

Pupil premium strategy statement

School overview

Metric	Data
School name	Silverwood School, Chippenham Campus
Pupils in school	72
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£32,525
Academic year or years covered by statement	2020 to 2021
Publish date	10 December 2020
Review date	30 April 2021
Statement authorised by	R Way
Pupil premium lead	K Charles
Governor lead	Silverwood School Governing Board

Disadvantaged pupil barriers to success

Communication. Communication is the bed-rock to success. Pupils will be supported to access the strategies and technologies needed to ensure they can communicate as effectively as possible. Children in the disadvantaged cohort may also struggle to have their voice and choice heard. We are committed to ensuring we support them to reduce this potential barrier. (C&I)

Mental health and Wellbeing. We know that the ability to express thoughts and feelings, wishes and desires is a protective factor for mental health and well-being. We are committed to supporting the mental health and wellbeing of our disadvantaged learner cohort.(SEMH)

A climate for learning. We know that the physical and sensory needs of our pupils can impede progress. Our disadvantaged learner cohort will be supported to ensure they are able to fulfil their potential by addressing physical or sensory barriers to their learning. (PSI)

Behaviour. We understand that behaviour can affect learning. Our cohort of disadvantaged learners will be supported to both reduce behaviours that impact negatively on their learning and the learning of others, as well as increase behaviours that benefit their learning. (SEMH)

Social and emotional development. We will ensure that learners do not miss-out on the opportunities to build skills and experiences in social settings and development emotional resilience. (SEMH)

Parental Engagement. Additionally, we will support parental engagement where ever this will benefit the outcomes for the pupil.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in their communication and interaction targets	Evidence of progress from Communication Specialists. Assessment monitoring shows an increase in pupils on target or above.	July 2021
Pupils mental health and well-being is addressed as part of their daily curriculum	Evidence will show that mental health and well-being is addressed as part of the curriculum for disadvantaged learners.	July 2021
A climate for learning is maintained	The physical and sensory needs of the pupils will be catered for in-line with their needs.	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Behaviour , where negative, is addressed to reduce its impact on learning. Positive behaviours will be encouraged to improve learning outcomes.	Pupils will be engaged in their learning and undesirable behaviour will be well planned for. Fewer / less severe behaviour incidents recorded for students Desired behaviours for learning will improve engagement further.	July 2021
Social and emotional development is in-line with their peers	PP Pupils will be able to attend, experience and/or engage in social and emotional development opportunities in line with their peers.	July 2021
Parental Engagement supports learning outside of the classroom	PP Parents supported to attend events (in person or virtually) to support pupil outcomes. Parents will receive guided help to encourage learning opportunities to be maximised for their child out of school time.	July 2021

Teaching priorities for current academic year

Measure	Activity
Pupils make at least expected progress in their communication and interaction targets and their voices heard.	Develop use of AAC in classroom. Ensure a proportion representation of PP children on the student council. Review: A number of peer supported workshops have been undertaken across this year to share knowledge and expertise for using a range of AAC across the school. 6

