

Pupil Premium & Y7 Catch-up Report 2018-19

Actions, Strategies and Interventions 2018-19

Grant funding type	Academic Year	Amount	Purpose
Pupil Premium	2018-19	£168,503	<p>Pupil Premium is additional funding given to schools to promote the achievement of disadvantaged students who receive free school meals. There is also the Service Premium, a part of the Pupil Premium paid to schools who have children whose parents are serving in the armed forces and a Premium paid for children who have been looked after in care continuously for more than six months.</p> <p>Schools are free to spend the Pupil Premium in the way that they judge gives the best support. Silverdale School aims to use Pupil Premium funding to allow all pupils, including disadvantaged or vulnerable groups to make at least expected levels of progress.</p>
Y7 Catch-up Premium	2018-19	£12,492	<p>The literacy and numeracy Catch up Premium provides schools with additional funding to support those children who performed below national expectations at KS2 in English and maths in their first year at secondary school (i.e. in Y7).</p> <p>Schools are able to spend the Catch-up Premium funding in the way that they judge gives the best support. The DfE suggests the following:</p> <ul style="list-style-type: none"> • Intensive small-group tuition • External services and materials • Summer schools that help pupils catch up over a short period of time

Nature of support 2018-19

Pupil Premium - A key area for targeted support at Silverdale is narrowing the gap for our vulnerable and disadvantaged groups in their academic outcomes. In 2018-19 we continued to invest in high impact approaches, based on secure evidence, from within Silverdale School and from analysis of available external data, in order to achieve this. This included a sharper focus on the successful delivery of the reformed GCSE qualification.

We do however continue to review and refine our provision through the evaluation and analysis of regular data to ensure only the most successful strategies are continued with. A key aspect of our work to support disadvantaged students is around the development and embedding of an achievement focused school culture.

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Pupil Premium	Cost
<p>Professional Learning Champion Research in developing and rolling out a bespoke professional learning programme, across the whole school to further improve staff skills and to focus on best practice teaching and learning in the classroom. In addition time set aside for professional learning visits by senior and middle managers. Pupil premium funding is used to contribute towards salary costs.</p>	£10,000
<p>Careers advice and work experience support Silverdale School recognises the importance of impartial and objective careers advice, we employ a Careers Advisor who works closely with KS4 and KS5 pupils supporting them. Their work is targeted with early intervention around vulnerable groups, including pupils on the RONI, many of whom are pupil premium pupils. Pupil premium funding is used to contribute towards salary costs and work experience resources and costs.</p>	£7,000
<p>EAL and Literacy Specialist Specialist HLTA supporting disadvantaged EAL students with literacy. Pupil premium funding is used to contribute towards salary costs.</p>	£10,000
<p>Early Transition KS2 to KS3 Specialist HLTA supporting our most vulnerable students with transition from year 5 onwards, working closely with primary feeder schools. Pupil premium funding is used to contribute towards salary costs.</p>	£10,000
<p>Breadth of curriculum Silverdale school has an inclusive curriculum offer, providing a breadth of qualifications which engages and supports our more disadvantaged and vulnerable students. To maintain this breadth of offer, a significant contribution from the pupil premium funding is used. Ongoing evaluation informs planning and priorities, as well as analysing impact on key pupil outcomes (attendance, behaviour, attainment & progress). At KS3 we have invested pupil premium money in additional staffing in the core subjects, English Maths and Science to facilitate smaller groups and target low achieving students, particularly PPG.</p>	£30,748
<p>Assistant Head teacher for Student Engagement & Achievement In recognition of the importance of narrowing the gap of our vulnerable groups in academic outcomes, Silverdale School employs an Assistant Head teacher with the specific remit and focus of leading Student & Community Engagement work (as outlined in their JD). Core responsibility to monitor progress and lead whole school intervention both curricular and pastoral.</p>	£74,155
<p>Nurture Programme This is a Springboard transitions programme Y7&8 designed to support the transition in Y7 from Y6 for vulnerable and disadvantaged pupils. Pupils access the usual curriculum but have a number of Personalised Curriculum Time lessons on their timetable. The provision is delivered by the Y7 transitions specialists, the cost is split between the Y7 Catch-up Premium and Pupil Premium grants.</p>	£26,600
Total	£168,503

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Catch-up Premium – A key area for targeted support at Silverdale is narrowing the gap of our Y7 vulnerable targeted groups in academic outcomes. In 2018-19 we continued to further develop and embed our high impact approaches, based on secure evidence, from within Silverdale School and from external data, in order to achieve this. We review and refine our provision continually to ensure only the most successful strategies are continued with.

