

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	Silverwood School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	38.82%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2023
Date this statement was published	1 st October 2022
Date on which it will be reviewed	17 th July 2023
Statement authorised by	M Loveridge
Pupil premium lead	Nicky Caslin
Governor / Trustee lead	Jeff Parker

Funding overview –

Detail	Amount
Pupil premium funding allocation this academic year	£ 217,185
Recovery premium funding allocation this academic year	£ 22,765.50
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	£ 239,950.50

Part A: Pupil premium strategy plan

Statement of intent

Silverwood School is a specialist learning provision for pupils aged 4 – 19, with a range of complex needs. We aim to provide an inclusive and supportive learning environment which allows everyone to achieve their best, with high self-esteem, and with mutual respect for others in the community. We want our pupils to take their place in society with confidence and pride. Our fundamental aim is that all our pupils reach their potential, and pupil premium helps us to achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching, as the Code of Practice states '*High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.*'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND%20Code%20of%20Practice%20January%202015.pdf)

The school has a high percentage of pupils in receipt of pupil premium funding, and we are acutely aware of the impact that having SEND has upon a pupil's life chance. We are dedicated to ensuring our pupils receive high quality interventions that focus upon both academic and holistic physical, social and emotional outcomes. We aim to motivate and inspire our pupils, using our resources to show them more of the world, to give them life opportunities that may otherwise be beyond their reach. All pupils are given access to trips, residential opportunities and cultural experiences. We know how incredibly important this is to all our pupils within our setting.

Our strategy will be driven by the needs and strengths of each pupil, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their lives after school.

Challenges

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

Challenge number	Detail of challenge
1	Pupil mental health and well-being - Social and Emotional Learning is essential to our pupils enabling them to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make

	responsible decisions. Pupils are at high risk of being negatively impacted by Adverse Childhood Experiences (ACE) e.g., Poverty, Abuse, Separation, Substance Abuse. Through our assessments, observations and discussions with pupils and families we know that our disadvantaged pupils are more likely to have a high number of ACE's which are likely to have an adverse effect on their life opportunities.
2	Pupil Progress – Pupils at Silverwood School have a complex profile of social, emotional and educational learning needs, as evidenced through assessments and observations and as detailed in Education Health Care Plans. We will endeavour to ensure that disadvantaged pupils make at least expected levels of progress when compared to peers, and to ensure pupils are provided with quality materials. Staff will know and understand how to meet the complex needs of pupils effectively, through high quality training delivered by experts in their field. Quality assurance of teaching will ensure that pupils receive high quality teaching.
3	Resources – Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils will be impacted by the cost of living crisis to a greater extent than for other pupils. These findings are backed up by several national studies e.g., Trussell Trust findings https://www.trusselltrust.org/emergency/ Silverwood has aspirational targets for the pupils and believe that they should have the highest quality resources. Pupils require additional support and resources when emotionally dysregulated, and we aim to provide high quality materials to help deliver our behaviour interventions. Research detailed in the EEF clearly demonstrates that Social and Emotional Learning (SEL) ' <i>interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i> ' We are continually investing to ensure that all pupils receive an equitable offer on each campus.
4	Pupil attendance, aspiration and motivation - Many of our pupil premium pupils lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education. When faced with challenging tasks many pupils do not exhibit the resilience needed for extended independent practice. We also need to encourage all stakeholders to ensure that they have aspirational targets for pupils at Silverwood School and strive to ensure that all pupils reach their full potential.
5	Communication and Interaction –Through our assessments, observations and discussions with pupils, parents, carers, and staff, we are aware that many of our pupils are disadvantaged by their ability to engage within their communities, due to social isolation, or their significant and severe speech, language and communication difficulties.

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
Pupils will have a greater understanding of their own emotions and will have an increased knowledge and understanding of strategies they can employ when needed.	<p>Teacher assessments show that pupil premium learners make similar rates of progress as non-pupil premium peers in areas communication and managing their emotions.</p> <p>Impact reviews following interventions.</p> <p>Pupil voice – Pupils will recognise and name strategies they have learnt.</p> <p>CAMHS or other external agency reports.</p> <p>Annual Review paperwork and tutor comments.</p>
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	<p>Teacher assessments show that pupil premium learners make similar rates of progress as non-pupil premium peers in their specific areas of learning.</p> <p>Through achievement of improved performance, as demonstrated by our end of year assessments.</p> <p>Assessment through BSquared/ Phonics/Spelling testing and reading testing will show all students (able to carry out the test) will have made progress from their starting points.</p>
Staff will have improved knowledge, skills and confidence of how to meet pupil needs, and will in turn set aspirational and challenging targets for pupil outcomes.	<p>Teacher assessments show that pupil premium learners make similar rates of progress as non-pupil premium peers.</p> <p>Tracking of teacher engagement with the ‘Silverwood Way’ guide to Outstanding Teaching and Learning through lesson observations and learning walks.</p> <p>Pupil voice evidences strong outcomes.</p>

