

# Pupil Premium Strategy Statement 2026-27

This statement details our school's use of pupil premium (and recovery premium for the **2026 to 2027 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                                                                                      | 1600<br>1147 in Y7 to Y11                      |
| Proportion (%) of pupil premium eligible pupils                                                                 | 15.26% of eligible year groups                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | <b>2026/27</b><br>2027/28<br>2028/29           |
| Date this statement was published                                                                               | September 2026                                 |
| Date on which it will be reviewed                                                                               | September 2027                                 |
| Statement authorised by                                                                                         | Jim Smith, Headteacher                         |
| Pupil premium lead                                                                                              | Joanne Brocklesby, Assistant Headteacher/SENco |
| Governor / Trustee lead                                                                                         | Mark Keen                                      |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £204,482 |
| 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 | £204,482 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Silverdale School, we believe that every student, regardless of their background or circumstances, should have the opportunity to thrive, achieve highly and make the most of their time at school. Our Pupil Premium strategy is rooted in this belief.

Our ambition is not simply to narrow an attainment gap. It is to break down the barriers that can prevent disadvantaged students from achieving their potential and fully participating in school life. We want every disadvantaged student at Silverdale to experience an excellent education, develop the knowledge, skills and confidence they need for their future, and have access to the opportunities, experiences and relationships that enable them to flourish.

Our approach is underpinned by our three school values: Ambition, Belonging and Integrity.

Ambition means that we have high expectations for every disadvantaged student. We do not allow disadvantage to become a limit on what a student can achieve or aspire to. We want our students to achieve well academically, develop their interests and talents, and leave Silverdale with the qualifications, confidence and experiences they need to take their next steps successfully.

Belonging means that every student should feel known, valued and included within our school community. Strong relationships, attendance, positive behaviour, wellbeing and a sense of connection are important foundations for learning. We seek to understand the individual circumstances, strengths and needs of our disadvantaged students so that they can engage fully in school and feel that Silverdale is a place where they belong.

Integrity means that we take responsibility for doing what makes the greatest difference. Our decisions are informed by evidence, professional expertise and a detailed understanding of our students. We evaluate the impact of what we do, learn from what works and change our approach when it does not have the desired impact. Pupil Premium is therefore not a collection of isolated interventions; it is an integral part of our wider school improvement strategy.

Our strategy is informed by the Education Endowment Foundation (EEF) and its tiered approach to supporting disadvantaged students. This places high-quality teaching at the heart of our strategy, alongside targeted academic support and wider approaches to address barriers to learning. We recognise that disadvantaged students are not a homogeneous group and that there is no single intervention that will address disadvantage. Effective provision begins with accurately identifying the needs, strengths and barriers experienced by our students and responding accordingly.

### **Our approach focuses on four key principles:**

#### **1. Excellent teaching for every student**

The most important contribution we can make to improving outcomes for disadvantaged students is to ensure that they experience consistently strong teaching across the curriculum. We therefore prioritise high expectations, strong subject knowledge, effective pedagogy, responsive teaching, literacy, numeracy, oracy and the development of students as increasingly independent learners.

Our professional learning, curriculum development and quality assurance processes are designed to improve the everyday classroom experience for all students, with particular attention to the needs of disadvantaged learners. We believe that the best Pupil Premium strategy is one where high-quality provision is experienced by disadvantaged students every day, rather than relying solely on addition-

al intervention outside the classroom.

## 2. Precisely identify and respond to need

We use a range of information, including attainment and progress data, attendance, behaviour, SEND information, pastoral knowledge, student voice and professional judgement, to develop a rich understanding of our disadvantaged students.

This enables us to identify barriers early and provide support that is proportionate, timely and appropriate. Where additional academic support is required, interventions are carefully targeted, aligned with the curriculum and monitored for impact. We recognise that disadvantaged students may also require additional support with attendance, engagement, behaviour, wellbeing, literacy, relationships, confidence or access to resources and opportunities.

We will not assume that being eligible for Pupil Premium automatically means that a particular intervention is required. Instead, we seek to understand the student behind the data and respond to their individual strengths and needs.

## 3. Remove barriers and broaden opportunity

Achievement is influenced by much more than what happens in the classroom. Our strategy therefore addresses the wider barriers that can prevent disadvantaged students from engaging successfully with education.

