

Pupil Premium Special Academy 2016 – 2017

Impact Report



Pupil Premium Special Academy 2016 - 2017

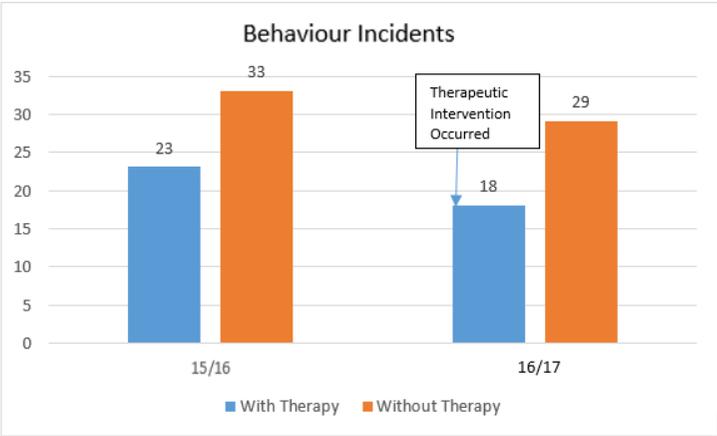
For the academic year running from September 2016 to August 2017, Springwell Special Academy was allocated £62,315. The money was used as follows:

Review of expenditure													
Academic Year	2016 - 17												
Pupil Premium Pupils	Pupil Premium	58	Y1 x <u>1</u>	Y2 x <u>3</u>	Y3 x <u>6</u>	Y4 x <u>4</u>	Y5 x <u>6</u>	Y6 x <u>6</u>	Y7 x <u>9</u>	Y8 x <u>8</u>	Y9 x <u>8</u>	Y10 x <u>10</u>	Y11 x <u>11</u>
	LAC				1		1					1	2

Desired Outcome	Cost	Description	Impact Summary (More information is available on request)
Our pupils' underdeveloped sensory systems are addressed to bridge the sensory developmental gaps and improve behaviour.	£5000	<p>Sensory processing refers to taking in information through the senses. All children have neurological processes that help them organise the information coming in from their environment along with sensations from their bodies. Many of our pupils find it difficult to use this information to respond appropriately to the environment —including sounds, lights, textures, motion, and gravity. when a child is consistently having difficulty maintaining a level emotional state or engaging appropriately in activities, the child may be overstimulated (environment provides more stimulation than the child can handle through sensory integration) or under stimulated (environment does not provide enough stimulation for the child).</p> <p>Ensuring that a child with sensory processing difficulties has the right 'sensory diet' can help remove barriers to learning, allowing them to modulate or self-regulate their sensory stimuli. A sensory diet is a diet of scheduled activities and sensory input for the body and neurological system. Just as the body needs the correct food evenly spaced throughout the day, so does the body need activities to keep its arousal level optimal. A sensory diet helps the child's nervous system to feel better organised</p>	<p>Working very closely with occupational therapists, staff at Springwell have been using a co-ordinated multi-disciplinary approach – the sensory diet – to meet the complex needs of some of our pupils. This innovative intervention has produced very encouraging results.</p> <p>Having an occupational therapist in Springwell has enabled some exciting collaborative work. Working together, occupational therapists (OT) and Springwell staff have enabled our pupil's sensory needs to be identified and sensory diets prescribed, where appropriate. The pupils identified have benefitted immensely from daily sensory circuits, a series of activities designed specifically to wake up all the senses. Each session includes 'alerting' activities, like spinning or bouncing on a gym ball; 'organising' activities, such as balancing on a wobble board; and 'calming' activities, like wall pushes.</p> <p>Many Springwell staff are now trained to implement the sensory diet approach. Many of our pupils have equipment in their classrooms to enhance their sensory modulation, such as oral chews, fidget toys and a variety of seating options to enhance focus, which are used throughout the day. Vestibular input is the strongest of brain stem sensations, and we have found that slow, gentle and rhythmic swinging is often the fastest way to calm someone down. Approaches now in place include; large gym balls; weighted blankets; brain gyms; wobble boards and sensory circuits.</p> <p>Sensory intervention has had an impressive impact on improving the communication, interaction skills and motor skills of some of our most complex</p>

		and therefore assists the child's attention and performance, allowing the pupil to focus on the task in hand, rather than being distracted by stimuli. This is paramount for the child to be a successful learner.	and 'hard-to-reach' children. Pupils following a sensory diet have been able to focus for longer periods and are learning to self-regulate independently. We are seeing a positive impact on academic attainment, in addition to social and emotional progress. However, above all, our pupils are noticeably happier.
Literacy and numeracy interventions: Increased success and progress of all PP and LAC with deeper underlying barriers to learning.	£15000	Percentage of pupils reading below chronological age. Exploring the best strategies to close the gap.	There has been increased success and progress in all aspects of literacy, including Reading, Speaking & Listening and Writing. Closing the gap analysis of literacy suggests that in KS2, 86% of pupils are making progress from starting points in reading with 84% making progress in writing. In Key stage 3, 96% of pupils are making progress in reading with 76% making progress in writing. At Key Stage 4 96% of pupils are making progress in reading with 85% making progress in writing.
To increase our pupils' reading to be more in line with their chronological age.	£6815	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books.	Overall, whole school analysis highlights that 96% of pupils who are entitled to pupil premium funding are making secure progress for reading, with the figure for non-pupil premium pupils at 95%. (See Pupil Intervention Tracker). The assistant principal and SEN Intervention Lead work exclusively with pupils who have deeper underlying barriers to progress in numeracy and literacy. Regular training is provided across the school in order to maximise impact and over the last academic year 79% of pupils involved with the intervention programme are now making secure progress. Writing has seen increased success with 85% of pupil premium pupils making secure progress. Resources and training have been refreshed every year and newer intervention methodologies introduced into the Special Academy through the Literacy Curriculum Group continue to have a positive impact. In maths, closing the gap analysis suggests that at KS2 85% of pupils are making secure progress from starting points, at KS3 96% and at KS4 95%. (Please see Appendix 1 for more information)
To develop pupils' social skills to reduce negative behaviours and increase pupils' cooperation and restorative skills.	£2000	A Springwell we take a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right	The restorative approach at Springwell helps us develop a healthier learning environment, where children and young people learn to take responsibility over their own behaviour and learning. Over the course of the year we have been focussed on strengthening and repairing relationships, helping our young leaners understand about what needs to happen and avoid attributing blame.
To increase pupils' abilities to work cooperatively in small groups.	£2000	Our learners can find working cooperatively difficult and Interventions and structures that assist collaboration in the classroom help to not only build confidence, but also with engagement and outcomes.	We have found that by using restorative approaches, our pupils are learning to develop their emotional literacy, responsibility and empathy, this creating a more positive learning environment with fewer behaviour incidents and a 30% reduction in the number of twilight interventions. Having a restorative approach has allowed staff and pupils alike to develop the skills to solve problems and repair harm. A restorative approach allows us to be true to our values, we avoid assigning blame and punishment by creating an environment where pupils

