



## Silverdale School Pupil Premium Strategy Statement 2017 - 2018

1. Summary Information					
<b>School:</b>	Silverdale Special School				
<b>Academic Year:</b>	2017 - 2018	<b>Total PP budget:</b>	£40950.00	<b>Date of most recent PP Review:</b>	September 2017
<b>Total number of pupils:</b>	67 in 2016 - 2017	<b>Number of pupils eligible for PP:</b>	61	<b>Date for next internal review of this strategy:</b>	September 2018

2. Current Attainment		
Based on 2017 results	Pupils eligible for PP	All Students
% achieved expected progress or above in reading, writing and maths combined KS2	65%	63%
% achieving expected progress or above in reading in KS2	87%	90%
% achieving expected progress or above in writing in KS2	87%	83%
% achieving expected progress or above in maths in KS2	78%	79%
% achieving expected progress or above in reading, writing and maths combined KS3	77%	79%
% achieving expected progress or above in reading in KS3	92%	92%
% achieving expected progress or above in writing in KS3	92%	93%
% achieving expected progress or above in maths in KS3	92%	93%
% of students achieving 5 A* - C grades	0%	11%
% of students achieving 5 A* - G grades	100%	88%
% who met or exceeded their target grade in English	100%	100%
% who met or exceeded their target grade in Maths	100%	100%
% who met or exceeded their target grade in Science	33%	60%
% who met or exceeded their target grade in ICT	100%	100%
% who met or exceeded their target grade in Foundation Subjects	85%	88%



### 3. Barriers to Future Attainment for Pupils eligible for PP including high ability

**Barriers:** *(Issues to be addressed in school)*

**School context of deprivation:** 91% of our children qualify for Pupil Premium. The vast majority of our students are from postcodes which rank in the most deprived areas nationally.

**Social Care Needs:** Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers. Many of our families need support from school to help them address their needs and to support their children's learning.

**Attainment on entry:** The vast majority of our children come to us working below the expected standard and not making expected progress.

**SEND:** 89% of our students have an Education Health Care Plan for Social Emotional Mental Health Needs and other associated Special Educational Needs.

**Attendance:** Some pupils come to Silverdale with a history of poor or non-attendance at their previous settings.

**Learning Behaviours:** Our 360\* database shows us that students who have Individual Learning Behaviour Point scores lower than 3 are at risk of not making expected progress or better.

**Physical Incidents:** Our 360\* database shows us that students who have a high level of Physical Incidents are at risk of not making expected progress or better.

4. Outcomes		
<i>Desired outcomes and how they will be measured:</i>		<i>Success criteria:</i>
<b>A.</b>	Improve progress in Reading, Writing and Maths across KS1, KS2 and KS3 for pupils eligible for PP.	70% of all students making expected progress or better in KS2 and KS3.
<b>B.</b>	Improve outcomes for KS4 leavers.	All KS4 pupils to leave with a Post 16 pathway and the appropriate qualifications to achieve this.
<b>C.</b>	Have 50% of teaching and learning across the school judged as outstanding.	Teacher on a page to show 50% or more of teaching is outstanding.
<b>D.</b>	Increase attendance rates for pupils eligible for PP ensuring the number of Persistent Non Attenders (PNA) decreases.	PP attendance to be above 90%. The median to show that the vast majority of PP students attend at the National Average.
<b>E.</b>	Improved behaviour so more students score Individual Learning Behaviour Points above 3 and PP students have less Physical Incidents year on year evidencing ready to learn behaviours.	PP children to have IBP scores above 3.
<b>F.</b>	PP pupils' progress rates improve due to students' mental health being met through work with the EP and the Thrive initiative.	Thrive profile to show improvements due to Thrive programme.
<b>G.</b>	Improve rates of progress in boys' writing.	Over 70% of pupils making expected progress or better in writing. Higher levels of students making above expected progress.

