



Silverdale School Pupil Premium Strategy Statement 2016 - 2017

1. Summary Information					
School:	Silverdale Special School				
Academic Year:	2016 - 2017	Total PP budget:	£40785.00	Date of most recent PP Review:	September 2016
Total number of pupils:	63	Number of pupils eligible for PP:	54	Date for next internal review of this strategy:	September 2017

2. Current Attainment		
Based on 2016 results	Pupils eligible for PP 54 children	Pupils not eligible for PP (only 9 children)
% achieved expected progress or above in reading, writing and maths combined KS2	68%	44%
% achieving expected progress or above in reading in KS2	82%	50%
% achieving expected progress or above in writing in KS2	55%	0%
% achieving expected progress or above in maths in KS2	68%	83%
% achieving expected progress or above in reading, writing and maths combined KS3	79%	N/A
% achieving expected progress or above in reading in KS3	82%	N/A
% achieving expected progress or above in writing in KS3	82%	N/A
% achieving expected progress or above in maths in KS3	73%	N/A

3. Barriers to Future Attainment for Pupils eligible for PP including high ability	
Barriers: <i>(Issues to be addressed in school)</i>	
A.	School context of deprivation: 86% of our children qualify for Pupil Premium. The vast majority of our students are from postcodes which rank in the most deprived areas nationally.
B.	Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers. Many of our families need support from school to help them address their needs and to support their children's learning.
C.	Attainment on entry: The vast majority of our children come to us working below the expected standard and not making expected progress.
D.	SEND: 89% of our students have an Education Health Care Plan for Social Emotional Mental Health Needs and other associated Special Educational Needs.
E.	Attendance: Whole school attendance is 90%. Attendance for PP children is 90.22%.
F.	Learning Behaviours: Our 360* database shows us that students who have Individual Learning Behaviour Points scores lower than 3 are at risk of not making expected progress or better.
G.	Physical Incidents: Our 360* database shows us that students who have a high level of Physical Incidents are at risk of not making expected progress or better.

4. Outcomes		
<i>Desired outcomes and how they will be measured:</i>		<i>Success criteria:</i>
A.	Improve progress in Reading, Writing and Maths across KS2 and KS3 for pupils eligible for PP.	70% of all students making expected progress or better in KS2 and KS3.
B.	An increased proportion of disadvantaged pupils accessing outstanding teaching, therefore aiming for 50% of teaching and learning across the school judged as outstanding.	Teacher on a page to show 50% or more of teaching is outstanding.
C.	Increase attendance rates for pupils eligible for PP ensuring the number of Persistent Non Attenders (PNA) decreases.	PP attendance to be above 90%.
D.	Improved behaviour so more students score Individual Learning Behaviour Points above 3 and PP students have less Physical Incidents year on year evidencing ready to learn behaviours.	PP children to have attendance above 90%.
E.	PP pupils' progress rates improve due to students' mental health being met through work with the EP and the Thrive initiative.	Boxhall profile to show improvements due to Thrive programme.
F.	Improve rates of progress in boys' writing.	Over 70% of pupils making expected progress in writing.

5. Planned Expenditure Academic Year:2016-2017				
Desired outcome:	Activities:	How will you ensure it is implemented well?	Staff lead:	Review date of implementation:
A. Improve progress across KS2 and KS3	<p>Ensure base lines are robust.</p> <ul style="list-style-type: none"> • Use the new system of assessment to deliver robust baselines. • Buy Rising Stars English, Pearson Maths and Twinkl Sentence Punctuation and Grammar to ensure that a robust system is in place that accurately assesses and measures progress which is then standardised across all year groups.. • Access North Tyneside Learning Trust lead sessions to improve writing across KS2. • Set up half termly planning groups to deliver focused planning and forensic marking. • Use Precision Teaching to develop skills of under attainers in Spelling Punctuation and Grammar. • Review use of iPads and reduce downtime/iPad time throughout the week to develop resilience for learning. • Set up folders on iPads containing literacy apps. • All staff to adhere to planning model to embed Blooms taxonomy and develop Talk for Writing and Read for Writing. • Reviewed current timetable and built in short focused basic skills sessions and welcome activities to support rote learning. 	<p>Regular lesson observations</p> <p>Regular Book scrutinies</p> <p>Termly Data Analysis</p> <p>Termly curriculum group meetings</p> <p>Learning walks</p>	<p>EW Deputy Headteacher</p> <p>AH KS3 Lead</p>	01/04/07

