficial to mental health and wellbeing in turn reducing the numbers of incidents and reducing risk and the need for physical intervention. In addition the creation and maintenance of the garden areas will support early learning in Careers, Wellbeing and PSHE for our Primary aged Silverdale Commissioned Service students. | Target group: Silverdale Commissioned Service – 23 |
| Silverdale Commissioned Service Tuck Shop | Pupils have set up tuck shops, with support, allowing skills in stock control, marketing, sales, budgeting and resourcing to be taught and experienced. This experience also supports the schools Careers agenda. | Target group: Silverdale Commissioned Service – 23 |
| KS3 and 4 Tuck Shop | Pupils have set up tuck shops, with support, allowing skills in stock control, marketing, sales, budgeting and resourcing to be taught and experienced. This experience also supports the schools Careers agenda. | Target groups: Oasis - 27 Upper- 30 |
| Learning Centre Tuck Shop | Pupils have set up tuck shops, with support, allowing skills in stock control, marketing, sales, budgeting and resourcing to be taught and experienced. This experience also supports the schools Careers agenda. | Target group: Learning Centre - 5 |

Total budgeted cost: £ 157,245.00

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.

Silverdale School publishes an Outcomes document each academic year detailing progress data, outcomes for pupils and students, achievements and Senior and Middle Leadership focus. It is available on the school website.

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 |
|-----------|----------|
| N/A | N/A |
| N/A | N/A |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |