

Silverdale school - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Silverdale School
Number of pupils in school	1440 (1017 without sixth form)
Proportion (%) of pupil premium eligible pupils	15.7% Not including Y7 PP students (data not yet received)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Sims
Pupil premium lead	David Jones
Governor / Trustee lead	Ian Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,942
Recovery premium funding allocation this academic year	£25,303
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£199,245

Part A: Pupil premium strategy plan

Statement of intent

A key area for targeted support at Silverdale is narrowing the gap for our vulnerable and disadvantaged groups in their academic outcomes and support them in developing their skills and abilities to allow them to be successful throughout life. We 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. We 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.

Silverdale School acknowledges that the school closure caused by the COVID19 lockdown will have had an impact on our pupil premium provision. This document outlines the steps that were taken during the lockdown to help support PP and other learners.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Cohesive Whole School Leadership surrounding narrowing the gap
2	Strengthening transitions for students on entry and exit of school
3	Maintaining an inclusive curriculum offer that meets the needs of all learners.
4	Lower attendance rates impacting on the progress and attainment of PP Children
5	Student Wellbeing Post Covid 19 Lockdown
6	Access to technology during lockdown
7	Oral Language skills for PP pupils
8	Support for students in regaining the skills and momentum lost during COVID-19 school closures.
9	Offer educational experiences outside of the classroom that support the development of skills essential for the curriculum on offer.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved achievement of students in the Pupil Premium cohort at KS4	Difference between our PP and Non-PP students to be less than half a grade
Increase in attendance of PP students towards national benchmark	Increase in attendance of PP students towards national benchmark
Develop the educational experiences for all PP learners to support the development of skills essential for the curriculum on offer.	PP students will have socio-economic barriers removed to support the development of skills essential for the curriculum on offer.

Activity in this academic year 2021-22

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breadth of curriculum	<p>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).</p> <p>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>	3
Assistant Head teacher for Student Engagement & Achievement	<p>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>	1, 2, 4
Nurture Programme	<p>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. A range of research supports the this provision</p>	2, 3, 7, 8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	Core subject provision through the NTP has supported learners to develop skills and understanding that supports achievement. EEF Teaching and Learning Toolkits states that small group tuition can have an impact of +4 months	3, 7, 8
Period 0 and Period 6 sessions for Year 11	EEF Teaching and Learning Toolkits states that extending school time can have an impact of +3 months	3, 7, 8
Technology Support for students with limited access to computers	EEF Digital technology (2019), Published 16 August, 2021	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy with PP focus	The Department for Education (DfE) published research in 2016 which found that the higher the overall absence rate across KS4, the lower the likely level of attainment at the end of KS4. Strategy was developed from a range of research including the DfE published research in 2016 and 2012 (Improving attendance at school).	4
Educational Experiences	The research undertaken by 'A New Direction' illustrated the importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.	3, 5, 8, 9
Careers advice and work experience support	Silverdale School recognises the importance of impartial and objective careers advice, we employ a Careers	2, 3, 5

	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.	
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Total budgeted cost: £ 199,245

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Improved achievement of students in the Pupil Premium cohort at KS4

Please note this data is based on the Teacher Assessed Grades that the school produced and 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 +0.68. This was a large improvement of +0.21 from 2019-20 cohort, however that gap between PP and non-PP remains at around two thirds of a grade on average.

- 46% of our disadvantaged students achieved the Basics at Grade 5+. Up from last year
- 74% of our disadvantaged students achieved the Basics at Grade 4+. Slightly up from last year.
- 38.5% of our disadvantaged students achieved the English Baccalaureate Standard Pass, 12.8% at Strong Pass. Both of these have increased from the previous year.

Impact on Attendance

Attendance of our students was heavily impacted by Covid-related absences. We made extensive alterations to our teaching and learning approaches to support students at home and in school through a blended learning model which included live streaming and students being given technology.

Y7 Nurture programme

We continue to review the success of our Springboard Programme for the following academic year. The 2020-21 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. 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.

Wellbeing

Students Support Officers were employed on a one-year contract to support students through COVID-19 return with a particular focus on disadvantaged students. Through behaviour support groups, providing devices for home learning, wellbeing mentoring and academic mentoring we supported the teaching and learning agenda of these pupils.

Externally provided programmes

This is any non-DfE programmes that the school purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
National Tutoring Programme	Pearson