

Pupil Premium Strategy

2021- 2022



What is Pupil Premium?

Purpose

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Pupil eligibility and funding rates

This table shows how much pupil premium funding schools and local authorities receive for each eligible child.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1345	£955	School
Pupils who have been adopted from care or have left care	£2345	£2345	School
Children who are looked after by the local authority	£2345	£2345	Local authority

Service pupil premium is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending.

Schools get £310 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support.

Pupil Premium figures - Silverwood School

Pupil information	Academic Year 2021 – 2022
No of pupils on role	403
Numbers of pupils funded for PPG	189
% of pupils funded for PPG.	46%

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	403
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022
Date this statement was published	8 th November 2021
Date on which it will be reviewed	31 st July 2022
Statement authorised by	Mike Loveridge Director of Learning
Pupil premium lead	Nicky Caslin Lead SENCO
Governor / Trustee lead	Jan Winfield (TBC)

Funding overview – Kathy to complete

Detail	Amount
Pupil premium funding allocation this academic year	£ 177,395
Recovery premium funding allocation this academic year	£ 43,210
Tutor led funding	£ 45,471
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	£ 266,076

Part A: Pupil premium strategy plan

Statement of intent

At Silverwood School we are committed to our school vision. It is our intent that pupils will be provided with a first class education, that is inclusive, where barriers to learning are removed, and where every pupil is supported as an individual, with bespoke packages of support available when needed. It is our intent that we will provide equality of opportunity for all pupils by promoting tolerance and respect for individual differences, abilities, needs and beliefs. The Pupil Premium funding ensures that all pupils, despite any 'disadvantage' will be given the same experiences and opportunities as their peers.

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 - Many of our pupils have experienced Adverse Childhood Experiences which have impacted on their ability to succeed. We must also pay particular attention to the impact of a significant disruption to their schooling over the past 18 months, including the lack of 'team' or 'group' identity.
2	Academic confidence and resilience – disadvantaged pupils may lack resilience in their learning. They may lack self-belief and have low self-esteem. They may have limited experiences of success.
3	Pupil attendance – low attendance is a major barrier to achievement, our pupils are at greater risk due to increased health needs, impact of Covid 19 restrictions. We must be vigilant around safeguarding due to increased risks.
4	Resources - Disadvantaged pupils are less likely to travel on trips where there is a cost implication, purchase optional materials, have a variety of reading books at home or be in a position to buy specialist equipment. Community opportunities, and developing 'cultural capital' is at the heart of this work. At times resources may also be put in place to develop and encourage pupil engagement. As a result, they are less likely to take part in optional enrichment opportunities.
5	Pupil progress – to ensure that disadvantaged pupils make at least expected levels of progress when compared to peers, to ensure that teacher absence does not affect learning, to ensure that if learning has to take place at home, pupils are provided with quality materials. Staff are well trained to meet the needs of all complex learners. Staff well-being is addressed, with regular 'no meeting' weeks, a staff helpline is offered for all staff to help manage stress, which in turn means staff absence will be reduced. Pupil progress is analysed by the progress group. When issues are noted, interventions are targeted and impact reviewed.

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
Pupil mental health and well-being	<p>Targeted interventions will demonstrate impact on pupil mental health and well-being. Pupil questionnaires, for example, will show that pupils feel happy and safe in school. Interventions are monitored and evaluated for impact. Annual review discussions will also show impact.</p> <p>Behaviour interventions will show that pupils use the strategies they are taught and that these strategies make an impact on their day to day experiences.</p> <p>Pupils will have a regular mental health and well-being sessions e.g. daily stilling, therapies (music therapy, dance therapy)</p> <p>Pupils will be able to stay safe on line, and be aware of the dangers they may be faced with. This will be done through intervention work, and by investing in a new curriculum package.</p>
Academic confidence and resilience	<p>Lesson observations will show pupils taking risks with their learning. These will be compared across the year.</p> <p>Lesson observations and discussions with pupils, or staff supporting pupils, will demonstrate risk taking.</p> <p>Lessons will be innovative and creative and pupils will feel involved with their learning.</p> <p>Progress data will show the impact of high quality teaching.</p>
Pupil attendance	<p>Attendance of disadvantaged pupils is in line with national expectation.</p> <p>The school has a challenging and aspirational attendance target in line with mainstream schools. We are committed to achieving this.</p>
Resources	<p>Disadvantaged Pupils will take part in all trips, including residential opportunities.</p> <p>Disadvantaged pupils will have access to high quality teaching materials.</p> <p>Disadvantaged pupils will have access to IT equipment in line with their peers.</p> <p>If home learning needs to happen, pupils will be given access to IT at home.</p>
Pupil progress	<p>Quality first teaching will be taking place across the school, this will be moderated by Senior leaders of the school.</p> <p>Progress of disadvantaged pupils is in line with or may exceed national expectation for pupils with SEND.</p> <p>Data will be analysed and progress monitored by leaders.</p> <p>Where progress is not in line with expectations, interventions will be targeted, and impact evaluated.</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: £ 46,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff – including the importance of feedback.</p> <p>Quality first teaching – training that focuses on quality of feedback, effective questioning, and pedagogy of teaching. £9551</p> <p>TD Days and CPD opportunities for staff throughout the year, will continue to focus on developing high aspirations for all.</p>	<p>Evidence suggest 8+ months progress from giving more appropriate feedback.</p> <p>As a school we have noticed, since Covid and lockdown, that some pupils lack motivation and resilience in their learning.</p>	2, 4
<p>Staff across the school are able to access high quality training opportunities. Trauma is understood and strategies are in place to support pupils. £37000</p>	<p>‘Promoting children and young people’s mental health and wellbeing’ Public Health England 2021 *</p> <p>We cross reference our lists and know that students who have involvement from social care, are also in receipt of pupil premium. It is essential that all staff are aware of, and now how to recognise and manage signs of distress due to trauma.</p>	2,4,

