

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Springwell Special Academy
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	82%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	LGB
Pupil premium lead	Lydia Harrison
Governor / Trustee lead	George Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,344
Recovery premium funding allocation this academic year	£52,448
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	£153,792

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium

Of the 317 local authorities in England, Barnsley is the 38th most deprived area in England ([2019 Index of Multiple Deprivation](#)). This is an average score based on 7 different 'domains' of deprivation. Of the 317 local authorities the domain measures are shown below:

- Income deprivation: 43rd most deprived
- Employment deprivation: 27th most deprived
- Education, skills & training: 15th most deprived
- Health, deprivation & disability: 22nd most deprived
- Crime: 31st most deprived
- Barriers to housing & services: 311th most deprived
- Living environment: 304th most deprived

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

The aim of our PP strategy is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils at our school and, therefore, in our Borough. We have placed a strong emphasis on securing foundations in literacy and numeracy as we believe that our disadvantaged pupils require most support in these key areas. Furthermore, we believe that strong literacy and numeracy are crucial for preparing children for life beyond school.

At Springwell, we ensure that the Pupil Premium Grant has the most benefit for those with the greatest disadvantage. Our intention is to build capacity and maximise our impact. Being such a small school with a large proportion of disadvantaged children means that some of the interventions put in place are shared by children who are not in receipt of Pupil Premium funding. We do this in order to promote good progress for all children. The barriers and challenges disadvantaged pupils face are complex and varied - indeed, there is no single difficulty faced by all. However, we identify barriers that we believe are particularly relevant to our disadvantaged children in our context.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: "School Funding and Pupil Premium 2019" available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).
- Our combined professional experience of what works best for pupil in alternative provision

Recovery Premium

In 2020/21, the government announced it will provide a per-pupil premium to all state funded schools to support pupils to recover from the impact of the coronavirus pandemic on their education. The government states: *Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.*

While the pandemic and two national lockdowns had an impact on every pupil at our school, we recognise that some pupils were and continue to be affected more than others. The purpose of this strategy is to ensure that we use our thorough assessment and knowledge of our pupils to use practice and interventions to support the recovery process.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Although attendance in the 2021-22 academic year was above national average for 50% of the DfE data capture points for special schools, it is still not good enough. 2021-22 whole school attendance was 82.9%</p>
2	<p>Friendships (Restorative Practice)</p> <p>Data and observations show that some children struggle to form meaningful relationships with their peers leading to heightened anxieties and dysregulated behaviours. In particular pupils struggle to rebuild relationships when there has been a disagreement or a breakdown.</p>
3	<p>Literacy & numeracy</p> <p>Intergenerational trauma and disadvantage means that not all pupils have grown up in vocabulary or text rich environments. Poor attendance in previous schools has then exasperated gaps in knowledge, which leads to embarrassment in the classroom and a reluctance to engage. Parents' negative perceptions of education and the value of external support are passed to pupils.</p>
4	<p>Extracurricular Opportunities</p> <p>By the secondary phase very few of our disadvantaged pupils access positive, adult lead activities outside of school. Instead they seek peer validation and acceptance via antisocial behaviour, inappropriate peer groups and, on occasions, gang-related activity.</p>

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
<p>Attendance</p> <p>The attendance of pupils from disadvantaged families is at least equal to that of their non disadvantaged peers.</p>	<ul style="list-style-type: none"> ● Attendance and persistent absence rates across school remain in line with national special school attendance ● Pastoral Welfare Leads are proactive in addressing attendance concerns: they make first day absence phone calls and work with pupils and families to remove any barriers to attending ● Return-to-school interviews are completed with pupils to allow pupils to take ownership of their attendance ● Pupils feel safe and happy in school ● Families feel well supported

<p>Friendships Pupils are supported to manage and maintain age appropriate friendships in school and beyond the school gate.</p>	<ul style="list-style-type: none"> ● SchoolPod data shows a reduction in incidents of dysregulation linked to challenging peer relationship ● Pupils have an understanding of the restorative process and use this to maintain and repair friendships in school ● Pupils are able to use appropriate vocabulary to express their needs and wants to their peers ● The pastoral team use their expertise to support teachers in their delivery of key aspects of the PSHE curriculum
<p>Literacy Pupils make accelerated progress in both literacy as teachers address gaps in learning closing the gap between their mainstream and non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● Data shows that any gap between PP and their peers close over time ● Progress data shows the positive impact of whole school strategies and interventions ● Effective data driven interventions delivered by tutors support pupils to make accelerated progress in English.
<p>Extracurricular Opportunities Disadvantaged pupils experience a range of extra-curricular opportunities that enrich their educational experiences.</p>	<ul style="list-style-type: none"> ● An increasing number of pupils access a range of extra-curricular trips and experiences that relate to curriculum topics ● Pupils have access to a range of culture opportunities including theatre trips or theatre visits to schools and writing workshops etc. ● Pupils experience visits to local wildlife parks, local tourist attractions or the seaside; experiences we wrongly assume all children have had. ● Pupils can access arts programmes and

