

Pupil premium strategy statement

School overview

Metric	Data
School name	Rowde Campus – Silverwood School
Pupils in school	180
Proportion of disadvantaged pupils	45% (81 students)
Pupil premium allocation this academic year	£76,551
Academic year or years covered by statement	2020-21 (review of 2019-20)
Publish date	Oct 2020
Review date	Oct 2021
Statement authorised by	M Loveridge – Head of School
Pupil premium oversight	Progress Group
Governor lead	Rebecca Windridge

Disadvantaged pupil barriers to success

Lack of self-esteem and confidence.
Lack of support from parent/carers concerning child's education.
Low cognitive levels and lack of social skills.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To ensure that disadvantaged students make the maximum amount of progress	Disadvantaged students will make outstanding progress in line with their peers	July 2021
To subsidise extra-curricular activities to ensure that students are developing self-esteem and confidence	Disadvantaged students will attend residential and extra-curricular activities.	July 2021
To provide therapy to support social, emotional and mental-health needs	Disadvantaged students will engage with therapy and interventions.	July 2021

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

Measure	Activity
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Priority 1	Additional on-call staffing to provide responsive support in classrooms.
Priority 2	Provide Music Therapy for appropriate disadvantaged students
Barriers to learning these priorities address	Developing self-esteem and confidence. Continuity of education for students.
Projected spending	£24,690

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide transport for disadvantaged learners to ensure all parent/carers can attend parents evening and public events
Priority 2	Additional classroom support and targeted teacher intervention.
Barriers to learning these priorities address	Continuity of support from parent/carers. Enough in-school support to ensure progress is maximised.
Projected spending	£33,535

Wider strategies for current academic year

Measure	Activity
Priority 1	Subsidise school trips and residential experiences where appropriate.
Priority 2	Subsidise after school activities and music lessons for those appropriate.
Barriers to learning these priorities address	Developing social skills and self-esteem.
Projected spending	£18,326

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for professional development	Staff meetings (training), INSET, TRIADS.
Targeted support	To ensure that all students targeted for intervention attend sessions.	Progress group to oversee intervention to ensure that students are not falling through the net.
Wider strategies	Students not accessing additional funding available to support residential experiences.	Oversight of SJA to ensure all students eligible are included.

Review

Aim	Outcome
To ensure that disadvantaged pupils make the maximum amount of progress	<p>In the vast majority of subjects' students eligible for PP are making equal or better progress compared with other students.</p> <p>At KS3 in English PP students made 114% progress compared with 97% from all other students. At KS4 the comparable figures were 86% (PP) and 55% non-PP. In Maths the results at KS3 were 136% progress for PP and 125% for non-PP; at KS4 the figures were 69% (PP) and 60% (non-PP).</p> <p>All of these progress figures represent good to outstanding progress. In a single year 20% represents Good progress and 40% represents Outstanding progress.</p>
To subsidise extra-curricular activities to ensure that pupils are developing self-esteem and confidence	<p>Due to Covid Restrictions there were no after school clubs during this academic year, and the residential visit also had to be cancelled.</p> <p>However, the school was able to offer an enrichment week, entitled 'Activities Week' where all pupils took part in a range of activities to develop key skills of resilience, self-esteem alongside having opportunities to try new activities. This week was offered at a heavily subsidised rate for pupils in receipt of pupil premium. These activities led to increased</p>

Aim	Outcome
	<p>engagement and improved attendance at school.</p> <p>The school offered a 'Preparation for adulthood week' as part of intensive transition/catch-up work for Year 11 students. This was offered, without cost, to students to ensure that it was fully inclusive. Students took part in work experience activities, visits to work placements and post-16 providers. The week was well received and it is hoped that this will become a regular feature of the school year. This led to a significant reduction in issues around transition to college and 0% NEETs.</p> <p>The school held a leavers Prom. Where pupils in receipt of pupil premium required support, transport was provided for them to enable their attendance. Money was also used to fund clothing to ensure that they could take part, alongside their peers, and feel fully included. This meant that all pupils in Year 11 were able to attend this extremely important, life event. This event allowed us to maintain excellent attendance for Year 11 pupils right up until the end of the July term</p>

Aim	Outcome
<p>To provide therapy to support social, emotional and mental health needs</p>	<p>The school devised a 'Recovery Curriculum' to ensure that all pupils were able to feel safe and secure during their return to school in September and after subsequent lock-downs. Pupils remained in class bubbles, which enabled class staff to monitor their emotional well-being. When concerns were raised, either by the young person themselves, parents/carers during annual reviews or by class staff, the school was able to offer interventions. These interventions ranged from music therapy, 1 to 1 coaching, behaviour support team interventions, play therapy, puberty and growing up interventions and re-bounce therapy. In some cases, external support was also sought e.g. CAMHS intervention, Learning Disability Nursing Team etc.</p> <p>All interventions in the school are tracked, and evidence from this tracking shows that these interventions were successful in enabling pupils to discuss their feelings, work through difficulties and feel supported.</p> <p>The evidence from the Behaviour support team, also shows that pupils behaviour improved following this input, and there were fewer incidents of poor behaviour choices. Behaviour data shows a significant drop throughout the year compared to previous years.</p>