



Pupil Premium Strategy and Review

2019/2020

1. Summary Information					
School	Silverdale School				
Academic Year	2018/2019	Total PP Budget	£	Date of Most Recent PP Review	June 2019
Total number of pupils	44	Number of pupils eligible for PP	53	Date for next internal review of this strategy	June 2020

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)	EW to complete	77%
% Achieving expected standard or above in writing (as measured in the school)	EW to complete	81%
% Achieving expected standard or above in maths (as measured in the school)	EW to complete	80%
% Achieving expected standard or above in reading, writing and maths	EW to complete	64%
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)	96%	X
% Achieving expected standard or above in writing (as measured in the school)	79%	X
% Achieving expected standard or above in maths (as measured in the school)	38%	X
% Achieving expected standard or above in reading, writing and maths	36%	X

3. Academic Barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment on entry: The vast majority of our children come to us working below the expected standard and not making expected progress.
B.	SEND: 100% of our students have an Education Health Care Plan for Social Emotional Mental Health Needs and other associated Special Educational Needs.
C.	Learning Behaviours: Our 360* database shows us that students who have Individual Learning Behaviour Point scores lower than 3 are at risk of not making expected progress or better.
D.	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.
Additional Barriers (including issues which also requires action outside school, such as low attendance rates)	
E.	Attendance: Some pupils come to Silverdale with a history of poor or non-attendance at their previous settings.
F.	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.

4. Intended Outcomes (<i>specific outcomes and how they will be measured</i>)		Success Criteria
A.	All pupils will make expected 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.	As outcome.
B.	Social, emotional and mental health difficulties that impact on the behaviour and engagement of some disadvantaged students	PP children to have IBP scores above 3.
C.	All pupils will achieve a score of 3 or higher in the Individual Learning Behaviour Scores to reduce the risk of failing to make expected or better progress.	IBLP data will show the majority of pupils improve their score and present with ready to learn behaviours.
D.	All pupils will reduce the number of physical incidents to allow them to be ready to learn and improve engagement in all the activities school has to offer.	As outcome.
E.	All Pupil Premium students will achieve over 90% attendance.	As outcome.
F.	School will work with agencies to ensure a joined up plan is in place to support vulnerable students and their families. This will be monitored through the EHA process. This year school are focussing on supporting families experiencing child parent violence by raising awareness with staff, delivering a workshop to parents/carers, working with an expert and Sunderland University to pilot a new model of support which may involve social care and the police.	Parents/carers will maintain appositive and proactive relationship with school and Annual Review feedback will evidence the impact school support has had on families.

5. Review of Expenditure				
Previous Academic Year	2018/2019			
i. Quality of teaching for all				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? <i>(Include impact on pupils not eligible for PP, if appropriate)</i>	Lessons Learned <i>(and whether you will continue with the approach)</i>	Cost
Teaching and learning – moving to outstanding	Have 50% of teaching and learning across the school judged as outstanding.	Reading continues to be at expected or better for the majority of students in KS2 and KS3. Writing and Maths however, remains lower than expected at KS2. In KS3 in writing, the majority of students are making expected progress.	Explored a variety of ways to improve writing skills and we believe we are currently at the embedding stage.	£9000
ii. Targeted Support				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? <i>(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 rates of progress in boys' writing	Over 70% of pupils making expected progress or better in writing. Higher levels of students making above expected progress.	KS2 PP Writing Data: ___% KS3 PP Writing Data: 79%	All of the approaches to continue as school is at the embedding stage and this will be combined with a writing action plan for 2019/2020.	£1000
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.	School fully funds all activities and residential trips for students in order to provide them all with a meaningful experience. Toiletries, clothing and other essential items are fully funded and provided by school to help poverty proof the school.	By Poverty Proofing the school, we have provided a toolkit to poverty proof the school day, to reduce stigma and remove barriers to learning for all of our students who otherwise may not be able to participate in the range of activities offered by the school.	£1500
iii. Other approaches				
Provide every child the opportunity to experience and participate in a residential including offering personal hygiene products and suitable equipment.	Every child in KS2/KS3 and KS4 will have to opportunity to attend at least one residential experience. School will provide personal hygiene equipment and equipment to students who require support.	Pupil Premium students have been offered and/or participated in a wide range of residential experiences across the academic year including trips to London, Glencoe and Kielder.	Feedback from students and data shows explicitly that students who participated in the residential experiences gained a wide range of skills and feedback form parents supports this.	£6000