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver training to ensure maintained fidelity to and confidence in our chosen phonics scheme.	EEF toolkit highlights both Phonics and Reading Comprehension as having high impact for low cost, showing an impact of +5 and +6 respectively.	3
Continued CPD in the Cornerstones curriculum to ensure early reading and writing skills are developed through both discrete and topic based sessions.	Over 2000 primary schools used cornerstones to implement ambitious curricula. Case studies outline the positive impact this has had on the curriculum outcomes.	4

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

Budgeted cost: £82373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund one Pastoral Care Worker (PCW) to provide proactive and targeted support to pupils. PCW to support class teams with restorative interventions.	EEF toolkit social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2

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

Budgeted cost: £64588

Activity	Evidence that supports this approach	Challenge number(s) addressed
School vehicle to complete home visits for persistent absentees and encourage back to school. Vehicle can also be used to transport pupils home from enrichment activities.	Previous positive impact on pupil attendance and analysis of strategies from other similar settings.	1, 4

Fund two Pastoral Welfare Leads (PWL) meaning that each key stage / phase has such a role. PWLs will be responsible for overseeing attendance and behaviour within their allocated phases as well as to support pupils with their SEMH needs	EEF toolkit highlights the positive impact that arts intervention through low cost with an impact rating of +3	1, 2
Increase opportunities to engage in arts participation through funded programs and specialist interventions.	According to the EEF arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +4	4
Train all staff in the use of the Secure Base Model to ensure classrooms are nurturing and support regulation.	Beek and Schofield 2004 demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.	1, 2
School stock: purchase additional non-fiction books, plays and topic based books. Pupils: Allow pupils to choose and keep books that they can take home	According to EEF reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	2
Staff training for staff to support delivery of enrichment activities and visits.	Training is required to ensure the delivery of high quality and H&S compliant activities	4
Instructor additional hours to support with transport and delivery of afterschool enrichment activities	EEF Toolkit shows the impact of extending school time providing moderate impact for moderate cost and an impact rating of +3	4

Total budgeted cost: £153, 958

Pupil Premium Strategy Review 2021-2022

Activity	Impact
<p>Attendance</p> <ul style="list-style-type: none"> Fund two Pastoral Welfare Leads (PWL) meaning that each key stage / phase has such a role. PWL's will be responsible for overseeing attendance and behaviour within their allocated phases as well as to support pupils with their SEMH needs 	<ul style="list-style-type: none"> Attendance and persistent absence rates across the school remain in line with national special school attendance. Pastoral Welfare Leads make first day absence phone calls and work with pupils and families to remove any barriers to attending Return to school interviews are completed with pupils to allow pupils to take ownership of their attendance Evidence from pupil voice shows that pupils feel safe and happy in school. Feedback from families at meetings and school events shows they feel well supported.
<p>Resilience for Learning & Friendships</p> <ul style="list-style-type: none"> Fund one Pastoral Care Worker (PCW) to provide proactive and targeted support to pupils. PCW to support class teams with Motional and sensory interventions 	<ul style="list-style-type: none"> Successful start and end of day routines result in children being ready to learn and positive key transitions. Additional pastoral support promotes calm corridors via swift intervention and children promptly returning to learning after periods of crisis. Delivery of targeted CPD to support has resulted in a reduction in the incidents of physical intervention from 1668 to 1334. Pupils are more aware of and use strategies to support self regulation. SchoolPod data shows a reduction in incidents of dysregulation linked to challenging peer relationships from 845 to 797.
<p>Literacy and numeracy</p> <ul style="list-style-type: none"> TLR time: English lead to deliver a series of training events to all staff to ensure they are confident in their delivery of reading. School stock: purchase additional non-fiction books, plays and topic based books. • Pupils: Allow pupils to choose and keep books that they can take home Appoint 2 specialist intervention tutors. One to deliver 1:1 literacy interventions to targeted pupils and a further role to deliver 1:1 	<ul style="list-style-type: none"> The teaching of reading is consistently high across phases and off site provision Every child has access to books that they can take home and keep. Books are available to pupils that relate to and support Elements and literacy topics. Library resources are reviewed and pupils have access to a large stock of non-fiction books and plays. Across school 83.5% of pupils made good or accelerated progress in reading, 74.2% in writing and 80.4% in maths. These figures are considerable improvements on the previous years results which were, reading 69.3%, writing 66.7% and maths 50.7 %
<p>Enrichment</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Pupils are offered a range of extra-curricular trips and experiences that relate to curriculum topics;

	<p>pupils need first hand experiences to relate to, particularly when writing.</p> <ul style="list-style-type: none">● Pupils have access to a range of culture opportunities including theatre trips or theatre visits to schools and writing workshops etc.● Pupils experience visits to local wildlife parks, local tourist attractions or the seaside; experiences we wrongly assume all children have had.
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