	<p>Feedback at Annual Review from parents/carers.</p> <p>Training opportunities.</p> <p>Feedback from the Induction programme.</p> <p>Considered evaluations following staff attending courses.</p>
All pupils will have equal access to community events, school residential and trips. Pupils will be supported to have equipment necessary for their learning, e.g., clothing for specific courses, books or equipment	<p>Positive feedback at Annual Reviews.</p> <p>Family Support Worker feedback and parental views.</p> <p>Engagement with trips and the school residential.</p>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>Teacher assessments show that pupil premium learners make similar rates of progress as non-pupil premium peers in their communication skills.</p> <p>AAC co-ordinator end of year review.</p> <p>Lesson observations (how are the devices being used in class).</p> <p>Pupil voice.</p>

Activity in this academic year

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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Training Opportunities – e.g., Training courses to address sensory impairment (Hearing and Visual Impairment)	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF Sept 2022	2
Launch and develop the use of the 'Silverwood Way' ensuring all stakeholders are setting challenging targets that are aspirational for pupils.	Articles in the British Educational Research Journal note the effect of schooling on the aspirations of young people designated as having SEND EEF Evidence - Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.(EEF)	2
Regular and targeted input through the Staff Inset, Induction and Training programme to focus on the Pedagogy of Teaching. This may	EEF Evidence is clear that 'well-designed, selected, and implemented' Professional Development, is key to improving outcomes for all pupils.	1,2,4

be delivered by external trainers/experts alongside outstanding practitioners from within Silverwood School.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £101,950 (£27,000 Interventions across the school, £68,950 *External Agency Therapy across the school, AAC devices and additional SALT support £6,000*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable a full range of Interventions, overseen, monitored and assessed for effectiveness by the Progress Group and lead staff. Each campus will have an effective Progress Group working on the implementation of specific interventions. These interventions include ELSA/Nurture Re-bound Therapy Dance Therapy Music Therapy (4 days Music Therapy per week, 3 days Dance Therapy per week.) On-line safety Physiotherapy Additional SALT interventions. Equine Therapy Alternative provision e.g., work experience placements.	<p>Interventions will be targeted for specific pupils.</p> <p>Interventions will take place across the school, and there will be effective monitoring of these.</p> <p>It must be remembered that, as stated by the EEF, '<i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i>'</p> <p>Therefore, we will ensure that interventions are monitored.</p>	1,2,3,4,5,

<p>Pupils will have access to SALT interventions, including the use of Eye Gaze where appropriate.</p> <p>TA's will be used to deliver specific interventions e.g., 1 to 1 session, Eye Gaze sessions, AAC sessions, communication group work.</p> <p>We will also have 3 AAC school devices that can be used for assessment purposes purchased from PP money.</p>	<p>Pupils will have individual or small group teaching to enable them to use technology to better engage with the curriculum. This will give all pupils greater access to the curriculum and allow access barriers to be reduced. Using the 'individualised instruction' approach, pupils will be given specific training and support to meet their needs, to provide them with skills to make greater progress. EEF notes that '<i>On average, individualised instruction approaches have an impact of 4 months' additional progress.</i>'</p>	<p>1,2,3,4,5,</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 120,000 (*includes £2,000 Calm Zone Project*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive/Nurture group/ELSA Emotional Literacy Support – Pupils will have access to support that develops social and emotional aspects of learning. Includes 1 x TA day per week (Trowbridge)</p>	<p>The impact Thrive has on children and the communities around them has been evidenced in several studies.</p> <p>These include:</p> <ol style="list-style-type: none"> 1. Thrive helps to develop resilience in young people. (Hart and Heaver 2015) 2. Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015). A supplementary evaluation was conducted in early 2018 that further supported these findings. 3. Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support 	<p>1,2,3,4,5,</p>

	more vulnerable children. (Office for Public Management 2013)	
Residential opportunities, school trips, swimming, other contributions will be part funded through allocation of Pupil Premium funding.	All pupils will be given equality of opportunity. A culture of high aspiration and an investment into developing 'cultural capital' is developed.	2,3,4,
Update resources, training and provision to help embed a whole school approach to behaviour support at Silverwood. Calm zone spaces on the Rowde Campus will be decorated, and new resources will be purchased. In Chippenham and Trowbridge money will be allocated to purchase new resources to support pupils to help manage their emotional needs. This will lead to a reduction in challenging behaviours. It will also lead to pupils engaging with learning more successfully, and lost learning time reduced.	It is well documented that a Positive Behaviour approach is beneficial to pupils as it focuses on prevention, support and skill development. DFE guidance notes the importance of Positive Behaviour Solutions, as does the article ' <i>Building Bridges: A Positive Behaviour Framework for the Children and Young People Secure Estate</i> ' April 2019 EEF notes that ' <i>The average impact of behaviour interventions is four additional months' progress over the course of a year.</i> '	1,2,3,
Alternative and Inclusive Provision – where attendance is low, and motivation is a key factor, short burst interventions will re-engage pupils with learning e.g., Day at College	Some pupils may need to have short burst interventions to help them to re-engage with learning. This may be an intervention that takes place off site, e.g., Equine Therapy, to help manage specific difficulties faced by a young person. Evidence from our own interventions shows that where pupils are disengaged, and attendance affected, work experience placements or college	2,4