This includes supporting attendance and punctuality, positive behaviour and engagement, wellbeing and pastoral support, access to technology and resources, uniform and essential equipment, educational visits, enrichment, careers experiences, extracurricular activities and opportunities that develop cultural capital.

We want disadvantaged students not only to achieve well but to experience the richness of school life. We will actively seek to ensure that financial circumstances do not prevent students from participating in the opportunities available to their peers.

Our ambition is for disadvantaged students to develop the knowledge, experiences, character and agency to make informed choices about their futures and to take advantage of the opportunities available to them.

## 4. Evaluate, learn and improve

We recognise that an effective Pupil Premium strategy is not a fixed list of activities. It is a long-term commitment that requires regular review, reflection and adaptation.

We will evaluate the impact of our strategy through a range of evidence rather than relying on a single measure. This includes academic outcomes, progress, attendance, behaviour, participation, engagement, destinations and wider indicators of student development.

Where approaches are successful, we will seek to sustain and embed them. Where they are not having the intended impact, we will adapt or stop them. This reflects the EEF's emphasis on implementation, monitoring, evaluation and making Pupil Premium a collective responsibility across the school.

## Our ambition

Our Pupil Premium strategy is therefore about equity, not lowered expectations.

We want disadvantaged students at Silverdale to experience the same sense of possibility as every other student. We want them to achieve strong academic outcomes, attend regularly, participate fully, develop their interests and talents, build positive relationships and leave school equipped for the next stage of their lives.

We will continue to ask ourselves three important questions:

- Are disadvantaged students receiving the same quality of education and opportunities as their peers?
- What barriers are preventing individual students from achieving and participating fully?
- What evidence tells us that what we are doing is making a difference?

Ultimately, our Pupil Premium strategy is about ensuring that background does not determine destination.

Through Ambition, Belonging and Integrity, we will work collectively to remove barriers, raise aspirations, create opportunity and enable every disadvantaged student at Silverdale to be the best they can be.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Developing cohesive whole-school leadership that takes collective responsibility for removing barriers and ensuring disadvantaged students achieve, belong, contribute and thrive. |
| 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                | Ensuring consistently high-quality, inclusive teaching for disadvantaged students.                                                                                                 |
| 7                | Improving disadvantaged students' access to the curriculum through foundational learning.                                                                                          |
| 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 attainment and progress of students in the Pupil Premium cohort at KS4 particularly in core (English, Maths, Science) | Increase in the percentage of students gaining a positive Progress 8 in 2026/27.                                                                                                                                                                                                                                                 |
| 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.                                                                                                                                                                                                      |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.                               | Sustained high levels of wellbeing by 2027/28 demonstrated by:<br>qualitative data from student voice, student and parent surveys and teacher observations.<br>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.                                                        |
| Improved reading comprehension among disadvantaged pupils across KS3.                                                          | Reading comprehension tests demonstrate a +3month improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.<br>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. |

## Activity in this academic year 2026-27

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: £121,365

| 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).</i><br><br><i>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 lower achieving students.</i> | 3                             |
| <i>Embed the Silverdale Teaching Model and high-quality, responsive and inclusive teaching through sustained CPD.</i>           | <i>The EEF identifies high-quality teaching as a top priority for Pupil Premium and highlights the importance of supporting teachers to continually improve. Increased whole-school and departmental CPD will enable staff to develop, practise and reflect on shared approaches to effective teaching, including responsive teaching and Inclusion First. <a href="#">EEF Guide to the Pupil Premium</a></i>                                                                                                                                                                                                      | 6                             |
| <i>Develop Foundational Learning through reading, vocabulary and oracy, including READS, Frayer Model and Think-Pair-Share.</i> | <i>EEF guidance highlights the importance of disciplinary literacy, vocabulary development and structured talk in enabling pupils to access learning across the curriculum. Foundational Learning will be developed through whole-school and departmental CPD, providing shared approaches to reading, vocabulary and oracy. <a href="#">EEF Improving Literacy in Secondary Schools</a></i>                                                                                                                                                                                                                       | 7                             |
| <i>Springboard Transition Programme</i>                                                                                         | <i>Research indicates that effective transition programmes, targeted small-group teaching, and social and emotional support can improve attendance, engagement, wellbeing, and academic outcomes for vulnerable learners. Small group provision enables staff to identify and address gaps in learning, strengthen literacy and communication skills, and build confidence and resilience during key educational transitions. The Education Endowment Foundation highlights the positive impact of targeted interventions, social and emotional learning approaches, and oral language development on</i>          | 2, 3, 7, 8                    |

|  |                 |  |
|--|-----------------|--|
|  | pupil outcomes. |  |
|--|-----------------|--|