			<p>involved in conflict can reflect, repair and avoid repetition of the same behaviours.</p> <p>Over the 2016-17 academic year, we recorded a 24% reduction in incidents of disruptive behaviour and a 17% reduction in incidents of physical violence. The severity of the incidents, along with the duration also reduced considerably with the all pupils completing a post incident restorative conversation. (Please see Care Team report).</p> <p>In addition, we now have staff who are trained in THRIVE, Lego based therapy, THERAPLAY and sensory interventions. Our staff are able to analyse data from behaviour watch in order to plan targeted interventions. Pupils are confidently using their newly learned skills to help deal with their own emotions and are learning to self-regulate independently. Restorative Approaches, in addition to interventions that impact positively on cooperation/collaboration are helping to foster a more productive and positive learning environment and at Springwell we have a school that both pupils and staff are happy to attend.</p>									
<p>To enable pupils to manage emotional issues, previous trauma and attachment issues, enabling them to become more settled learners over time.</p>	<p>£13000</p>	<p>An intervention for trauma, attachment variances, poor development of self-esteem and self-expression. The therapists at Springwell foster better relationships in school and enable pupils to become settled learners.</p>	<p>The therapists assist in enabling our pupils to survive and thrive in a school environment that would otherwise be too challenging for them to cope with.</p> <p>Our skilled therapy team collect data to help monitor the effectiveness of Art and Play therapy as an intervention in school. The focus is around SEAL, attendance, numeracy and literacy and behaviour. A positive impact was recorded in each of these areas with pupils who accessed therapy closing the gap on their mainstream peers.</p> <div data-bbox="1377 850 2056 1265" data-label="Figure"> <table border="1"> <caption>Attendance Data</caption> <thead> <tr> <th>Year</th> <th>Average school attendance for Therapy</th> <th>Average school attendance for non Therapy</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>89.51</td> <td>77.45</td> </tr> <tr> <td>16/17</td> <td>87.05</td> <td>73.05</td> </tr> </tbody> </table> <p>Note: A box labeled 'Therapeutic Intervention Occurred' with an arrow points to the 16/17 data points.</p> </div> <p>During 2016/17 there was a significant drop in the number of behaviour incidents for the pupils who accessed Play or Art therapy. This indicates that the pupils develop strategies to help them remain calm and regulate their emotions. Interestingly the attendance of the pupils who attend therapy remains</p>	Year	Average school attendance for Therapy	Average school attendance for non Therapy	15/16	89.51	77.45	16/17	87.05	73.05
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			<p>consistently high. Academically, therapy continues to have a positive impact with 69% of the pupils making outstanding progress from their starting points.</p>  <p>(Please see therapy report for deeper analysis)</p>
<p>To enable pupils to develop confidence and speaking and listening for pupils who have little opportunity to develop these skills outside of school.</p>	<p>£2000</p>	<p>Using drama and performance in the curriculum develops engagement and confidence. Drama and performance recreates situations using other perspectives and reach new conclusions. Doing that collaboratively, trusting others by sharing thoughts and being open and in return being respectful through constructive criticism is what makes drama effective in developing our learners socially, emotionally and academically.</p>	<p>Drama, performance and music at Springwell have become a culture. From children coming to play music before their school day starts, at lunchtime and after school to children passing qualifications, Composing, performing in concerts and teaching other children and even staff.</p> <p>Our pupils thrive and become heavily involved in music and drama. Pupils who find reading books a challenge find themselves learning to read music, a skill most adults can't do. Pupils who find social situations uncomfortable, who previously had little self-esteem find themselves on stage playing, singing or acting to an audience. Children who have found it difficult to work with their peers find themselves playing in a band and children who felt no purpose find a place in the world of 'Musos'.</p>
<p>To develop pupils' confidence in learning to make mistakes, take risks and become more confident.</p>	<p>£4000</p>	<p>At Springwell, music plays a key role in developing key skills and raising confidence levels amongst our learners. The individual sessions have made music accessible to our pupils in ways that whole class teaching cannot. The significance of this is huge and can be seen in other areas of the pupil's lives within school. the offer of communication through music has made a difference to these children and most have been able to seize this in ways that has given confidence that is far reaching.</p>	<p>Every day there are children in the school, expressing themselves through music and performing. Children develop their growth mind set when learning how to play an instrument and they develop resilience when they practise. They also learn to appreciate each other's talents and encourage and support each other in the classroom.</p>