	<p>Review and overhaul timetable to reduce downtime.</p> <ul style="list-style-type: none"> • Build into the curriculum short focused mental maths sessions. • Introduce Maths folders and apps to ensure quality and productive use of iPads. • AH/PG scrutiny of planning. 			
<p>B. Teaching and Learning - moving to Outstanding</p>	<ul style="list-style-type: none"> • Develop forensic planning, workshops, buddy support system, regular review, high priority in weekly meetings, informal book scrutiny within whole primary team. • Develop forensic marking with workshops, high priority status, regular book scrutiny, sharing good practice, team work. • Reviewing assessment procedures to ensure robust baseline and targeted next steps to raise attainment within groups and individually. • Review and tighten feedback and marking policy to ensure consistency across both Primary sites. • HLTAs involved in planning, feedback and marking process where appropriate. • Plan Curriculum Group activities. • Plan school calendar of specific events linked to T & L e.g. Celebrating best practice events, training sessions. • Present ideas on how to develop strategy to governor's Curriculum Committee. • Ensure Curriculum Committee agendas are planned and reports are feedback to governing 	<p>Regular lesson observations</p> <p>Regular Book scrutiny's</p> <p>Termly Data Analysis</p> <p>Termly curriculum group meetings</p> <p>Learning walks</p>	<p>EW Deputy Headteacher</p> <p>AH KS3 Lead</p>	<p>01/04/17</p>

	<p>body.</p> <ul style="list-style-type: none"> • Develop whole school data and monitoring systems to closely monitor pupil progress and identify areas for improvement. • Ensure subject leaders attend Subject Leader days with School Improvement Services. • Embed peer coaching. 			
C. Improve attendance rates for PP students	<ul style="list-style-type: none"> . Invest in the Local Authority Service Level Agreement for Education Social Worker. . Have a reward scheme in place for half termly attendance of 100%. . Link workers to contact any student who is not in school by 9.15am. . Minibus used to target students whose attendance is an issue. . Governors scrutinise attendance data termly. . PG to meet with Link workers every month to target strategies aimed at students with attendance below 90%. <p>School to continue to explore all options prior to fixed term exclusion. Learning centre to occasionally be used as First Day Response to avoid exclusions.</p>	<p>PG and Link workers meet monthly to scrutinise attendance monthly</p> <p>Reward budget used to highlight positive attendance</p> <p>LC to be used as FDR</p>	<p>PG Headteacher</p> <p>CoG Link Worker</p>	Termly
D. Improved behaviour	<ul style="list-style-type: none"> • Link workers to run Parent/Carer Group session to develop understanding of the causes and 	Parent questionnaires		

<p>for PP children</p>	<p>prevention of bullying behaviours.</p> <ul style="list-style-type: none"> • Posters have been displayed throughout the school to raise the profile and keep it high on the agenda. • KS2 have introduced and delivered PSHE sessions focused on tackling bullying. • HLTA to undertake individual and 1:1 work with students identified as vulnerable. • Behaviour leads to do targeted work with individual children on the emotional needs of the bully. <p>.Use rewards budget to incentivise positive behaviour.</p> <p>. Use residentials to build strong relationships with staff and kids.</p> <p>. Have focused circles around positive behaviour - special mention.</p> <p>.Ensure all staff are highly trained in behaviour management.</p> <p>. Have 4 team teach instructors on staff so that every hold can be scrutinised and ensure best practice around restraint.</p>	<p>Pupil questionnaires</p> <p>Governor scrutiny of results</p> <p>Governor learning walks</p> <p>SIP reports to governors</p>		
<p>E. SEMH work and Thrive Initiative</p>	<ul style="list-style-type: none"> • Develop curriculum to meet needs of pupils with SEMH. • Introduce in Primary T&L sessions focussed on pro social skills, stamina, team building within the Rewards curriculum. 	<p>Parent questionnaires</p> <p>Pupil questionnaires</p> <p>Governor scrutiny of</p>	<p>SB Link Worker</p> <p>JC HLTA</p>	