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

Budgeted cost: £28,603

| Activity                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 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                       |
| Targeted reading interventions for students with identified literacy needs, including Reciprocal Reading, Lexia and small-cohort support. | EEF guidance recommends using assessment to identify pupils who require additional literacy support and providing targeted intervention alongside high-quality classroom teaching. NGRT data and other assessment information will be used to identify need and monitor progress, with intervention matched to pupils' specific reading needs. <a href="#">EEF Improving Literacy in Secondary Schools</a> | 7                             |
| Homework Club providing staffed academic support, resources and access to technology Monday–Thursday.                                     | EEF evidence indicates that homework can have a positive impact on secondary pupils' attainment, while recognising that pupils may have different levels of support and resources available at home. Providing a supported environment in school helps remove barriers to completing homework and independent study. <a href="#">EEF Homework – Teaching and Learning Toolkit</a>                          | 7, 10                         |
| Academic Mentoring                                                                                                                        | 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: £54,291

| Activity                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Attendance Strategy with PP focus                                                                                                                    | <i>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).</i>                                                                                                                                                                                                                                                                                                                                                            | 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 EEF Toolkit highlights that non-academic enrichment—including arts participation (+3 months) and outdoor adventure learning (+4 months)—boosts self-efficacy and engagement. Research from A New Direction and Ofsted’s inspection framework emphasizes that enhancing cultural capital directly addresses experiential deficits. Real-world experiences build domain-specific schema and vocabulary, removing baseline barriers to accessing reading comprehension and the wider curriculum.                                                                                                                                                                                                    | 3, 5, 8, 9, 10                |
| Silverdale School’s Summer Transition work from Y6 to Y7 called ‘Summer’s Cool’.                                                                     | <i>Internal evidence shows that our summer school supports transition for Y6 to Y7.</i><br><i>There is a wealth of research about the importance of successful transition and how this impacts student attainment. For example,</i><br><i>Galton, Gray &amp; Ruddock, Homerton College, Cambridge, September 1999: <a href="http://bit.ly/2LTWKYo">http://bit.ly/2LTWKYo</a></i><br><i>School Transition and Adjustment Research Study, UCL &amp; Cardiff University, 2013-2015:</i><br><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        |
| Promote a strong whole-school reading culture through the library, KS3 Reading Passport and Sparx Reader                                             | EEF secondary literacy guidance recommends prioritising disciplinary literacy and providing opportunities for pupils to read challenging texts, while recognising the importance of developing pupils’ motivation and engagement with reading. Silverdale will promote regular reading through the library, Reading Passport and Sparx Reader, building on strong levels of pupil engagement. <a href="#">EEF Improving Literacy in Secondary Schools</a>                                                                                                                                                                                                                                            | 7                             |
| Develop positive learning habits and greater independence.                                                                                           | EEF evidence indicates that metacognition and self-regulation can support pupils to become more independent learners when strategies are explicitly taught and embedded within curriculum learning. Silverdale will develop learning habits through classroom practice, deliberate practice with students and assemblies that help pupils understand how to become more successful learners. <a href="#">EEF Metacognition and Self-Regulation</a>                                                                                                                                                                                                                                                   | 8                             |
| Targeted 1:1 careers advice (via                                                                                                                     | High-quality employer contact and tailored careers advice significantly reduce the likelihood of NEET outcomes among dis-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2, 8, 9                       |

|                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| dedicated Careers Advisor) for vulnerable and RONI Pupil Premium pupils in KS4, alongside support to participate in Year 10 Work Experience. | <i>advantaged youth. Funding removes the financial barriers (travel, placement access) that disproportionately prevent PP students from securing meaningful work placements, directly supporting post-16 transition planning</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |
| Engagement Hub                                                                                                                               | <p><i>Silverdale Engagement Hub is a provision designed to support the most vulnerable learners in the school. It provides three key pathways; a 12-week programme away from normal classrooms, access for students at key times or during specific timetabled periods and Maths and English support for KS4 students.</i></p> <p><i>This allows 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.</i></p> <p><i>Pupil Premium funding is used to contribute as being Pupil Premium is an indicator of possible academic vulnerability and currently 86% of students accessing the provision are Pupil Premium.</i></p> | 3, 5, 7, 8 |

