

# Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025 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   | Silverdale School                    |
| Number of pupils in school  | 1463<br>1026 in Y7 to Y11            |
| Proportion (%) of pupil premium eligible pupils   | 13% of eligible year groups          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | <b>2024/25</b><br>2025/26<br>2026/27 |
| Date this statement was published   | September 2024                       |
| Date on which it will be reviewed   | September 2025                       |
| Statement authorised by   | Sarah Sims, Headteacher              |
| Pupil premium lead  | Samira Hussain, Deputy Headteacher   |
| Governor / Trustee lead   | David Wild                           |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £151,726 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £151,726 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Silverdale, the needs of our disadvantaged and vulnerable students are at the heart of every aspect of our work. We have a strong core vision of 'Outstanding Achievement for All' that is reflected in all areas of school life.

Our approach is:

- To provide a broad and aspirational curriculum delivered through excellent teaching for all our students.
- To precisely identify which students would most benefit from additional interventions.
- To deliver impactful support and intervention to remove barriers to learning.

We use a wide range of strategies including academic support, behaviour intervention, well-being, mentoring, inclusion, and the removal of financial barriers. These various strategies are built on strong relationships and a sound understanding of needs.

It is well evidenced that the Covid-19 pandemic had a disproportionate effect on disadvantaged learners and we continue to mitigate for the differing gaps in provision experienced by our students. Our approach draws heavily from research, in particular the recommendations of the EEF (<https://educationendowmentfoundation.org.uk/>).

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Cohesive Whole School Leadership surrounding narrowing the gap   |
| 2                | Strengthening transitions for students between Key Stages  |
| 3                | Maintaining an inclusive curriculum offer that meets the needs of all learners   |
| 4                | Lower attendance rates impacting on the progress and attainment of PP Children   |
| 5                | Student Wellbeing  |
| 6                | Access to technology to support learning   |
| 7                | Numeracy and Literacy skills   |
| 8                | Support for students in gaining the skills to be successful learners   |
| 9                | Offering inclusive educational experiences outside of the classroom that support the development of skills essential for the curriculum on offer |
| 10               | Removing Financial Barriers  |

## 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  |
|---|---|
| Improved progress of students in the Pupil Premium cohort at KS4                              | Increase in the number of students gaining a positive Progress 8.   |
| Increase the attendance and punctuality of PP students  | The attendance and punctuality of PP students is better than the national average for all students.                         |
| Increase the number of PP students accessing enrichment opportunities and educational visits. | Financial barriers to accessing opportunities removed for all PP students.<br>Increased uptake of enrichment opportunities. |

## Activity in this academic year 2024-25

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: £102,115

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Breadth of curriculum</i>   | <i>Silverdale School has an inclusive and aspirational curriculum offer that enables all our students to be challenged and to succeed. To maintain this breadth of offer, a significant contribution from the pupil premium funding is used. Ongoing evaluation informs planning and priorities, as well as analysing impact on key pupil outcomes (attendance, behaviour, attainment &amp; progress).<br/>At KS3 we have invested Pupil Premium funding in additional staffing in the core subjects, (English, Maths and Science) to facilitate smaller groups and target low achieving students, particularly PPG.</i> | 3                             |
| <i>Quality first teaching supported by additional CPD for teachers, and regular CPD for support staff.</i>                     | <i>EEF Using Pupil Premium Guidance states that the quality first teaching is one of the key elements in students making progress.</i>   | 1, 2, 5, 7                    |
| <i>Emphasis on improving reading and literacy skills through the reading strategy including the use of Accelerated Reader.</i> | <i>We have developed and improved our literacy provision in line with recommendations in the EEF report <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>.<br/>Our Reading Strategy is well-developed and has proven impact, particularly in Y7.</i>   | 7                             |
| <i>Targeted Literacy and Numeracy Interventions</i>  | <i>EEF Teaching and Learning Toolkits states that Teaching Assistant Academic Mentoring can have an impact of +4 months on student progress.</i>   | 2, 3, 5, 7                    |
| <i>Nurture Programme</i>   | <i>Selected Y7 students are taught history, geography and RE content in a small group, with a focus on developing literacy. A range of research supports this strategy, and it has been shown to have impact in Silverdale.</i>  | 2, 3, 7, 8                    |

