

Pupil Premium & Y7 Catch-up Report 2019-20

Actions, Strategies and Interventions 2019-20

Grant funding type	Academic Year	Amount	Purpose
Pupil Premium	2019-20	£170,672	<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	2019-20	£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 2019-20

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 2019-20 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.

Pupil Premium & Y7 Catch-up Report 2019-20

Silverdale School acknowledges that the school closure caused by the COVID19 lockdown will have had an impact on our pupil premium provision. During the lockdown the following steps were taken to help support these and other learners.

<p>Pupil Premium Actions Through COVID</p> <p>Careers advice and work experience support Silverdale School's Career advise carried out supportive work during lockdown on early intervention around vulnerable groups, including pupils on the RONI, many of whom are pupil premium pupils. This response included have virtual careers meetings Pupil premium funding is used to contribute towards salary costs, resources and costs.</p> <p>Student Wellbeing During Lockdown Form tutors made regular contact with students during lockdown and pastoral managers were a point of contact through for their cohorts. Student's wellbeing during the COVID 19 closure was supported with a raft of different supporting resources linking to anxiety, online safety, wellbeing resources, etc. These will have been important to some of our Pupil Premium students.</p> <p>Virtual Student Support during lockdown Our student support structure in school quickly was moved to a virtual provision providing individual and groups support for our learners.</p> <p>Responsive support of learning through lockdown The school moved quickly to delivering lessons through a virtual platform (Google Classroom). Throughout this closure we listened to the needs of our students and issues. At each point we have changed our Teaching and Learning practice in response to what our students and parents were saying. Change 1 - Students were feeling over-whelmed and school work was adding to anxiety during a time of great upheaval. Change to practice: Teachers reduced the amount of work they were setting but added an optional extra task for students who wanted to complete more. Students were advised to limit the time they spent doing on-screen learning to look after their health and wellbeing. Change 2 - Students were finding it difficult to organise their work, particularly since deadlines were often coming on the same day. Change to practice: Departments coordinated deadlines. Change 3 - Students were becoming demotivated by not seeing their teachers and wanted more use of virtual technology. Change to practice: Over the coming weeks all subjects will provide at least one of the following for all year groups: live stream lessons or drop-in tutorials; pre-recorded lessons; Powerpoints with audio. Please see the timetable below for more details of live streamed sessions. This provision will develop and more sessions will be added over the coming weeks. Change 4 - Students want clearer guidance on how they are doing. Change to practice: Subjects are using a range of methods to mark work and give feedback at KS3, including:</p> <ul style="list-style-type: none"> • WWW (what went well) and EBI (even better if) comments.

Pupil Premium & Y7 Catch-up Report 2019-20

- Whole class feedback.
- Self-assessment with teacher check and acknowledgement.
- Form group competitions.

Extra-curricular Activities through lockdown

The school knows that the extra-curricular aspects of school are very important to students. To support this numerous extra –curricular activities ran through lockdown.

Free School Meals

During the coronavirus outbreak Silverdale School used the national scheme. The government provided supermarket vouchers to the families of those students who normally receive free school meals. The support staff of the school assisted in the administration of these vouchers over the course of the closure.

Pupil Premium & Y7 Catch-up Report 2019-20

Pupil Premium	Cost
<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>	£6.8k
<p>EAL and Literacy Specialist Specialist HLTA supporting disadvantaged EAL students with literacy. Pupil premium funding is used to contribute towards salary costs.</p>	£11.5k
<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>	£10k
<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>	£41.6k
<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>	£72k
<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>	£28.7
Total	£170.6k

Catch-up Premium – A key area for targeted support at Silverdale is narrowing the gap of our Y7 vulnerable targeted groups in academic outcomes and the surrounding impact of COVID on whole school transition for these students. In 2019-20 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. This was impacted by the school lockdown that took place from March 2020 until the end of the school year.

Pupil Premium & Y7 Catch-up Report 2019-20

Y7 Catch-up Premium	Cost
<p>Nurture Programme This is a Springboard transition programme, plus additional English & Math’s 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>	<p>£12.492</p>
<p>Total</p>	<p>£12.492</p>

Pupil Premium & Y7 Catch-up Report 2019-20

Major Impacts and Outcomes 2019-20

Pupil Premium										
Impact	Evidence									
Improved achievement of students in the Pupil Premium cohort at KS4 (FSM = 35)	<p>Please note this data is based on the CAG that the school produced that were ratified by the exam boards/ Ofqual. 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 +0.21. This was a slight improvement of 0.08 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"> • 34% of our disadvantaged students achieved the Basics at Grade 5+. Down from last year • 71% of our disadvantaged students achieved the Basics at Grade 4+. Up from last year. • 31% of our disadvantaged students achieved the English Baccalaureate Standard Pass, 8.6% at Strong Pass. 									
Impact on attendance	Year Group	Average Attendance Non-PP	Absences Non-PP	Average Attendance PP	Absences PP	Ave Att Non FSM	Absences Non FSM	Ave Att FSM	Absences FSM	Average Attendance Whole School
	Year 7	96.60%	1936	No Data for Y7	No Data for Y7	97.13%	1460	92.61%	476	96.60%
	Year 8	97.25%	1254	95.57%	455	97.23%	1410	94.40%	299	96.94%
	Year 9	96.30%	1147	94.33%	450	96.26%	1240	93.83%	357	95.94%
	Year 10	96.97%	1315	95.57%	447	97.18%	1365	93.49%	397	96.72%
	Year 11	94.46%	1569	92.91%	594	94.66%	1600	91.24%	563	94.16%
	Whole School	96.42%	7221	94.69%	1946	96.61%	7075	93.07%	2092	96.18%
Y7 Catch-up Premium										
We continue to review the success of our Springboard Programme for the following academic year. The 2019-20 academic year programme, was once again instrumental in supporting the successful transition of those students identified and selected as requiring										

Pupil Premium & Y7 Catch-up Report 2019-20

	<p>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. 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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Pupil Premium & Y7 Catch-up Report 2019-20

Future plans 2020-21

Mid way through the last academic year a new Assistant Head teacher has taken up the post and is responsible for this key aspect of the school. He has begun working on our future plan, which focuses on reviewing and further embedding the successful strategies of 2019/2020 and to develop and an embed tiered approach to pupil premium spending using the EEF guidance. EEFs (Education Endowment Foundations) has researched into strategies to support Pupil Premium students (Released in January 2019). We will 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 where possible in a socially distant educational landscape. 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, however the year 7 catch-up premium has been removed for subsequent years (2021 onwards).

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 Google Classroom (method of setting work and homework to support students at home). The Assistant Head teacher for Student Engagement & Achievement (started January 2020) has the responsibility to strengthen our community links, increase participation with our disadvantaged groups and communications with hard to reach families. Strategies are being developed on how 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 will be developing new strategies to ensure the 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. This academic year we will be focusing on the development of use of digital technology in and out of the classroom, academic literacy and reading.

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 and Maths) and support the development of good citizenship and careers knowledge through PSHE lessons and access to work experience.

Approved by Governors: 24/09/20