5. Planned Expenditure Academic Year:2017-2018				
Desired outcome:	Activities:	How will you ensure it is implemented well?	Staff lead:	Review date of implementation:
A. Further improve progress across KS1, KS2 and KS3 with more pupils achieving better than expected progress.	<ul style="list-style-type: none"> <li>- Ensure robust baselines are taken on entry</li> <li>- Access LA training and moderation to ensure standards are rigorous</li> <li>- Undertake assessments, November, February, May and July to track pupils are on target to make expected or better than expected progress</li> <li>- Regular review of Read, Write Inc groups to ensure pupils are on track and making progress</li> <li>- Use SPAG curriculum to develop skills of under attainers in Spelling Punctuation and Grammar.</li> <li>- Each pupil to have a folder on iPad with targeted learning apps</li> <li>- Welcome activities in place to support children to be ready to learn</li> <li>- Embed new SEMH curriculum to increase engagement, develop self-regulation, self-help and social skills</li> <li>- Build into the curriculum short focused mental maths sessions.</li> <li>- Regular curriculum reviews of SEMH curriculum</li> <li>- Regular book scrutinies</li> </ul>	<p>Regular lesson observations</p> <p>Regular book scrutinies</p> <p>Termly data analysis</p> <p>Termly curriculum group meetings</p> <p>Learning walks</p>	EW AH LR	01/04/18
B. Improve outcomes	<ul style="list-style-type: none"> <li>- Investigate more vocational opportunities so that</li> </ul>		KP	01/04/18

for KS4 leavers.	students have more choice in their Post 16 pathway		BD PG	
C. Teaching and learning - moving to outstanding	<ul style="list-style-type: none"> <li>- Develop forensic marking with workshops, high priority status, regular book scrutiny, sharing good practice, team work</li> <li>- Review assessment procedures to ensure robust baseline and targeted next steps to raise attainment within groups and individually</li> <li>- Review and tighten feedback and marking policy to ensure consistency across all departments</li> <li>- HLTAs involved in planning, feedback and marking process where appropriate.</li> <li>- Planned Curriculum Group focussed activities throughout year meeting needs as they arise</li> <li>- Plan school calendar of specific events linked to Teaching and Learning</li> <li>- Ensure Curriculum Committee agendas are planned and reports are feedback to governing body</li> <li>- Use whole school data and monitoring systems to closely monitor pupil progress and identify areas for improvement.</li> <li>- Ensure subject leaders attend Subject Leader days with School Improvement Services</li> </ul>	<p>Regular lesson observations</p> <p>Regular Book scrutiny's</p> <p>Termly data analysis</p> <p>Termly curriculum group meetings</p> <p>Learning walks</p>	EW AH LR KP PG	01/04/18
D. Improve attendance rates for PP students	<ul style="list-style-type: none"> <li>- Invest in the Local Authority Service Level Agreement to support attendance</li> <li>- Reward scheme in place for half termly attendance</li> </ul>	PG and Link workers meet monthly to scrutinise attendance monthly	PG GP CG	Termly

	<p>of 100%</p> <ul style="list-style-type: none"> <li>- Link workers to contact any student who is not in school by 9.15am</li> <li>- Silverdale School minibus used to target students whose attendance is an issue</li> <li>- Governors scrutinise attendance data termly</li> <li>- GP to meet with Link workers every month to target strategies aimed at students with attendance below 90%</li> <li>- School to continue to explore all options prior to fixed term exclusion.</li> <li>- Learning centre to be used as First Day Response as needed to avoid exclusions</li> </ul>	<p>Reward budget used to highlight positive attendance</p> <p>LC to be used as FDR</p>	<p>SBo DA EW</p>	
<p>E. Improved behaviour For PP children</p>	<ul style="list-style-type: none"> <li>- Link workers to ensure Open Door policy in place for students who are worried about bullying and any other matters regarding wellbeing</li> <li>- PSCHÉ targeted work to respond to trends in behaviour identified by SLT.</li> <li>- Use rewards budget to incentivise positive behaviour</li> <li>- Use residentials to build strong relationships with staff and pupils</li> <li>- Focused circles around positive behaviour - special mention</li> <li>- Primary in class reward systems highlighting and praising positive behaviour such as Dojo Points and the Caring Tree</li> </ul>	<p>Parent questionnaires</p> <p>Pupil questionnaires</p> <p>Governor scrutiny of results</p> <p>Governor learning walks</p> <p>SIP reports to governors</p>	<p>DA SBo CG GS</p>	<p>Ongoing</p>