Outdoor Learning opportunities are provided to all students in KS2/KS3 and KS4	KS2 students to access Forest School activities one afternoon per week and KS3/KS4 students will have access to a rich and varied outdoor education afternoon. Both activities will be led by qualified outdoor learning staff.	All students across KS2/KS3 and KS4 have an outdoor activity timetabled every week. This includes a Wellbeing trip for KS3, Forest School for KS2 and Outdoor Ed for KS3 and KS4.	Feedback from students and data shows explicitly that students who participated in the residential experiences gained a wide range of skills and feedback from parents supports this. Wellbeing activities have fully supported the student's social needs and provided them with a range of teambuilding and increased confidence.	£5500
Weekly rewards sessions timetabled to improve the wellbeing, behaviour and social skills of our students	Reward Systems are a great way to improve students' participation in the classroom leading to: <ul style="list-style-type: none"> • appropriate behaviour • motivation for full • happy students • increased self and improved outcomes 	Student's wellbeing and mental health has improved significantly and this is reflected through the Thrive profiles and IBP scores for individual students. Behaviour has improved amongst students.	Significant decrease in significant incidents across the school, students engage in rewards sessions which are tailored to improving outcomes for our students.	£11500
Laptops purchased for use in Art lessons across KS3/KS4	Laptops purchased to support the implementation of the KS3/KS4 Art and Graphics curriculum.	The use of laptops in the subject has enabled students to fully access the art and graphics curriculum, producing work in a range of styles and designs.	Students are more engaged in Art lessons and the use of laptops enables students to access information on artists and artistic styles more easily.	£1000
Additional Thrive Practitioners are trained and existing practitioners attend yearly training courses to maintain their licence Thrive resources purchased to support the implementation of Thrive	To train staff to become Thrive practitioners so that are able to assess and support their optimal social and emotional development leading to improved behaviour and understanding. Fund the purchasing of resources to enable Thrive Practitioners to work effectively with students on a 1:1 or small group basis.	In KS2, a member of staff is specifically delegated to support students as a Thrive practitioner with sessions timetabled and available on a needs basis. In KS3/KS4 Thrive sessions are more fluid due to limitations on the timetable .	Thrive will continue in the form it has taken within KS2, a more 'nurturing approach' will be used in KS3 and KS4 as following an internal review, it has been decided that this approach is better suited to the needs of the students within these key stages.	£4000 £2500
To provide breakfast for all students on a daily basis	Ensure more children receive a healthy breakfast at the start of their day which leads to improved educational outcomes of disadvantaged young people.	Research has proven that breakfast assists in maintaining a healthy weight, provides energy and essential nutrients, and improves alertness, concentration, mental performance, mood and memory. Due to the medication our students take, the offer of a healthy breakfast every morning helps them in all of these areas.	We have now established a partnership between the Greggs Foundation and Port of Tyne to provide students with a healthy breakfast every day as an aid to further improve their wellbeing.	£960

To further develop an awareness of issues which affect students in our school, to better support their needs		Staff have participated in Trauma Awareness, ASD and Adverse Childhood Experiences training courses throughout the year.	Improved engagement which has reduced significant incidents	£1376
Read, Write, Inc. Training for all primary staff	Further improve the literacy skills of students, enabling staff to 'close the gap' between current attainment and expected age-related outcomes for individual students.	All Primary staff are fully trained in RWI and Fresh Start and this is enabling them to better support the reading and writing strategies effective for students across the department.	It is currently too early to identify the impact the training has had on staff and academic results due to training only recently taking place.	£1500
Educational Psychology Service Level Agreement	Educational Psychologists use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training to offer guidance to Silverdale School to help children to learn and develop; recommending methods, or develop strategies in partnership to help a child learn more effectively.	The Educational Psychology service were used in school to support with all statutory assessment procedures as well as assessing students requiring additional aids for exam concessions.	School will continue to use the service in this manner for the following year to ensure all students have access to the required level of support.	£7740
To provide staff training to better support the needs of students and curriculum development across the school		Staff have participated in training events in the following courses: <ul style="list-style-type: none"> • ASD Training for all staff • RWI Training • Forest School • Outdoor Ed Training • Middle Management Training • Research Based Project in Primary with a specific focus on improving primary writing 		£5934
Pupil Premium Budget				£59, 510
Additional Funding From School Budget				£
Total Spend				£

6. Planned Expenditure					
Academic Year	2019/2020				
i. Quality of teaching for all					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Teaching and learning – moving to outstanding	Have 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 established systems.	SLT	Termly
Improve Rates of boys writing	Over 70% of pupils making expected progress or better in writing. Higher levels of students making above expected 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 monitoring of attainment data. Awards issued termly across the school for Writing Awards.	AH EW LR	Termly
ii. Targeted Support					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
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 one or both of these subject areas	Ofsted 2013 “carefully targeted individualised interventions led to accelerated progress.”	Tracking of individual progress will be monitored. Progress checks and termly assessments to be completed and progress measured.	AH DAg	Termly
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 ‘aspiration’ interventions.	Tracking of individual progress will be monitored. Progress checks and termly assessments to be completed and progress measured.	AH DAg	Termly
Poverty Proofing the school	To close the poverty gap for students within our school by funding outdoor activities, reward trips, residential	We know that poverty is a strong predictor of educational attainment with more than 6 in 10 children on free	Tracking of engagement through rewards and points systems.	AH EW	Termly

	experiences and purchasing equipment, etc. students may need in order to fully succeed at school.	school meals failing to secure 5 good GCSEs. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those pupils on Free School Meals and other pupils.	Follow the expectations from the Poverty Proofing training and listen to pupil voice.		
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iii. Other approaches

