

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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                                                                                                     | East SILC                       |
| Number of pupils in school                                                                                      | 431                             |
| Proportion (%) of pupil premium eligible pupils                                                                 | 48% (209 pupils)                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021-2022, 2022-2023, 2023-2024 |
| Date this statement was published                                                                               | November 2023                   |
| Date on which it will be reviewed                                                                               | July 2024                       |
| Statement authorised by                                                                                         |                                 |
| Pupil premium lead                                                                                              | Emily Cullum                    |
| Governor / Trustee lead                                                                                         |                                 |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £265,235 |
| Recovery premium funding allocation this academic year                                                                                                                      | £163,294 |
| 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 | £428,529 |



## Part A: Pupil premium strategy plan

### Statement of intent

At the East SILC, we have high expectations and ambitions for all our pupils, irrespective of their background or barriers to learning.

Our aim is to use the pupil premium funding to achieve positive outcomes for our disadvantaged pupils. As all our pupils have Education Health Care Plans, socio-economic disadvantage is not the primary challenge our pupils face.

The heart of the approach is high quality teaching across the curriculum and in areas that disadvantaged pupils require targeted support.

Our strategy will use an evidence-based approach to build teacher expertise and be driven by pupil need. It will also be based on formal and informal assessments, not assumptions or labels.

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.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                       |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Our attendance data highlights that disadvantaged pupils have a lower percentage of attendance by 3.6 %* compared to non-pupil premium pupils. Also, our disadvantaged pupils are five times more likely to be marked as late after registration compared to their peers. |
| 2                | Our assessments and observations suggest that our disadvantaged pupils have communication difficulties and struggle with reading comprehension and decoding.                                                                                                              |
| 3                | Behaviour data and discussions with teachers demonstrates that disadvantaged pupils at the Roger Cannon site are more likely to require physical intervention for their high levels of challenging behaviour.                                                             |
| 4                | Our assessments, observations and discussions with families demonstrates the negative impact the pandemic has had on pupil's emotional wellbeing.                                                                                                                         |

\*1.8% including high medical needs.

## 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 |
|------------------|------------------|
|------------------|------------------|

|                                                                                                                                                     |                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.                                                    | The safeguarding and leadership team will target key families who require additional support identified through attendance trackers.                                                                                                      |
| Improved reading comprehension amongst disadvantaged pupils across the school.                                                                      | Staff are trained in diagnostic testing to identify specific strengths and weaknesses of each pupil in reading. Ensuring pupils receive targeted reading interventions.                                                                   |
| To reduce high level incidents of challenging behaviour and reduce the need for physical intervention.                                              | The behaviour team are trained to record high level incidents and identify early intervention and support for pupils displaying challenging behaviour.                                                                                    |
| Families feel more supported with promoting students wellbeing through early support from the Family Support Team and interventions such as Thrive. | <p>Pupils are profiled using Thrive and key members of staff delivering interventions for identified pupils.</p> <p>Family support workers to provide early intervention for those families identified as needing additional support.</p> |

## 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: £ 18,258

| Activity                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Creation of a reading Teaching and Learning Responsibility to improve reading across the school.<br/>(£5,385)</p> <p>Lead provide training across the school for teachers, HLTAs and TA's.</p>         | <p>Evidence suggests that reading comprehension approaches need to be tailored to pupils' current reading capabilities, so it is important that teachers receive professional development in effective diagnosis as well as training in the use of particular techniques and materials.</p> <p><a href="#">Reading comprehension strategies – EEF Toolkit</a></p> | 2                             |
| <p>Purchase of standardised diagnostic assessment for reading (Lexplore Reading Assessment).<br/>(£2,680)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br/><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>                 | 2                             |
| <p>Purchasing phonically decodable books which</p>                                                                                                                                                        | <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.</p>                                                                                                                                                                                               | 2                             |

|                                       |                                                                |  |
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| are age appropriate.<br><br>(£10,193) | <a href="#">Reading comprehension strategies – EEF Toolkit</a> |  |
|---------------------------------------|----------------------------------------------------------------|--|

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

Budgeted cost: £ 97,507

| Activity                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 2 Speech and Language Therapists<br><br>(£94,621)<br><br>Targeted one to one and small group SaLT interventions. | <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p>As well as the one-to-one and group interventions provided, we have provided lots of staff training in the last academic year which contribute to supporting challenges 2, 3 and 4. Some of the one-to-one and group interventions will also help with challenge 3 where the sessions are around recognising, labelling and managing emotions.</p> | <p>2</p> <p>2,3,4</p>         |

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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                        |   |
| Development of two Thrive therapeutic rooms for Thrive interventions (£2886 CPD)                                                           | <p>The Thrive Approach is underpinned by research and theory in pupil social and emotional wellbeing such as attachment theory, child development theory and neuroscience.</p> <p><a href="#">The Thrive Approach</a></p>                                                                                                                                                              | 4 |
| Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been impacted by the pandemic. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 2 |