	<ul style="list-style-type: none"> • Access training in the Thrive approach. • Using Thrive trial 1:1 sessions in KS3, moving to small groups supporting and developing emotional wellbeing and personal growth. • Key staff to develop areas in school that prioritise wellbeing, feeling safe and secure in both ARP and main site. • Raise profile of Thrive approach through staff meetings and briefings. • Use the nurture approach in Primary to support Repair and Reflect sessions. • Partnership working with Ed Psych Service to enhance provision and up skill key staff. Introduce Group Theraplay. • Access Theraplay through EPS to meet the needs of individual pupils and explore how to sustain this approach internally. • Develop assessment for wellbeing - look at implementing Boxhall Profiles. • Educate parents around SEMH and enable them to develop strategies to support their child at home. To work with School nurse and CAMHS to achieve this. • To introduce resources in SEBDA wellbeing toolkit to support identified pupils, e.g Cognitive Behavioural techniques and Solution focused strategies. • To develop wellbeing by exploring creative 	<p>results</p> <p>Governor learning walks</p> <p>SIP reports to governors</p> <p>Staff performance management</p>		
--	--	---	--	--

	<p>opportunities for pupils using Nature, Arts and Drama</p> <ul style="list-style-type: none"> • To make links with external providers to introduce positive activities for pupils in their community and to move them toward independence. • To deliver Keyfund projects to identified pupils to promote 'softer skill' development and peer relationships 			
<p>F. Improve rates of boys writing</p>	<ul style="list-style-type: none"> • Ensure base lines are robust through internal cross moderation and external Local Authority moderation. • Use the new system of assessment to deliver robust baselines. • Buy standardized tests to use throughout Primary. • Access NTLT lead sessions to improve writing across KS2. • Set up half termly planning groups to deliver focused planning and forensic marking. • Use Precision Teaching to develop skills of under attainers in SPAG. • Review use of iPads and reduce downtime/iPad time throughout the week to develop resilience for learning. • Set up folders on iPads containing literacy apps • All staff to adhere to planning model to embed Blooms taxonomy and develop Talk for Writing and Read for Writing. 	<p>Regular lesson observations</p> <p>Regular Book scrutiny's</p> <p>Termly Data Analysis</p> <p>Termly curriculum group meetings</p> <p>Learning walks</p>	<p>EW Deputy Headteacher</p> <p>AH KS3 Lead</p> <p>All staff involved in teaching and learning</p>	

	<ul style="list-style-type: none"> • Review current timetable and build in short focused basic skills sessions and welcome activities to support rote learning. . All staff to be trained in the Alan Peat approach to writing. 			
--	---	--	--	--

In 2016-2017 we received £40785.

Pupil Premium area	Planned Action and Impact	Cost
Educational Welfare Officer Service Level Agreement	Increased Attendance. Our attendance continues to be over 90%	£950.00
Rewards Budget	Improved behaviour. Last year we saw record attendance and much fewer fixed term exclusions.	£7000.00
Outdoor Education	Extends the PE curriculum and develops PSHE skills in the outdoors leading to improved self-esteem and self-worth.	£4000.00
Residentials	Our aim is to give every student at least 1 residential experience whilst they are with us. Outcomes again are increased self-esteem and participation.	£9000.00
School Improvement service SLA	Allows the teaching staff access to the latest training and teaching strategies. Outcome is improved teaching and learning.	£918.00
Educational Psychological service SLA	We have bought a number of additional hours from the service allowing us to get children assessed more quickly.	£8000.00
Read Write Inc resources	Improve literacy skills including phonics knowledge at key stages 2 and 3. Improved reading and writing levels.	£1600.00



1:1 Literacy support.	Targeted support for reading for 9 hrs per week. Outcome is improved reading ages.	£7077.57
IPads	We have provided all students in KS1 and KS2 with iPads to develop ICT skills and the ICT Department in Upper school has a suite of IPads.	£3705.00
Total Cost		£42250.57
Total Pupil Premium Budget		£40785.00
Overspend to be found from Main School Budget		£1465.57

6. Review of expenditure	
Previous Academic Year	Please see above table

i. Quality teaching for all				
Desired Outcome:	Chosen action/approach:	Estimated impact: Did you meet the success criteria? Include impact on non PP pupils, if appropriate.	Lessons learned: (and whether you will continue with this approach)	Cost:
Targeted support				
Desired Outcome:	Chosen action/approach:	Estimated impact: Did you meet the success criteria? Include impact on non PP pupils, if appropriate.	Lessons learned: (and whether you will continue with this approach)	Cost:
Other approaches				
Desired Outcome:	Chosen action/approach:	Estimated impact: Did you meet the success criteria? Include impact on non PP pupils, if appropriate.	Lessons learned: (and whether you will continue with this approach)	Cost:

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.