<p>To provide an enriching curriculum to enable pupils to engage through experiences otherwise not provided.</p> <p>iPads and protective covers Promethean Whiteboards to enhance teaching and learning</p>	<p>£8000</p>	<p>When a child cares about the curriculum, they will enjoy and do better at it. Planning interesting, immersive lessons, with an opportunity to visit places will hook the pupils into learning, providing a reason to be at school.</p> <p>Technology can raise confidence of our pupils. Reluctant writers are more engaged and are given the opportunity to use different skills which they are more confident with. With literacy the iPads provide some amazing speaking and listening opportunities. Learners who struggle with writing therefore have the chance to express themselves in different ways. Not only will the iPads support the most vulnerable pupils, they will also stretch and challenge the higher achievers to think more critically and creatively in order to complete tasks.</p>	<p>At Springwell we provide our pupils with a real purpose to want to learn, lessons are made interesting and through the power of the blog we provide our learners with a real platform to showcase their work. This has not only had a positive impact attainment, but has also seen an increase in engagement and had a positive impact on their self-esteem.</p> <p>The introduction of the iPads has seen pupils take more ownership of their work and they are now willing and eager to continue learning outside the classroom. In addition, pupils are more independent, motivated and focussed. Reluctant writers are more engaged and are given the opportunity to use different skills which they are more confident with. I have found that with literacy the iPads can provide some amazing speaking and listening opportunities. Learners who struggle with writing therefore have the chance to express themselves in different ways. Not only have the iPads supported our most vulnerable pupils, they have also stretched and challenged our higher achievers to think more critically and creatively in order to complete tasks.</p> <p>Analysis of the pupil surveys highlight opinions on <i>lessons, learning in groups</i> and the <i>support they receive from friends</i> have all benefitted. It is also clear that the use of iPads in lessons very quickly has had a positive influence on pupils' <i>collaboration</i> and <i>willingness to share work</i>. Very few pupils were sharing work with other pupils on a regular basis. However, apps such as See-Saw, Socrative and the school blog has seen this figure increase significantly.</p> <p>Giving the pupils the opportunity to creatively use the technology is crucial in preparing them for the future. Pupils are going home, using the apps we have used in school in a more constructive and useful way. Our school blog has grown immensely with children finding a purpose to write and share their learning.</p> <p>The blog continues to provide our pupils with a platform to write for a real audience, therefore giving them a purpose to write. When pupils have a purpose, it impacts positively on the quality of their writing. We are now in a position to use social media creatively to share our pupils' work with the world, attracting feedback to the blog, raising self-esteem, motivation with the aim of enhancing academic attainment.</p>
<p>To support pupils and bridge development and social learning gaps through play.</p>	<p>£4500</p>	<p>Play is integral to the acquisition and development of communication skills in our pupils. In addition to being fun, play teaches our pupils patience and understanding.</p> <p>Play allows our pupils to use their creativity while developing their imagination, dexterity and physical, cognitive and emotion strength. Play is important to</p>	<p>Structured play at Springwell is fundamental in assisting our pupils to interact positively with their peers and adults. We aim to bridge the emotional development and social learning gaps that our pupils experience and structured play is vital in allowing us to do this.</p> <p>Pupils at Springwell practice both verbal and nonverbal communication skills and respond to their peers' feelings while learning cooperation strategies through waiting for their turn and sharing materials and experiences. Play also has allowed our pupils to experience others' points of view by working through conflicts about space, materials, or rules positively. Throughout the year there</p>

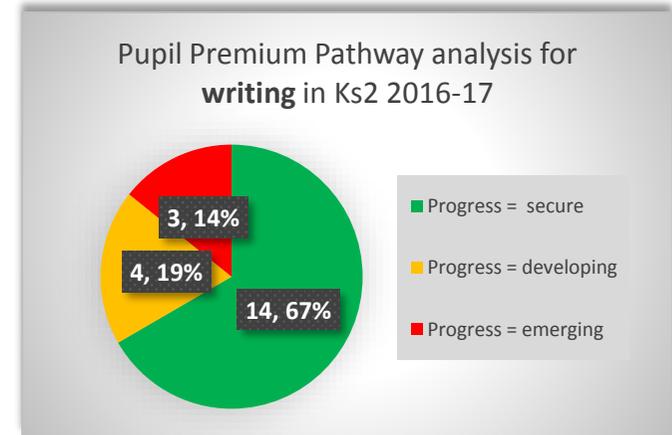
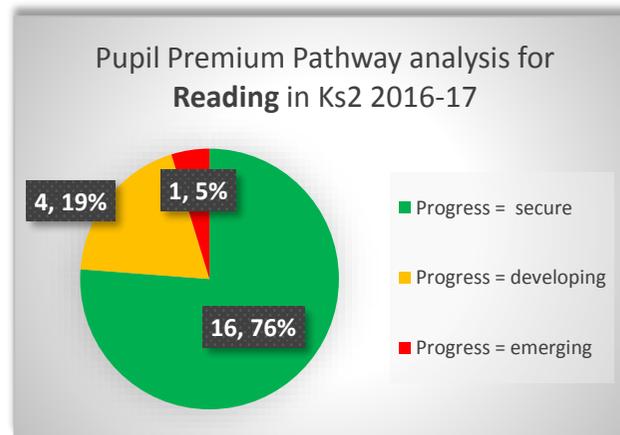
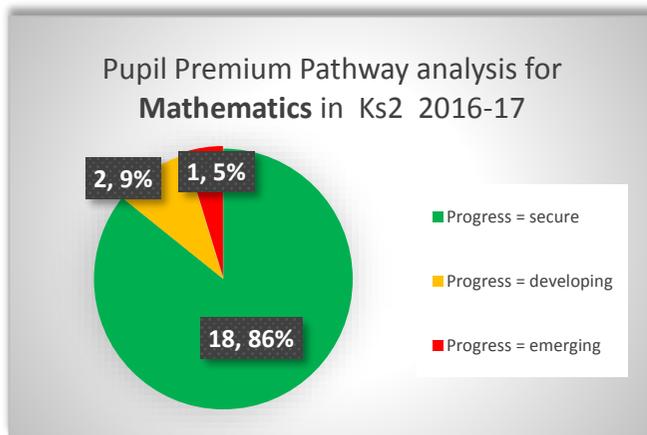
	<p>healthy brain development. It is through play that our pupils engage and interact in the world around them.</p> <p>Through play children learn to make and practise new sounds. They try out new vocabulary, on their own or with friends, and exercise their imagination through storytelling.</p> <p>Play lays the foundations for literacy.</p>	<p>has been a reduction in the number of incidents recorded at structured play times with pupils using strategies to positively interact with their peers.</p> <p>Similarly, like the sensory diet programme, play also contributes to our pupils' fine and gross motor development and body awareness and this has a positive impact on attainment. We have been researching how structured play can be ideal for supporting our pupils' creative and imaginative thought. Providing our pupils with the support they require to engage in make-believe is important to them developing the ability to create internal imagery, stimulate curiosity and experiment with alternative responses to different situations.</p>
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Appendix 1 - Academic Impact

