

## Silverwood Trowbridge Pupil premium strategy statement

### School overview

Metric	Data
School name	Silverwood Trowbridge
Pupils in school	101
Proportion of disadvantaged pupils	49% (55% including EYFS)
Pupil premium allocation this academic year	£48,535
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	October 2021
Statement authorised by	Phil Cook
Pupil premium lead	Siobhan Cheadle
Governor lead	Rebecca Windridge

### Disadvantaged pupil barriers to success

Communication and AAC
Social, emotional and behavioural regulation
Attendance (can relate to health, shielding and complexities outside of school)

### Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupil make at least expected progress in reading	At least 90% of PP pupils will make expected or above progress in reading	July 21
Transitioning pupils make accelerated progress in literacy and numeracy	All pupils transitioning achieve levels that will enable successful access to Mainstream Resource Base Settings	July 21
Improve communication skills of PP children	90% of PP pupils make at least expected progress in communication	July 21

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

Aim	Evidence of impact	Target date
To improve social and emotional wellbeing of pupils attracting PP	Pupils achieve at least expected progress in line with Boxall Profile baseline	June 2021
To support extra-curricular activities and community visits	Pupils achieve at least expected progress towards PLP focused targets	July 21
To increase the breadth of experiences available to pupils attracting PP	Measured increase in motivation, responses and interaction	July 21

### Teaching priorities for current academic year

Measure	Activity
<b>Priority 1</b>	To further develop fluency in key reader skills. Enrich resources to offer a wider a range of access including increased parental engagement in reading development.
<b>Priority 2</b>	To continue to improve AAC provision and communication development
<b>Barriers to learning these priorities address</b>	Sourcing an accessible range of literature and resources Developing parental engagement and IT Opportunities to train new staff
<b>Projected spending</b>	£26,241

### Wider strategies for current academic year

Measure	Activity
<b>Priority 1</b>	To continue to provide a wide range of therapeutic interventions to support social and emotional wellbeing
<b>Priority 2</b>	To continue to enrich experiences through the provision of clubs and community visits
<b>Barriers to learning these priorities address</b>	Covid 19 and group and community opportunities Time to source, schedule and line manage specialist staff
<b>Projected spending</b>	£19, 962

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	My Communication Team release time to develop whole school reading and sourcing appropriate resources. Whole school baseline in line with new assessment banding. Time is given for staff professional development	Team planning time booked. School improvement staff meetings (SISM), INSET and cover provided.
Targeted support	Appointment and timetabling of specialist staff and agreed monitoring process Space to run sessions	DHT time to source and timetable, including monitoring protocol, in line with the Cycle of Evaluation. SISMs.
Wider strategies	Sourcing and setting up appropriate opportunities Provision compromised/reduced through 'Bubble' systems or Covid restrictions Line management time, including monitoring and evaluation	Staff time to source and set up opportunities Supporting timetabling and risk assessments in place Line management in line with the Cycle of Evaluation

## Review: 20/21

Aim	Outcome
Pupil make at least expected progress in reading	<ul style="list-style-type: none"> <li>81% of Pupil Premium Pupils achieved at or above expected progress. This slightly lower than the target due to the impact of the second lockdown.</li> <li>New reading resources across the curriculum are in place.</li> <li>Reading training, including the use of a new assessment system, has been carried out.</li> <li>Reading for enjoyment has been a whole school focus with focused reading areas re-established within the classroom.</li> <li>Ideas to support reading with and beyond books at home is ongoing</li> </ul>
Transitioning pupils make accelerated progress in literacy and numeracy	<ul style="list-style-type: none"> <li>100% of pupils transitioning to Resource Bases exceeded expected progress.</li> </ul>

Aim	Outcome
Improve communication skills of PP children	<ul style="list-style-type: none"> <li>• 87% of Pupil Premium pupils achieved at or above expected progress.</li> <li>• The AAC and low- tech aid provision and training has continued to increase within school and at home. Evidence reports are with the Communication Team.</li> </ul>
To improve social and emotional wellbeing of pupils attracting PP	<ul style="list-style-type: none"> <li>• All Pupil Premium Pupils were baselined within the Boxall Profile</li> <li>• 93% of those Pupil Premium Pupils that required targets, made progress towards their target.</li> </ul>
To support extra-curricular activities and community visits	<ul style="list-style-type: none"> <li>• Usually 100% of Pupil Premium Pupils have access to extra-curricular activities and/or community visits, however, there was a reduced cohort (70%) this year due to Covid restrictions - no extra-curricular activities took place and visits were limited.</li> <li>• A report of all access to activities and visits is available on Evolve.</li> <li>• 75% of Pupil Premium Pupils that were able to access community visits made at least expected progress towards their PLP target.</li> </ul>
To increase the breadth of experiences available to pupils attracting PP	<ul style="list-style-type: none"> <li>• Beyond the successful recovery curriculum and continued breadth and balance managed within bubbles, further experiences were not achieved due to Covid restrictions.</li> </ul>