



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	Sidestrand Hall School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Young
Pupil premium lead	Shelley Taylor
Governor / Trustee lead	Roger Billings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,165
Recovery premium funding allocation this academic year	£19,322.00
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	£145,487



Part A: Pupil premium strategy plan

Statement of intent

At Siderstrand Hall school all members of staff and the governing body are committed to meeting the academic, pastoral, and social needs of students who qualify for Pupil Premium, to facilitate their best outcomes. We are committed to reducing the attainment gap between Pupil Premium and non-Pupil Premium students by investing pupil premium funding in a tailored manner to address individual, as well as shared, in-school, and external barriers.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. The school's current pupil premium strategy plan reflects this objective by understanding that in order for our pupils to access the curriculum and wider school opportunities, the pupil's holistic needs must be met.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that careers guidance and further and higher education guidance is available to all. The school employs its own transition advisor to support students in giving unbiased and informed information on the options available to them.

Our strategy is integral to wider school plans for education recovery, notably through engagement with baselining pupils to identify those that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Currently there is not a consistent approach that staff clearly are identifying support strategies for PPM students.
2	Clear and concise reporting tools not in place for all stakeholders to monitor the impact of PPG spending in particular in Literacy and numeracy.
3	Our curriculum is being developed to ensure that it is progressive in its delivery across the key stages. In reviewing this we will be ensuring differentiation so, all students can access the curriculum along with a need for a clear and concise process in place to track progress of PPM students is put in place.
4	Currently not all Siderstrand students leave with both Maths and English at an appropriate level based on their ability
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills; therefore, all students receive the required level of support to access and engage with their education, through identified interventions.
6	Our observations show that our disadvantaged pupils may face increased social and emotional difficulties requiring pastoral input.

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 for disadvantaged pupils in all subjects, but in particular English and Maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25 all students will leave Siderstrand Hall School with the appropriate levels matched to ability.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC, plan termly outcomes. Robust system of reviewing and recording EHC outcomes.

Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Pupils are not disadvantaged by their financial situation.	Through observations and discussions with pupils and their families. Pupils are accessing all trips and visits. Leading to enriched learning and a deeper understanding of their wider curriculum and enhancing their learning opportunities and widening their cultural diversity.
Whole school provision map developed and used effectively to monitor the quality, impact and value for money of funding for provision and intervention.	End of year results and progress made to narrow the gap. All funding is spent reviewed and impact analysed
Academic progress tracked discreetly at year group and whole school level 3 times a year	Interventions identified and are planned because of tracking in place. Parents are informed of interventions put in place.
All staff clearly identify support strategies for PPM students.	Observations and work scrutinises show use of strategies in teacher planning and lessons
Quality first teaching pedagogy embedded within the school and is established which clearly shows access to in-class differentiation.	Observations and work scrutinises shows evidence of differentiation and quality first teaching practice.

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: **£20,217**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff on how to support positive behaviour for learning and manage behavioural challenges through the use of behaviour plans	Evidence shows that by reducing the number of behavioural incidences, pupils are more able to engage in their learning. Positive behaviour for learning also contributes to improved mental and social well-being.	5,6

	<p>Senior teacher responsible for behaviour trained in STEP On to be able to lead and disseminate training to all staff within Siderstrand to ensure a consistent approach to behaviour.</p> <p>By using Individualised behaviour plans, pupils are better supported within their classrooms, have decreased incidences relating to behaviour and can engage in more meaningful learning.</p> <p>(How school Leaders can Optimise Behaviour Independent Review of Behaviour in Schools (www.gov.uk))</p>	
<p>Assistant Headteacher with the responsibility for LAC students and will support the introduction of Pastoral Leads within the school facilitating and engaging with disadvantaged pupils requiring additional support. Pastoral support will also work on increasing parental engagement to enable parents/carers to have appropriate support systems in place. This will also fund additional CPD within this area</p>	<p>Having adequate pastoral support available for all pupils is associated with positive improvements in cognition, engagement, physical, social, emotional and mental health.</p> <p>(Promoting Children and Young People's Mental Health and Well-being (www.gov.uk))</p> <p>There is strong evidence to suggest that increasing parental engagement will improve academic outcomes.</p> <p>(Working with Parents to Support Children's Learning EEF – educationendowmentfoundation.org.uk)</p>	1,3,6

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

Budgeted cost: **£99,885**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language	Elklan training, to support the delivery of Communication	3,5
Targeted support in literacy and numeracy, to enable students to	Students leave school with a qualification that reflects true ability.	2,3,4



access their learning more successfully	Students are able to take greater ownership for their learning	
Literacy	Students leave school with a qualification that reflects true ability	4
Librarian	Full time librarian in role to support the reading schemes across the schools. Ensuring a breadth of books are sourced to ensure the pleasure of reading is also encouraged across the school.	4
Nessie reading and writing	Alternative literacy packages are sourced and used with identified students.	1,4

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

Budgeted cost: **£51032**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Wellbeing Support	Individual sessions supported and led by Thrive practitioner who will provide scheduled sessions for pupils having been identified as needing additional emotional well-being support. This support will be tailored to the specific needs of the pupil allowing for targeted and relevant sessions. This will support pupils to feel settled, mentally healthy and able to access their learning,	6
Small group wellbeing support	Students identified by Assistant Head responsible for Pastoral or Senior Teacher with responsibility for EHCP outcomes the lead in Thrive will provide specific scheduled interventions for pupils having been identified as needing additional social well-being support. This will be tailored to the specific needs of the pupils within the small group.	5,6
Emotional Literacy	Diagnostic testing and detailed levels of programs of support for	5,6

	identified students. All students receive a	
Enhanced opportunities for our disadvantaged pupils to access extra-curricular activities. Educational Trips/Visits and Residential trips.	<p>There is evidence showing that disadvantaged pupils have unequal access to extracurricular opportunities. There is some evidence that links extracurricular involvement to enhanced academic achievement as well as other positive outcomes. By ensuring our disadvantaged pupils have enhanced opportunity to access extracurricular activities, we can work on bridging this gap.</p> <p>There is also evidence that involvement in extracurricular activities can support the development of important life skills</p> <p>(extracurricular activities to develop life skills – www.gov.uk)</p>	3
A wide range of experiences are planned for pupils to enhance their learning experience and to deepen their understanding of their curriculum knowledge and ensure pupils cultural capital is grown	Learning experiences enhanced by additional materials and outside speakers. Trips organised linked to the curriculum to enhance and develop the learning experience.	3,6
Support services counsellors	External support identified and given for individual students.	3,6
Acknowledging success and prize giving	<p>Termly reward assemblies to reward students on effort and progress and excellent conduct.</p> <p>Acknowledging success and achievements for Year 11 and Leavers.</p>	6

Total budgeted cost: £171,134



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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils' academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Core subjects became the focus to record progress on our school's assessment tool. Core areas purchased specific resources that were to be utilized to support students learning.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

However, it was challenging to provide differentiated support to our pupils online. However, all students were given personalised learning platforms that they could access that was deemed most appropriate for them to be able to access. Teaching staff supported parents/carers with additional resources where appropriate. Where possible, extended learning opportunities were undertaken. This included class trips and regular access to outside learning. This allowed for multi-sensory engagement within the curriculum as well as increased social opportunities.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

When students were in school and when it was identified that pupils were not making expected levels of progress, intervention was provided via 1:1 support within or outside the classroom, as well as utilizing specific resources.



Review: Last Year's aims and Outcomes

Aim	Outcome

Externally provided programmes

Programme	Provider
None	