	<ul style="list-style-type: none"> <li>- Ensure all staff are highly trained in behaviour management and access CPD updates as needed both externally and in-house</li> <li>- Maintain four Team Teach instructors on staff so that every hold can be scrutinised and ensure best practice around restraint</li> </ul>			
<p>F. SEMH work and Thrive Initiative</p>	<ul style="list-style-type: none"> <li>- Develop curriculum to meet needs of pupils with SEMH.</li> <li>- Thrive 1:1s planned and delivered by Silverdale Thrive practitioners</li> <li>- Thrive groups planned and delivered by Silverdale Thrive practitioners</li> <li>- Additional wellbeing trips targeted at key pupils to offer opportunities to develop pro social skills and ready to learn behaviours and improve engagement in teaching and learning</li> <li>- Access to areas in school that are quiet where staff can offer wellbeing activities</li> <li>- Access Theraplay through EPS to meet the needs of individual pupils and embed this approach internally.</li> <li>- To develop wellbeing by exploring creative opportunities for pupils using Nature, Arts and Drama throughout the curriculum</li> <li>- To make links with external providers to introduce positive activities for pupils in their community and to move them toward independence</li> </ul>	<p>Parent questionnaires</p> <p>Pupil questionnaires</p> <p>Governor scrutiny of results</p> <p>Governor learning walks</p> <p>SIP reports to governors</p> <p>Staff performance management</p>	<p>SBo JC</p>	

<p>G. Improve rates of boys' writing</p>	<ul style="list-style-type: none"> <li>- Ensure baselines and assessments are robust and moderated both internally and externally</li> <li>- Use Sentence Punctuation and Grammar lessons, Basic Skills interventions, Read Write Inc, Fresh Start, Talk for Writing to develop skills of under attainers in writing</li> <li>- Further develop a creative curriculum which encompasses pupils' interests and provides 'fascination traps' and other stimuli to motivate children to write</li> <li>- Celebrate achievements in writing, introduce Silverdale Creative Writing Award</li> </ul>	<p>Regular lesson observations</p> <p>Regular Book scrutinies</p> <p>Termly Data Analysis</p> <p>Termly curriculum group meetings</p> <p>Learning walks</p>		
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6. Review of expenditure				
Previous Academic Year 2016 - 2017				
Desired Outcome:	Chosen action/approach:	Estimated impact: Did you meet the success criteria? Include impact on non PP pupils, if appropriate.	Lessons learned: (and whether you will continue with this approach)	Cost:
<p>Improve progress in Reading, Writing and Maths across KS2 and KS3 for pupils eligible for PP.</p> <p>Improve rates of progress in boys' writing.</p>	Outdoor Education	- Extends the PE curriculum and develops PSHE skills in the outdoors leading to improved self-esteem and self-worth.	Academic progress is improving year on year and larger percentages of students are making better than expected progress.	£4000.00
	Residentials			
	Read Write Inc resources	- Our aim is to give every student at least 1 residential experience whilst they are with us. Outcomes again are increased self-esteem and participation.		£9000.00
	1:1 Literacy support	- Improve literacy skills including phonics knowledge at Key Stages 2 and 3. Improved reading and writing levels.		£1600.00
	iPads	- Targeted support for reading for 9 hrs per week. Outcome is improved reading ages.  - We have provided all students in KS1 and KS2 with iPads to develop ICT skills and the ICT Department in Upper school has a suite of iPads.		£7077.57  £3705.00

Have 50% of teaching and learning across the school judged as outstanding.	School Improvement service SLA Alan Peat Training	Allows the teaching staff access to the latest training and teaching strategies. Outcome is improved teaching and learning.	Lesson observations, book scrutiny and pupil progress triangulate to evidence at least 50% of teaching is outstanding with the remainder judged as good.	£918.00 £3000.00
Increase attendance rates for pupils eligible for PP ensuring the number of Persistent Non Attenders (PNA) decreases.	Educational Welfare Officer Service Level Agreement	Increased Attendance. Our attendance continues to be over 90%.	Attendance for PP pupils was 89.85% Whole school was 90.6% For LAC children falling attendance cannot be challenged through the EW service.	£950.00
Improved behaviour so more students score Individual Learning Behaviour Points above 3 and PP students have less Physical Incidents year on year evidencing ready to learn behaviours. PP pupils' progress rates improve due to students' mental health being met through work with the EP and the Thrive initiative.	Rewards Budget  Educational Psychological Service SLA  THRIVE Training	Improved behaviour. Last year we saw record attendance and much fewer fixed term exclusions.	360 data evidences numbers of significant incidents reduce from Autumn Term to Summer Term.  Whole key stage data evidences a significant reduction in incidents particularly for pupils in KS3 and KS4.	£7000.00 £8000.00 £3000.00
<b>Total Cost:</b>				<b>£48250.57</b>
<b>Total Pupil Premium Budget:</b>				<b>£40785</b>
<b>Overspend to be found from Main School Budget:</b>				<b>£7465.57</b>