Y7 Catch-up Premium	Cost
<p>Nurture Programme This is a Springboard transition programme, plus additional English & maths interventions support in Y7 designed to assist the transition in Y7 from Y6 for vulnerable pupils. Pupils access the usual curriculum but also have a number of 'Springboard Lessons' in addition on their timetable. The provision is delivered by the transitions Y7 specialists, the cost of this provision is split between the Catch-up Premium and Pupil Premium grants.</p>	£12,492
Total	£12,492

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Major Impacts and Outcomes 2018-19

Pupil Premium						
Impact	Evidence					
Improved achievement of students in the Pupil Premium cohort at KS4 (FSM = 21)	<p>On a number of the key progress and attainment measures our disadvantaged student cohort performed in line with national averages for all students. The progress 8 outcomes for our disadvantaged students this year were +0.13. This was a slight improvement of 0.04 from 2018-19 cohort, however that gap between PP and non-PP remains at around two thirds of a grade on average.</p> <ul style="list-style-type: none"> • 42% of our disadvantaged students achieved the Basics at Grade 5+. • 67% of our disadvantaged students achieved the Basics at Grade 4+. • 25% of our disadvantaged students achieved the English Baccalaureate Standard Pass, 12.5% at Strong Pass. 					
Impact on attendance	Year Group	Average Attendance Non-PP	Absences Non-PP	Average Attendance PP	Absences PP	
	Year 7	96.8%	3.2%	95.8%	4.1%	
	Year 8	96.9%	3.1%	94.8%	5.2%	
	Year 9	97.0%	3.0%	94.8%	5.2%	
	Year 10	95.8%	4.2%	89.4%	10.6%	
	Year 11	88.7%	11.3%	84.4%	15.6%	
	Whole School	94.9%	5.1%	92.4%	7.6%	
Y7 Catch-up Premium						
	<p>We continue to review the success of our Springboard Programme. The 2018-19 academic year programme, was once again instrumental in supporting the successful transition of those students identified and selected as requiring more tailored support. The programme allows early identification of transition difficulties, a space for students to discuss individual issues with a member of learning support staff, and small group work with greater time to work on personalised learning. It also allows students from the integrated resource unit to spend time with other students from the mainstream school in a nurturing environment. Parents and carers this year have commented on the impact of Springboard in facilitating their child's successful transition to Silverdale. It is not possible to provide attainment data to support this, however we are currently looking at ways in which this may be possible in the future.</p>					

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Future plans 2019-20

To review and further embed the successful strategies of 2018-19, particularly in developing the revised specifications that have just completed their first run through and the teaching of academic literacy at all levels. To continue with those interventions recognised as delivering successful outcomes, including; English and maths boosters for targeted students, Inspire Evenings, supportive transition, community languages accreditation, and post assessment intervention. The development of collaboration between maths and English teams will continue and have begun to allow a joined- up approach to interventions. The springboard program alongside specialist EAL and literacy support will be embedded into standard practice along with the focus on effective transitions.

Our parent meetings, pastoral communication and the robust transition process all support parental engagement, especially with our more disadvantaged students. We are streamlining and improving communications and parental engagement with the use of Weduc (parental communication and Homework) and MINT (class seating plan and student information database). To further develop this the new Assistant Head teacher for Student Engagement & Achievement (starting January 2020) will have the responsibility to strengthen our community links, increase participation with our disadvantaged groups and communications with hard to reach families. They will lead on a shared understanding of how best to support key students through collaborative work in middle leadership, based on good practice seen in other school settings. This will ensure having a consistent focus providing in-class intervention without an overreliance on additional intervention sessions.

Our School Council which reflects the diverse makeup of our student body will be further encouraged to grow, be representative of all cohorts especially our more disadvantaged, and provide a platform for our students to influence whole school strategy. We are going to continue to develop and further refine the reinvigorated rewards programme for students for Silverdale School over the coming year.

We are continuing to invest in 'Professional Learning' and shared best practice in Responsive Teaching strategies to share ideas that allow them to be the best practitioners in their classrooms. We have devolved a significant number of the hours of CPD time to enable staff to focus on delivering outstanding lessons and interventions, which target our disadvantaged students.

Finally, our approach to ensuring disadvantaged students in KS4 are receiving the best level of support through the breadth of curriculum we offer. We continue to support intervention through the development of smaller class sizes in the core subjects (English, maths and science) and support the development of good citizenship and careers knowledge through PSHE lessons and access to work experience.

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