	experience can have a positive impact.	
Behaviour interventions – pupils who have a high number of concerns, who are struggling to access learning or attend school, will be targeted for behaviour support. This will include ‘play’ therapy activities	Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact. (EEF Evidence)	1,2,4
All pupils will have full access to all extra-curricular activities. Clubs, trips, swimming etc., will be offered to pupils at a subsidised cost.	We know that pupils in receipt of pupil premium are more likely to lack opportunities to develop and extend their cultural capital. The ‘Against all odds’ report notes that the importance of cultural and arts opportunities to support the wider learning of pupil premium students. At Silverwood we are dedicated to enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.	1,2,3,4,5
All pupils will be educated in ways to keep themselves safe on line.	We know that pupils with SEND are at risk of manipulation due to their high levels of vulnerability. We know too, that when there are issues with disagreements on social media, education is impacted. The school will continue to invest in NatterHub so that pupils can receive good quality, interactive lessons to excite, inform and interest them.	1,2,3,4,5

Total budgeted cost: £ 239,950

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The academic year 2021 – 2022 was a critical year for the newly formed Silverwood School. Pupils across the school were given access to high quality interventions, which were discussed and targeted through the Progress Groups for each campus. Pupil Premium funding was used to target the following areas.

Pupil mental health and well-being – Dance Therapy and Music Therapy were embedded across the whole school. Intervention reviews show that pupils made good or excellent progress against their therapeutic goals. Due to the success seen with some of the most complex pupils, the school has invested more Pupil Premium money this year to increase the level of therapy support for pupils.

Academic confidence and resilience – Covid had a significant impact on pupil's confidence and resilience, and small group intervention work, and reviews show that pupils were able to cope with challenge more readily. Interventions were more targeted, effective & consistent through the use of the Progress Group and information from the EEF.

Pupil attendance – Robust monitoring of attendance has assured that Silverwood school has stayed above levels of special schools nationally. As per all schools we were below expected targets due to Covid re-infections and periods of enforced isolation. Targeted interventions for improving attendance for four specific students meant that some students who would have been school refusers were given alternative and part time timetable. This was highly successful and meant that students enjoyed school and the alternative provision that they experienced.

Resources – All pupils, including disadvantaged pupils were able to access swimming, trips and the residential trip that took place for pupils on the Rowde Campus. Pupils are fully involved in the life of the school, and these activities allow them to participate equally. Where specific equipment is needed for work experience, for example, the school funded this, which ensured that no pupil was disadvantaged by a lack of financial resource. This has meant that pupils have actively engaged with a variety of alternative provision e.g., work experience placements, college placements.

Pupil progress – Teacher absence was one of the biggest challenges during this academic year. When pupils were absent from school, due to Covid restrictions, they were provided with good quality learning materials, and opportunities to link in with the

class learning. The progress groups ensured that data was robustly analysed and there was greater staff accountability. This has also become a feature of our work across the school this year, to ensure that all pupils receive high support, but also high challenge.

Progress

Student progress and attainment for our ‘Formal Learners’ was measured using Progression Steps, ranging from 1 to 10. Each Step is sub-divided into four phases, enabling progress to be identified and tracked closely. The pre and semi-formal learners will be using a new assessment system this year, which will enable us to track progress more effectively.

We consider ‘good’ progress to be one phase during an academic year for most students, which is the equivalent of 20%. ‘Outstanding’ progress is represented by two or more phases within an academic year, therefore 40% or above. Each Step covers a broad range of knowledge, skills and understanding, supporting a challenging curriculum.

The table below shows the proportion of students within Key Stage 3 and 4 eligible for the Pupil Premium Grant (PPG) and compares their average progress over the past academic year (term 1 baseline to term 6) to those students not eligible for PPG. A very large proportion of students have made outstanding progress during 2021-2022, and the data shows students eligible for PPG have on average made greater progress than those not eligible.

	KS 3 (47% PP)		KS 4 (51% PP)		Formal learners (48% PP)	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
English	95%	83%	35%	28%	78%	67%
Maths	82%	79%	68%	62%	78%	75%
PSHRE	79%	67%	53%	46%	72%	62%

The monitoring systems in place, for specific interventions, has shown these have had a positive impact on outcomes for pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths and English Tuition	Kip McGrath

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	18 pupils in receipt of service pupil premium allocation. This was used to provide the following: Music Therapy Dance Therapy Intensive Behaviour support Access to school trips and visits Older pupils – travel training
What was the impact of that spending on service pupil premium eligible pupils?	Pupils received additional support to help manage social and emotional needs. The impact of this was to enable them to develop positive relationships with others. An example of a targeted intervention would be the work completed for a specific pupil who suffered a significant bereavement and was allocated music therapy to help him to process the trauma he experienced. This work was incredibly powerful, and enabled him to continue to attend school, and maintain his access to learning. His attendance was maintained throughout the year, and he passed all his entry level certificates and achieved the results he was predicted to achieve.