**Total budgeted cost: £204,259**

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

### Pupil Premium funding budget allocations 2025-26

|                                                        |          |
|--------------------------------------------------------|----------|
| Total Pupil Premium Funding received                   | £152,506 |
| Allocated:                                             |          |
| Breadth of Curriculum including external music lessons | £22,758  |
| HLTA for EAL and Literacy Specialist                   | £15,550  |
| HLTA for Early Transition KS2 to KS3                   | £7,107   |
| PP Leadership                                          | £22,834  |
| Nurture Program 'Springboard'                          | £8,941   |
| Summer Transition Programme 'Summer School'            | £0       |
| National Tutoring Programme                            | £6,005   |
| Additional Interventions (P0 and P6)                   | £10,000  |
| Educational Experiences                                | £18,085  |
| Careers Advice                                         | £2,801   |
| Pastoral Support                                       | £37,172  |
| Revision guides, books & curriculum materials          | £1,253   |

### Pupil Premium Strategy Outcomes 2025-26

**This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.**

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

Our disadvantaged student cohort performed in line with national expectation for all on key attainment measures. The average Attainment points is 44.

- 66.7% of our students entitled to the Pupil Premium achieved GCSE Maths and English at Grade 4 or better.
- 38.1% of our disadvantaged students achieved 5 Standard Passes including English & Maths and .

#### **Impact on Attendance**

Targeted changes to our attendance systems—including enhanced monitoring and timely intervention strategies—have led to a marked improvement in attendance among Pupil Premium students. These developments have narrowed the attendance gap between PP students and their peers compared to previous years by 0.37% and shown an overall increase of +0.22% on previous years successes. A whole-school culture of belonging and shared responsibility has been cultivated, ensuring that all students feel valued as part of our community. The attendance strategy continues to be developed and refined, with a focus on sustaining progress and further reducing barriers to attendance for disadvantaged learners.

#### **Y7 Transition Support**

We continue to review the success of our “Springboard” Programme for the following academic year. In 2025-26, 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. Students were further supported with subsidised and priority placements at the 'Summer School' provision to support transition through building relationships

with key staff.

### **Engagement Hub**

Our Engagement Hub is a vulnerable learner provision, providing small group and targeted intervention both fulltime and parttime to students. The focus on supporting Key Stage 3 students in developing the behavioural, pastoral, study and academic skills in order to reintegrate back into mainstream education and achieve and progress in Key Stage 4. It also provides intervention for Key Stage 4 students to support their progress in Maths and English.

### **Wellbeing**

We have invested in additional capacity in our pastoral and inclusion team. This has provided pastoral staff for all year groups to intervene with wellbeing and pastoral issues. Pastoral staff are also able to develop and conduct small group interventions including behaviour support groups focussed on metacognition and peer mentoring, along with additional targeted transition work between academic years and keys stages e.g. Year 7 into 8 and Year 9 into 10. We also have dedicated staff who are Trauma Informed trained and can provide the specific and de-tailed strategies required for students in need of pre-CAMHS interventions, including Trauma Recovery. Capacity also allows for regular, calendared sessions for all students who are Looked After.

### **Educational Experiences Outside of the Classroom**

Pupil Premium funding paid for 478 places on school trips this year, accounting for 15% of total places on trips. On average, 25% of trip participants were pupil premium. 98.2% of PP students went on a school trip last year and the average number of trips PP students went on was 3. 15 students enrolled on the DofE bronze programme.

### **Careers education**

All but 1 PP student – who was unwell at the time - successfully completed their work experience placement.

## **Externally provided programmes**

| <b>Programme</b>                     | <b>Provider</b> |
|--------------------------------------|-----------------|
| No external providers have been used | N/A             |

## Further information (optional)

At Silverdale, we believe that inclusion is everyone's responsibility. Our Inclusion First strategy is designed to ensure that students experiencing educational disadvantage, including our Pupil Premium students, are not disadvantaged by the barriers they may face.