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

Budgeted cost: £26,353

| Activity | Evidence that supports this approach | Challenge number(s) |
|----------|--------------------------------------|---------------------|
|----------|--------------------------------------|---------------------|

|   |   | addressed        |
|---|---|------------------|
| National Tutoring Programme   | Core subject provision through the NTP has supported learners to develop skills and understanding that supports achievement. EEF Teaching and Learning Toolkits states that small group tuition can have an impact of +4 months   | 3, 7, 8          |
| Intervention sessions for Year 11   | EEF Teaching and Learning Toolkits states that extending school time can have an impact of +3 months  | 3, 7, 8          |
| Homework Club   | EEF Teaching and Learning Toolkits states that Homework can have an impact of +5 months on student progress and states that it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).                        | 2, 3, 4, 6, 7, 8 |
| Academic Mentoring including Y11 Silverdale 60  | EEF Teaching and Learning Toolkits states that Academic Mentoring can have an impact of +2 months on student progress.  | 2, 3, 4, 5, 8, 9 |
| Technology Support for students with limited access to computers  | EEF Digital technology (2019), Published 16 August 2021   | 6, 10            |
| Removing Financial Barriers surrounding equipment, peripatetic music lessons and resources like revision guides | EEF Using Pupil Premium Guidance states removing of barriers to learning is a key element in making progress. The research undertaken by 'A New Direction' illustrated the importance of cultural and arts opportunities to support the wider learning of pupil premium students. | 3, 5, 8, 10      |

## Wider Strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £38,485

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Attendance Strategy with PP focus  | The Department for Education (DfE) published research in 2016 which found that the higher the overall absence rate across KS4, the lower the likely level of attainment at the end of KS4. Strategy was developed from a range of research including the DfE published research in 2016 and 2012 (Improving attendance at school).   | 4                             |
| Funding <b>all</b> Educational Trips and visits for PP students to ensure that no student is excluded from any opportunity by financial constraints. | The research undertaken by 'A New Direction' illustrated the importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.  | 3, 5, 8, 9                    |
| Silverdale School's Summer Transition work from Y6 to Y7 called 'Summer's Cool'.   | Internal evidence shows that our summer school supports transition for Y6 to Y7. There is a wealth of research about the importance of successful transition and how this impacts student attainment. For example, Galton, Gray & Ruddock, Homerton College, Cambridge, September 1999: <a href="http://bit.ly/2LTWKYo">http://bit.ly/2LTWKYo</a> School Transition and Adjustment Research Study, UCL & Cardiff University, 2013-2015: <a href="http://www.nuffieldfoundation.org/predicting-successful-and-difficult-transitions-secondary-school">www.nuffieldfoundation.org/predicting-successful-and-difficult-transitions-secondary-school</a> | 1, 2, 3, 4, 5, 7, 8, 9        |

|  |   |            |
|--|---|------------|
|  |   |            |
| Emphasis on reading culture; use of Sparx Reader.                            | <i>We have developed and improved our reading provision in line with recommendations in the EEF report</i><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>   | 7          |
| Develop metacognitive and self-regulation strategies and skills in students. | <i>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). To realise this impact in practice requires pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. Therefore, the whole school Attitude to Learning (ATL) structure has metacognitive strategies embedded in the review program to allow students in all year groups to develop these skills over time.</i>  | 5, 7, 8, 9 |
| Careers advice and work experience support                                   | <i>Silverdale School recognises the importance of impartial and objective careers advice, and we employ a Careers Advisor who works closely with KS4 and KS5 pupils Their work is targeted on early intervention for vulnerable groups, including pupils on the RONI, many of whom are pupil premium pupils. All Y10 students have a week of work experience during the summer term. Pupil premium funding is used to contribute towards support for securing a work experience placement for our pupil premium students.</i>   | 2, 3, 5    |
| Engagement Hub   | <i>Silverdale Engagement Hub is a provision designed to support the most vulnerable learners in the school. It provides a 12-week programme away from normal classrooms, allowing for in-depth intervention and reflection to support the academic, pastoral, social and emotional needs of students. It is a supportive environment equipped with all the resources students need to continue focused academic study with strong, pinpointed support from a highly skilled and trained teacher and teaching assistant. Pupil Premium funding is used to contribute as being Pupil Premium is an indicator of possible academic vulnerability and currently 80% of students accessing the provision are Pupil Premium</i> | 3, 5, 7, 8 |

**Total budgeted cost: £166,953**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium funding budget allocations 2023-24

|  |            |
|--|------------|
| Total Pupil Premium Funding received                   | £151,726   |
| Allocated:   |            |
| Breadth of Curriculum including external music lessons | £59,144    |
| HLTA for EAL and Literacy Specialist                   | £13,383.00 |
| HLTA for Early Transition KS2 to KS3                   | £7,305     |
| PP Leadership  | £18,371    |
| Nurture Program 'Springboard'                          | £9,709     |
| Summer Transition Programme 'Summer School'            | £3,291     |
| National Tutoring Programme                            | £8,080     |
| Additional Interventions (P0 and P6)                   | £4,697     |
| Educational Experiences                                | £3,029     |
| Careers Advice   | £4,861     |
| Pastoral Support                                       | £13,194    |
| Revision guides, books & curriculum materials          | £3,240     |
| Engagement Hub   | £3,422     |

