



Pupil Premium Strategy and Review

2020/2021

1. Summary Information					
School	Silverdale School				
Academic Year	2019/2020	Total PP Budget	£	Date of Most Recent PP Review	September 2020
Total number of pupils		Number of pupils eligible for PP		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%	X
% Achieving expected standard or above in writing (as measured in the school)	70%	X
% Achieving expected standard or above in maths (as measured in the school)	82%	X
% Achieving expected standard or above in reading, writing and maths	55%	X

3. Academic Barriers (issues to be addressed in school, such as poor oral language skills)	
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 appositve 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 2019/2020

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.	On track to achieve above target, but due to COVID-19, an overall judgement is unable to be made.	Approaches implemented were working and will continue to be developed and implemented in 2020/2021.	
Improve Rates of boys writing	Over 70% of pupils making expected progress or better in writing. Higher levels of students making above expected progress.	On track to achieve above target, but due to COVID-19, an overall judgement is unable to be made.	Approaches implemented were working and will continue to be developed and implemented in 2020/2021.	

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
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 subject areas	Read, Write, Inc programme delivered within the primary department daily. Students in KS3 and KS4 received additional intervention lessons in English and/or Maths to support their overall attainment. Unable to comment specifically on overall progress due to COVID-19.	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.	
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 hindered due to COVID-19 restrictions.	See above.	
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. Staff have appointed a member of staff responsible for securing donations e.g. clothing, bikes, etc.	No student is disadvantaged at school due to poverty reasons.	

iii. 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 outbreak.	Approach will be continuing, COVID depending, during 2020/2021 as so many of our students are affected by levels of poverty which is a barrier to them accessing careers related work placements.	
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.	Whilst residential were planned during the 2019/2020 academic year, all residential activities were prohibited following COVID-19.	Residential opportunities will continue to be funded for students every year, with residential opportunities being provided for all students every year as part of our wider curriculum offer.	
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 linked to national curriculum subjects and careers. Both activities will be led by qualified outdoor learning staff.	Students in KS2 receive one afternoon per week of Forest School and students in KS3 receive 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 in line with COVID-19 regulations at the time.	
Increased attendance rates for pupils eligible for Pupil Premium.	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. Rewards for good attendance including a half termly award for most improved attendance.	Regular contact with parent/carers. Further meetings with local authority if needed. Short term student support plans in place to support those with low attendance. Outcomes affected by COVID-19 outbreak,	Approach will continue as data shows that attendance is at expected average for pupils eligible for Pupil Premium.	
Funding to be provided for PP students to complete the Friends of High Borran Young Leaders 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.	Event was unable to take place during 2019/2020 and therefore an evaluation is unable to be completed.	

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 • increased self and improved outcomes 	Rewards were offered to all students on a twice weekly basis. Behaviour continued to improve, evidenced by low levels of restraints in Upper School and lower levels in Primary.	Rewards sessions to be timetabled twice weekly as part of the SEMH curriculum offer accessed by all students and based around daily points totals.	
Pupil Premium Budget				£44,155
Additional Funding from School Budget				£
Total Spend				£

6. Planned Expenditure					
Academic Year	2020/2021				
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 JG	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?
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 SBu JG	Termly
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 to fully succeed at school.	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 Key Stage 4 between those pupils on Free School Meals and other pupils.	Tracking of engagement through rewards and points systems. Follow the expectations from the Poverty Proofing training and listen to pupil voice.	EW AH	Termly

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 taxpayers.	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 LW	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 career paid for by school, all toiletries and equipment is provided by school if required.	SM AH JG	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 outdoor education afternoon linked to national curriculum subjects and careers. Both activities will be led by qualified outdoor learning staff.	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 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.	EW SM	Termly
Increased attendance rates	Behaviour Manager to review	Improved attendance will help to	Regular monitoring of attendance	GP	Weekly

for pupils eligible for Pupil Premium.	<p>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>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>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>		
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>	<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>	<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>	PL JG	Weekly
Total Budgeted Cost					£

7. Additional Detail