Our intent is simple: students with an educational disadvantage realise their educational and social potential.

We recognise that disadvantage is complex and that our Pupil Premium students are not a homogeneous group. The barriers faced by individual students will be different and may change over time. Our approach therefore starts with knowing our students well, understanding their individual circumstances and responding to need rather than making assumptions based on a label.

Inclusion First is embedded within our wider approach to school improvement. It is not an additional programme or a separate curriculum for disadvantaged students. Instead, it shapes the way we think about teaching, relationships, support, participation and opportunity.

### Classroom First

We know that high-quality teaching has the greatest impact on student achievement. Our first response to educational disadvantage is therefore to ensure that disadvantaged students experience excellent teaching every day, in every classroom.

Our *Place First* approach ensures that we think carefully about where disadvantaged students are placed within classrooms and classes so that they are positioned to succeed. We use seating plans and our knowledge of students to support engagement, interaction and access to learning.

Through *Probe First*, teachers deliberately prioritise disadvantaged students for meaningful interaction. We use questioning, checking for understanding, scaffolding and feedback to develop thinking, identify misconceptions and ensure that students are actively engaged in their learning.

Through *Praise First*, we deliberately recognise disadvantaged students for their effort, progress, positive choices and contribution. We want to build confidence and self-belief and ensure that students experience success and recognition as part of their everyday school experience.

Our use of data helps teachers identify need, tailor support and evaluate whether students are making the progress they should. We do not use data simply to identify gaps; we use it to inform action.

### Character First

We want disadvantaged students to leave Silverdale with more than strong qualifications. We want them to develop the confidence, resilience, knowledge, character and agency to make the most of the opportunities available to them.

Through *Equip First*, we ensure that disadvantaged students have the resources, knowledge and readiness they need to learn and participate successfully. Where financial circumstances could create a barrier, we seek to remove that barrier.

Through *Engage First*, we actively seek to involve disadvantaged students in their learning and in the wider life of the school. This includes supporting attendance and punctuality, developing strong relationships with students and families, establishing consistent routines and ensuring that students feel that they belong at Silverdale.

Through *Enrich First*, we ensure that disadvantage does not become a barrier to opportunity. We ac-

tively promote participation in trips, clubs, leadership opportunities, careers experiences and wider enrichment. We want disadvantaged students to develop cultural capital, broaden their experiences, meet positive role models and raise their aspirations for the future.

## **Our Six Inclusion First Principles**

Our approach can be summarised through six principles:

**Place First** – We deliberately consider where disadvantaged students are placed and how this can support their success.

**Praise First** – We recognise effort, progress and positive contribution to build confidence, motivation and self-belief.

**Probe First** – We prioritise meaningful interaction, questioning and feedback to stretch thinking and deepen understanding.

**Equip First** – We ensure students have the resources, knowledge and readiness required to learn and participate.

**Engage First** – We remove barriers to attendance, participation and belonging and build strong relationships with students and families.

**Enrich First** – We provide disadvantaged students with access to experiences, opportunities, role models and cultural capital that broaden their horizons.

These principles are underpinned by our belief that quality first teaching comes first. Additional intervention and support are used where evidence and our understanding of individual need indicate that they are necessary.

## **Inclusion, Pupil Premium and Our Values**

Our Inclusion First strategy reflects the values we want every student to experience and demonstrate.

**Ambition** means that disadvantage should never determine what we expect a student to achieve or what they believe is possible. We maintain high expectations and actively create opportunities for students to discover and pursue their ambitions.

**Belonging** means that disadvantaged students are known, valued and included. We build strong relationships, support attendance and participation, and ensure that students feel that they are an important part of the Silverdale community.

**Integrity** means that we take responsibility for understanding barriers and acting on them. We use evidence, professional knowledge and student-level information to identify what will make the greatest difference, evaluate its impact and adapt our approach when necessary.

Ultimately, Inclusion First is about removing barriers, not lowering expectations.

Our ambition is that a student's circumstances should not restrict their achievement, their personal development or the opportunities available to them. By combining excellent teaching with targeted support and meaningful opportunities, we aim to ensure that every disadvantaged student at Silverdale is equipped to achieve, belong, contribute and thrive.