### Pupil Premium Strategy Outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

#### Improved achievement of students in the Pupil Premium cohort at KS4

Our disadvantaged student cohort performed above national averages on several key progress and attainment measures. The estimated Progress 8 outcomes for our disadvantaged students this year is estimated at -0.42 (from SISRA 2024 Collaboration Data) and though the performance of our disadvantaged cohort has improved over recent years, this year a small number of students with complex circumstances had a significant impact on the average Progress 8.

- 30% of our students entitled to the Pupil Premium achieved GCSE Maths and English at Grade 5 or better.
- 50% of our disadvantaged students achieved GCSE Maths and English at Grade 4 or better.
- 47% of our disadvantaged students achieved 5 Standard Passes including English & Maths and 27% achieved 5 Strong Passes including English & Maths.
- The gap between PP and non-PP remains at around grade on average.

#### Impact on Attendance

Attendance of our students in 2023-24 was heavily impacted by Covid-related absences. We made extensive alterations to our teaching and learning approaches to support students at home and in school through a blended learning model which included live streaming and students being provided with devices to support home learning. The attendance of disadvantaged students in the first 5 half terms was 91.4%.

#### Y7 Transition Support

We continue to review the success of our "Springboard" Programme for the following academic year. In 2023-24, the programme supported the successful transition of a carefully selected group of vulnerable learners. The programme allows early identification of transition challenges and small group work to enable bespoke provision. It also allows students from the integrated resource unit to spend time with other students from the mainstream school in a nurturing environment.

#### Wellbeing

We have invested in additional capacity in our pastoral and inclusion team in order to support student well-

being and mitigate the effects of the pandemic. Support strategies included behaviour support groups including metacognition, wellbeing interventions, 'PT20' pre-CAMHS interventions and peer mentoring.

## Externally provided programmes

| Programme                   | Provider |
|-----------------------------|----------|
| National Tutoring Programme | Pearson  |

## Further information (optional)

Silverdale School has an emphasis of 'Outstanding Achievement for All'. Marc Rowland's work 'Learning without Labels' (2017) argues that a focus on achievement for all pupils, rather than only PP students, is crucial. In his work, Marc Rowland states that it is easy for schools to apply a label to PP pupils which can inhibit their achievement. He articulates that educators must stop making excuses about why some disadvantaged pupils do not achieve; the only ceiling they have is the one we place on them.

The key elements of building a focus on achievement for all pupils are:

1. Stop making excuses for PP pupils; every child can achieve. We should not make excuses for why any pupil is not achieving, including SEN pupils, pupils who have difficult home lives or any other pupil. All pupils should be given guidance on how to get there rather than saying 'they won't make it'.
2. We should not make assumptions for PP pupils. We should ensure that we do not make assumptions for PP pupils as 'disadvantage' is different for each pupil. The key is to find out what the disadvantage is and to support pupils to overcome or find ways to deal with this.
3. Know Your Data. We should be aware of the different groups that come under the PP/ disadvantaged umbrella. We should understand the data of each group so we can identify any further interventions which may be required.
4. Thinking Strategically. High quality teaching and learning has the biggest impact on pupil outcomes and therefore the bulk of the PP plan focus is on ensuring all teaching is high quality. Using classroom support to identify issues instead of going straight to interventions will not only mean that we can get to the root of the causes quicker but will also be more cost effective.
5. Solve the Problem. It is not likely that the implementation of a strategy will work straight away. Reflecting, tweaking, and improving how a strategy is implemented will be required once we have received feedback and learnt from any mistakes.
6. Remember what's good for one should be good for all. If we are focused on improving pupil outcomes for all, then outcomes for 'disadvantaged' pupils will also improve. More successful strategies will ensure that all pupils will achieve in the classroom

### Wider School Strategies

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Ensuring a positive school environment and clear school expectations to support learning and well-being.
- Developing our schools' practice around Equality and Diversity, including our communications with our EAL parents.
- Embedding more effective practice around knowledge and retention throughout Teaching and Learning. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Embedding the principles of Personal Development throughout school in our Form Time Program, PSHE Lessons, Student Leadership opportunities, Attitude to Learning system, teaching and extra-curricular activities.
- Improving parental engagement by developing links with all the diverse communities that we serve.