	<p>children have trialled new AAC devices to inform the SaLT team for September as to which pupils would find their own device beneficial.</p> <p>Due to COVID limitations, Student Council ran under a different model this year. Class groups were used to provide pupil voice, using an array of supportive communication approaches.</p>
<p>Pupils mental health and well-being is addressed as part of their daily curriculum</p>	<p>Curriculum design supports access to the mental wellbeing checklist for disadvantaged learners.</p> <p>Staff understand the impact of trauma on pupil development and function in relation to learning and behaviour.</p> <p>Promotion of sense of belonging and safety.</p> <p>Review: The recovery curriculum implemented in terms 1, 2 and 4 supported the well-being of the pupils. Training was able to be put into practice. It was noted in term 1 that pupils were able to return to school and feel calm and settled very quickly. Behaviour incident reports support this reduction in challenging behaviours.</p> <p>Staff training was completed and a series of workshops over terms 1 and 4 allowed staff to plan collaboratively and implement the recovery curriculum in a consistent way. Staff reported that pupils responded well to the recovery curriculum and in particular the Happiness Boxes. Behaviour incidents due to trauma and anxiety were reduced as a result.</p>
<p>A climate for learning</p>	<p>Sensory programs will support pupils to access their learning environment successfully.</p> <p>Physical needs of the pupils will not impede access to curricular activity and lost learning time will be minimised.</p> <p>Review: Sensory boxes were created to support each class with a range of sensory rebalancing tools in a COVID safe way. These were then shared on a rotation between classes after a 'decontamination' period.</p> <p>The physical outside space was improved to encourage learning outside the classroom and to ensure better engagement of the pupils whilst learning outside. Staff implemented a range of engaging sensory tools and outside toys to aid this and staff reported an instant increase in pupils seeking play.</p>
<p>Barriers to learning these priorities address</p>	<p>Training for staff and time to develop resources.</p>

	Parental knowledge and engagement to ensure AAC use consistency between home and school settings. <i>Developing specialist TA's</i>
Projected spending	£12.000

Wider strategies for current academic year

Measure	Activity
<p>Behaviour, where negative, is addressed to reduce its impact on learning. Positive behaviours will be encouraged to improve learning outcomes.</p>	<p>BST ensure Individual Plans (Greens) are in place to ensure pupils are prepared for learning in a consistent and robust way.</p> <p>Celebration of engagement and successes are shared in Wow assemblies. Staff are trained to give pointed praise to increase displays of high level engagement.</p> <p>Review: Every Pupil has a set of Greens and they have all been reviewed in readiness for September. They have all been shared with the new staff teams in preparation for September.</p> <p>Wow assemblies form an integral part of our scheduled week. Technology has allowed us to continue to be able to share the successes of the children on a weekly basis – despite not being able to be physically together. Pupils and staff respond in a positive way during these assemblies. It has also given the younger children a chance to begin to recognise a more formal event.</p>
<p>Social and emotional development</p>	<p>Pupils to have access where COVID permits, to social and community activities to support development of the social skills and build emotional resilience.</p> <p>Staff to engage with framework to support development of social and emotional skills EG Boxall profiling.</p> <p>Continue to provide range of interventions to support social and emotional wellbeing</p> <p>Review: COVID has continued to present additional barriers for social contact, however a number of classes in the latter terms have been able to visit local community spaces eg John Coles Park, The River front, Cotswolds water park and local supermarkets. A team of college pupils were also able to complete their Duke of Edinburgh's expedition unit in term 6. This has allowed students to complete accreditations.</p> <p>We have continued to provide additional Myspace time for the most vulnerable pupils. The behaviour logs and SEMH targets indicate that this has supported them to remain balanced and minimised the number of behaviour incidents.</p>

Parental engagement.	<p>Provide support and encouragement in increase parental engagement and therefore impact positively on the consistency of approach across all settings.</p> <p>Review: Staff continue to use technology to connect with parents. We have seen an increase in 'joint learning' activities being accessed across between home and school. The class email accounts have shown (through usage) that it is an effective mode of communication for a large number of our parents.</p>
Barriers to learning these priorities address	<p>COVID 19 preclusion of community access, pupils/students not permitted to venture outside.</p> <p>Specialist staff availability and time pressures to ensure interventions run.</p>
Projected spending	£19,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Communication team release time to further develop curriculum opportunities including use of AAC	Leadership time factored into working week. Curriculum lead supported by three other staff. Inset time allocated to dissemination of information
Targeted support	Retention of specialist staff	Continual succession planning for specialist TA's
Wider strategies	Source and train appropriate staff in Boxall profiling.	<p>Careful selection of staff. Work with sister Silverwood schools to ensure the right training is selected.</p> <p>Sharing practice across Silverwood School.</p>

Review: last year's aims and outcomes have been added to each section at the end of term 6.