Action	Intended Outcome	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 don't offer good careers advice and support to our students, we can't expect our children to work and become tax payers.	Careers advice and experiences are carefully mapped and recorded for all disadvantaged students. These students are provided 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	Ongoing
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 to opportunity to attend at least one residential experience. School will provide personal hygiene equipment and equipment to students who require support.	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 year paid for by school, all toiletries and equipment is provided by school if required.	SM AH EW	Termly
Outdoor Learning opportunities are provided to all students in KS2, KS3 and KS4	KS2 students to access Forest School activities one afternoon per week and KS3/KS4 students will have access to a rich and varied	The principle and most important benefits of all outdoor experiences is building self-confidence, developing social skills and team building.	Lesson observations will be conducted and students' progress will be tracked and recorded. Outdoor learning will	EW SM	Termly

	<p>outdoor education afternoon linked to national curriculum subjects and careers. Both activities will be led by qualified outdoor learning staff.</p>		<p>be timetabled for every year group on the whole school timetable and staffed accordingly to ensure students achieve their true potential and access a wide range of skills and experiences whilst learning in an outdoor environment often away from school.</p>		
<p>Increased attendance rates for pupils eligible for Pupil Premium.</p>	<p>Behaviour Manager to review policies and develop targeted approach to improve attendance of PP students, monitoring and reporting to governors regarding attendance of eligible pupils.</p> <p>Rewards for good attendance including a half termly award for most improved attendance.</p>	<p>Improved attendance will help to close gaps and increase opportunities for accelerated progress in all curriculum areas.</p> <p>Social and emotional well-being will also be improved through regular good attendance in school.</p> <p>Research from case studies from schools with a targeted approach provides evidence of rapidly improved attendance.</p>	<p>Regular monitoring of attendance for all groups of pupils by the Behaviour Manager and Admin team.</p> <p>Behaviour Manager and Head teacher, meet regularly to discuss strategies, successes and impact.</p>	GP	Weekly
<p>Funding to be provided for PP students to complete the Friends of High Borrans Young Leaders Award</p>	<p>Students will work towards the following set of personal development areas in line with the agreed 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 and 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>The Young Leaders Award Scheme is a progressive annual programme aimed at helping North Tyneside secondary school students learn how to stand out from the crowd when moving on into the world of further education or employment.</p> <p>The scheme challenges the young people to step out of their comfort zones, develop skills and experiences that employers are seeking, as well as having fun and making new friends therefore developing their social needs.</p>	<p>Friends of High Borrans analyse the course personal statement sheets and feedback scores to school for individual students. This will benefit students back at school in their work and personal development.</p>	AH	Yearly
<p>Outdoor Learning opportunities are provided to all students in KS2/KS3</p>	<p>KS2 students to access Forest School activities one afternoon per week and KS3/KS4 students will</p>	<p>The principle and most important benefits of all outdoor experiences</p>	<p>Lesson observations will occur and students' progress will be tracked and recorded. Outdoor</p>	AH SM	

and KS4	have access to a rich and varied outdoor education afternoon. Both activities will be led by qualified outdoor learning staff.	offers opportunities to the wider learning, building self-confidence, developing social skills and team building with exposure to future careers.	learning will be timetabled for all year groups and staffed accordingly to ensure students achieve their true potential and access a wide range of skills and experiences whilst learning in an outdoor environment, often away from school.		
Weekly rewards sessions timetabled to improve the wellbeing, behaviour and social skills of our students	<p>Reward Systems are a great way to improve students' participation in the classroom leading to:</p> <ul style="list-style-type: none"> • appropriate behaviour • motivation for full • happy students <p>increased self and improved outcomes</p>	Extending a reward to students helps to promote positive and appropriate behaviour among students. Through appropriate student behaviour, teachers are able to concentrate on lesson content and interactive activities to indulge students in learning opposed to focusing on classroom discipline.	<p>Weekly Rewards sessions timetabled with points allocated to behaviour and work in the classroom.</p> <p>Worker of the Week and Special Mention rewards nominated by staff on a weekly basis linked to the individual students virtual bank account.</p>	GP	Weekly
Total Budgeted Cost					£44155

7. Additional Detail