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

Budgeted cost: £ 231,581

|                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Purchase of Sleuth software to track pupil's behaviour.</p> <p>The software allows leaders and teachers to identify individual pupils and cohorts that need support and monitor</p> | <p>Research shows that targeted behavioural interventions have a positive overall effects:</p> <p><a href="#">Behaviour interventions - EEF</a></p> | 3                             |

|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |     |
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| the impact interventions.<br>(£7820)                                                                                                                                                                        |                                                                                                                                                                                                                                                 |     |
| Behaviour Support Teaching Assistants to implement behavioural interventions<br>(£129,178)                                                                                                                  | Targeted support to develop pupil's self-regulation:<br><a href="#">Self-regulation – EEF Toolkit</a><br><a href="#">Pathway - Reducing the need for physical intervention</a>                                                                  | 3   |
| Two additional Family Support Workers to strengthen the support given to families for early intervention. Providing support for attendance, wellbeing, creating structures and routine.<br>£25547<br>£36736 | The NSPCC recommends parents and carers work with their children to support to pupils with building positive relationships,<br><br><a href="#">NSPCC Positive Parenting</a><br><br><a href="#">NSPCC Supporting children with special needs</a> | 1,4 |
| OT 1:1 support and group sessions<br>£32300                                                                                                                                                                 | Pupils are more ready and able to access learning. Individual EHCP targets are monitored and curriculum accessibility for PP pupils is improved.                                                                                                | 3   |
| Launch of Class Dojo to use amongst the school community                                                                                                                                                    | Role out of Dojo to improve home school communication and parental engagement. Staff, parent/carers training.                                                                                                                                   | 4   |

**Total budgeted cost: £ 347,346**

## 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 2022 to 2023 academic year.

|          | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Teaching | <p><u>Reading TLR</u></p> <p>This year we have focused investing in professional development for teaching and support staff in communication and reading.</p> <p>The reading lead has facilitated training for support staff in reading and phonics to ensure the consistent and accurate delivery of phonics teaching. Following the training, staff completed a reading survey that highlighted that staff confidence has increased since the delivery of phonics training. Monitoring and quality assurance after the training from the reading lead has identified that staff are more consistent in the use of phonics when supporting pupils in lessons.</p> <p>Read Write Inc Training to Primary staff and level 3 Teaching Assistants on 31<sup>st</sup> Oct 2022</p> <p>Teaching staff at RC, JJ and Brigshaw training planned and delivered by Lead to support classes that do not access Read Write Inc.</p> <p>Spring term 2023 - Blank level questioning training delivered by lead to High School staff at RC and JJ.</p> <p><u>Lexplore Reading Assessments</u></p> <p>Lexplore has been purchased and implemented across all secondary phases in the East SILC. The English Cluster have received Lexplore training and have now used the assessment tool with the pupils.</p> |

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|                           | <p>Lexplore has provided a more reliable insight into the specific strengths and weaknesses of each pupil who participated in the assessments. The English Cluster have also used the targeted interventions provided by Lexplore to support gaps in learning identified through the assessments.</p> <p>Identified additional staff to be trained. Implemented by Feb half term 2024.</p> <p><u>Phonically Decodable Books</u></p> <p>Phonically decodable age-appropriate books are now available on each site which are now used for literacy interventions.</p> <p>English cluster have worked together to identify the order the books need to be in to show progress throughout the reading scheme that has been designed.</p> <p>Implementation has begun and we be implemented by December 2023.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Teaching academic support | <p><u>SaLT and Interventions</u></p> <p>This year the Speech and Language Therapy (SaLT) Team has delivered a range of training to teaching and support staff, including, Zones of Regulation, Social Stories and 'Understanding – Understanding' and colourful semantics. This has significantly developed teaching and support staffs understanding of emotional literacy and regulation. The strategies from the training have been introduced by staff into pupil behaviour plans promoting pupils to regulate or co regulate their behaviour, using these strategies.</p> <p>Pupils have accessed SaLT interventions across the SILC implemented by the SaLT team. These pupils have made significant progress towards their individual SaLT and EHCP targets.</p> <p>The SaLT Team have also delivered a range of parent workshops including Makaton and parents have reported that they have a greater understanding of Makaton to support their child at home.</p> <p><u>Thrive</u></p> <p>Staff training has developed teaching staff understanding of the Thrive Approach and how to use an evidence-based approach to support pupils emotional and social development. The Thrive approach has been used with pupils across the</p> |

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|                  | <p>SILC. Pupils who have received Thrive support have developed their emotional regulation strategies, which has then also reduced the number of behavioural incidents.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Wider strategies | <p><u>Sleuth and Level 3 BSWs</u></p> <p>Sleuth a tool for tracking pupil behaviour has been introduced and teaching and support staff have had regular training on how record behavioural incidents, interventions with a key focus on preventative de-escalation techniques. The Sleuth data has identified trends and pupils who require behavioural interventions from the behaviour team including the Level 3 BSWs. This information has been supported by the development of intervention trackers which has monitored the impact of the interventions from the behaviour team across the SILC.</p> <p>We have also invested in staff training to support behaviour interventions and Feedback from the staff training on behaviour has been positive and developed staff understanding that all behaviour is communication.</p> <p><u>Family Support Workers</u></p> <p>The family support workers have provided support to families for wellbeing and have worked with families to create structures and routines.</p> <p>The safeguarding team including the family support workers have also had support from an attendance officer to address attendance and lateness with families.</p> |



## Further information (optional)

### Additional Information

Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery premium. This will include:

- 14 staff members completing the DfE funded NPQs to improve teaching, learning, leadership and management across the school
- Offering a wide range of activities to develop pupil's cultural capital and boost wellbeing, behaviour and attendance.
- Staff trained to be Mental Health First Aiders. This will develop staff understanding of staff and pupil wellbeing and how to respond to individual staff and pupil needs.
- School undertaking Wellbeing Award for Schools to recognise the school achievements in promoting wellbeing.
- Staff training Makaton, sensory integration, Thrive
- Parent/carer workshops
- Software programme and licencing costs
- Subsidised residential/activities for targeted pupils
- Physiotherapy equipment
- Ongoing technology support and new equipment
- Educational resources
- Individual pupil expenditure
- EAL Support and resources (£1,500)
- Minibuses x 2 (£30,240)
- Brightbird Leadership (£3,825)

**Total budgeted cost: £ 382,911**

**Carryover for Numeracy £45,618**