



Pupil Premium Full Report 2017/18

Government Context

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Context of the school

Number of pupil and pupil premium received:	
Total number of pupils on roll (Years 7-11)	132
Total number of pupils eligible for PP	81
Total number of pupils in KS2	22
Total number of pupils in KS3	27
Total Number of pupils in KS4	48
Amount of PP received for looked after children	£10,000 (LAC) £11,400 (PLAC)
Amount of Pupil Premium received:	£67,320
Amount of PP received for service children	0.00
Total amount of PP received:	£88,720

Sidestrand Hall School is a local authority maintained school in Norfolk. It is classified as a Special Needs school catering for children with complex needs. The cohort changes every year and we have a wide range of students' some of which have higher needs. Students at Sidestrand Hall School all fall within the four areas of SEN; Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health or Sensory/Physical needs. Some students will fall in to more than one area of identified SEN with some also holding a

diagnosis of autism or ADHD. We provide provision from 8:45am to 3:00pm, and for some of our students they attend our extended provision where they board in our on-site residential unit, for either one or two evenings a week, during term time.

Sidestrand Hall School is an improving and happy school with ambitious leadership and a purposeful outlook, striving for excellence in ensuring all student's outcomes are met fully. The most recent Ofsted (November 2018) rated the school as Good.

At Sidestrand Hall School, it has a vision that our students leave Sidestrand having reached their own personalised potential that will support them in their future endeavours. We believe that all pupils have an entitlement to a full and extended curriculum which enables them to achieve. Our mission statement demonstrates our purpose as moving 'Achievement beyond Expectations'. All staff are committed to raising educational standards by addressing pupils needs through personalised learning programmes and targets, staff guide and support pupils through a range of learning experiences, enabling them to leave Sidestrand with a range of skills, knowledge and qualifications. Our vision has a holistic approach which looks at ensuring that we are preparing our students to become active citizens in their community. We know that pupils learn more effectively if they feel valued, happy and secure and we have established a caring and positive environment in which we encourage through our vision. All staff are committed to having high expectations for our students in order that they can be as successful as they can, delivering a personalised curriculum and offering additional strategies and interventions when necessary. High quality teaching is our first step in responding to the needs of our pupils. This will be differentiated for individual pupils based on their needs and barriers to learning.

Student's happiness is important to us and we are developing a House system which will therefore help to build students resilience with working with others and will help to encourage and foster a sense of belonging. It has been designed to embody the beliefs and values of the school and aims to become an integral part of the school community. We aspire our students to be the best that they can, recognising that our students are different and therefore encourage them as individuals. We have a wide and varied curriculum which looks at developing

the whole student. Our curriculum and extracurricular activities are all purposeful and look at developing and supporting the students in their learning as well as their life skills. There are a number of exciting opportunities available to our students which look at supporting and encouraging our students to take part in a wide range of experiences. Each Key stage offers a range of extra-curricular activities and trips within their curriculum planning.

At Sidestrand Hall School we celebrate diversity and allow and encourage our students to celebrate their uniqueness whilst giving them and allowing them to develop their skills to become active citizens in their communities. Every pupil leaves Sidestrand Hall with nationally recognised qualifications that prepare them and are working towards the outcomes of the SEN code of Practice, 'Preparing for Adulthood', which focuses on Employment and education, Independent Living, Community Participation and Good Health.

Pupil Tracking and Reporting

All teaching staff are responsible and accountable for tracking and monitoring performance of the students' that they teach. At Sidestrand Hall School we use 'SOLAR' to formally record termly children's achievements. This tracks pupils' progress using the Norfolk Assessment Pathways (NAPS) devised by all of the Norfolk Complex Needs Schools in response to the Government removing National Curriculum levels. In KS4 where students are following accredited courses these are monitored in line with course expectations. Where students are underachieving these are highlighted to relevant staff to support. Each Key Stage prepares a SOLAR report to identify pupils who may not be making expected progress and who may require specific interventions. The SLT member responsible for data meets twice yearly with every teacher to identify which pupils are making above or below expected progress and any other areas of development identified.

All parents are encouraged to attend an annual review meeting where progress and pupil performance is discussed and extra interventions and strategies may be recommended. There is a strong expectation from SLT that staff are recognising and are able to acknowledge students that potentially are going to underachieve and that the class teacher is supporting this with additional support and interventions. We are committed to ensuring each child achieves their target with the appropriate support and intervention.

Literacy

Read Write Inc is becoming embedded within Keystage 2 to be rolled out to KS3. Staff have been or will receive the relevant training to support the delivery of the programme, therefore, to enable students to be supported in learning the skills to be able to read successfully.

Pupil Characteristics

The proportion of pupils supported through pupil premium is almost double the national average. The majority of the pupils are from white British backgrounds. The rest of the school population is made of pupils from a range of backgrounds; however the school is below the national average for EAL students.

Staffing

All of our staff are committed to the welfare and safeguarding of all children across the school. Staff work hard and are committed to the school vision, to ensure that a student's experience at Sidestrand Hall is a positive one and that they achieve at the level relevant to their individual ability and are fully equipped for their further studies or work.

Partnership working

At Sidestrand Hall School it is a priority to develop strong links with our parents and to engage them fully in their child's achievements and wellbeing. The school believes that an effective partnership with parents develops a stronger ethos of children's commitment to learning. All students have a Home/School book where it is encouraged that parents communicate to their child's Tutor team to ensure that communication between home and school is as effective as it can be.

The school has and is always keen to develop excellent partnerships, working with other agencies to support and safeguard children.

Attendance

Part of the responsibility of the Head of Safeguarding is to monitor and track attendance and where necessary challenge persistent absentees in liaison with the Education Welfare Department.

Objectives of Pupil Premium Spending

Our key objective in using the money generated from Pupil Premium is to narrow the gap between pupil groups. As a school we are committed to improve the percentage of pupils who make good progress. We aim to offer targeted interventions and with a commitment to small teaching groups are working to eliminate barriers to learning and progress.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide interventions which predominantly focus on closing the gaps between groups of children across the school as well as offering interventions that are going to work on their statement need. A proportion of Pupil Premium funding is allocated to the specific support and commitment to our model of delivery which is to offer small class sizes to enable more targeted support within the classroom.

A proportion of our Pupil Premium funds, Teaching Assistants who offer support in the classroom. We also have a team of Teaching Assistants who act as intervention workers, who are also funded partly through Pupil Premium who complete more targeted support for students as well as offering advice and support to students.

Narrowing the gap

Impact of Pupil Premium funding 2017/18

- 91% of Pupil Premium students made good or outstanding progress in Maths
- 91% of Pupil Premium students made good or outstanding progress in English
- 100% of Pupil Premium students made good or outstanding progress in Maths and English in Keystage 2
- 93% of Pupil Premium students made good or outstanding progress in Maths and English in Keystage 3
- 75% of Pupil premium students made good or outstanding progress in Maths and English in Keystage 4
- 64% of students entitled to Pupil Premium achieved Bronze Duke of Edinburgh

- 54% of pupil premium students achieved Entry Level 3 in Independent Living
- 46% of pupil premium students achieved Entry Level 2 in Independent living