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

Budgeted cost: £ 129,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers will evaluate progress and this will be discussed at the Progress group. Following this, interventions will be targeted. E.g. Numeracy and literacy small group work.</p>	<p>Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 week, appear to result in optimum impact.</p> <p>The school Progress group has noticed that reading comprehension has not</p>	1,2, 5

<p>(£6,791 x 3 sites = £20,373)</p> <p>Short burst academic interventions e.g. Dyslexia Gold (£800 Dyslexia Gold)</p> <p>Communication groups e.g. AAC users work in small groups to develop skills. £62,135</p> <p>Tutor Led Programme £45,471</p>	<p>increased at the same rate as reading accuracy and are targeting support for this.</p> <p>All students across the school have access to this app. The impact is monitored by the Literacy co-ordinator.</p> <p>AAC Devices are being used in supportive sessions with students working together to access them. We are yet to see the impact of this but anecdotal evidence suggests that students are looking forward to their 'talker sessions.'</p>	
<p>Natterbox 'online safety' package will be purchased for use across the school. This will enable greater depth of teaching and evaluation of our work regarding on awareness and safe guarding. (£695)</p> <p>Attendance will be improved for pupils who have struggled with on line activities resulting in them not wanting to come to school. Pupils will feel more empowered to interact on line safely.</p>	<p>Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 week, appear to result in optimum impact.</p> <p>Attendance for students with Pupil Premium has been affected by the Corona Virus. We address high levels of pupil absence and offer parent support worker advice and support. Interventions are then tailored for specific days for example.</p>	1,2,3,4,5

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

Budgeted cost: £ 78,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Food provided for pupils e.g. toast and snack - The school recognises that pupils have an early start to the day and may require snacks to help</p>	<p>Trussell Trust research Survey, by the National Education Union (NEU) showed that poverty and low income were having a detrimental effect on their pupils' education</p>	1,2,3

<p>£5,280 To identify pupils who are falling behind national levels of attendance-</p> <p>To provide tailored support for families with low attendance, working with the school support team, Family Support worker and key members of staff and Governors. £18,645</p>	<p>Research shows that hungry children do not perform well.</p> <p>Attendance – as above.</p> <p>There is family support available across the whole of Silverwood school. The majority of families who access this, have children in receipt of pupil premium.</p>	
<p>Behaviour Interventions e.g. Time to Talk, Reflection Room, individual ‘play therapy’ type sessions, art therapy, outdoor learning activities, Farm intervention.</p> <p>(15 hours of TA support per site £17,650 x 3 = £52, 950)</p>	<p>These seek to improve outcomes by reducing dysregulated behaviour. They usually happen away from the classroom and seek to improve behaviour in the classroom. They may include specialised programmes for individual pupils with specific behavioural issues. Its impact is difficult to quantify but interventions are monitored and impact assessed. The number of incidents of dysregulated behaviour will be monitored for a reduction over time.</p>	1,2,3,4,5,
<p>Exercise interventions e.g. Re-bound – (£3,876) Dance Therapy – (£7,500)</p> <p>Activities Week e.g. archery, residential, trips £1800</p>	<p>DFE ‘SEN Support 2017’ <i>‘Good mental health is important for helping children and young people to develop and thrive.’ Public Health England 2021 *</i></p> <p>Where concerns are raised about a pupil, staff will consider if an intervention would be suitable. This is discussed at the Progress group. There is a clear entry and exit criteria for all interventions and they are closely monitored for impact.</p>	1,2,3,4,5,

Total budgeted cost: £ 266,076

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 2020 to 2021 academic year.

There is a report for the academic year 2020 – 2021 which is published on the Silverwood School Website.

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
N/A	
N/A	

Service pupil premium funding

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?	Pastoral support e.g. Music Therapy, Dance therapy. Purchase of IT equipment for pupils when isolating. IPAD purchased for pupil struggling with communication due to trauma.
What was the impact of that spending on service pupil premium eligible pupils?	Progress was in line with school expectations. Attendance in school was in line with expected levels. Feedback from parents in annual reviews, was that pupils felt supported.