How was the impact of this funding measured?

To monitor progress on attainment, the usual cycle of data collection and the monitoring and tracking used at Springwell was used to inform pupil progress and enable early identification of need, support and appropriate intervention for all learners. Progress data for the core subject areas has been analysed and a comparison has been made between the pupils who are entitled to Pupil Premium funding and those who are not. This data allows us to identify impact and also set ambitious targets for improved rates of pupil progress for 2017-18. This analysis also includes those pupils who arrived at Springwell mid funding allocation.

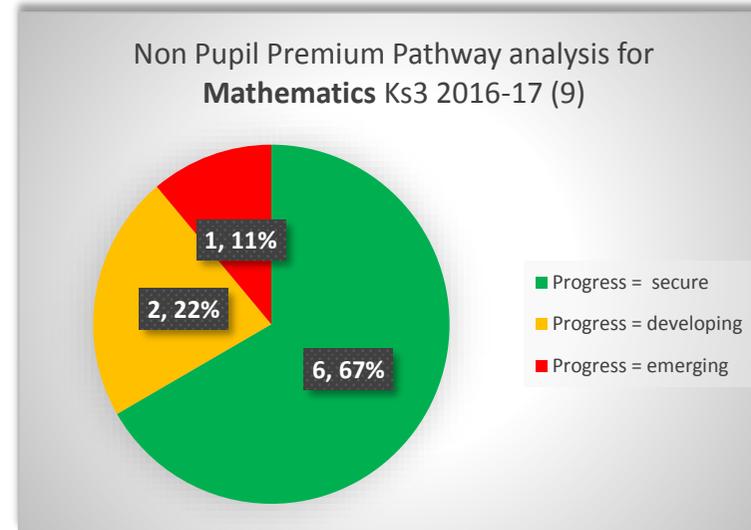
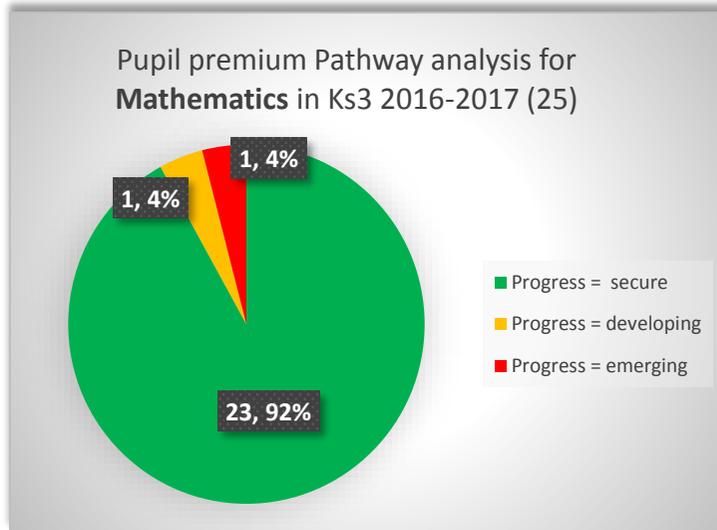
Key Stage 2 (21 pupils)



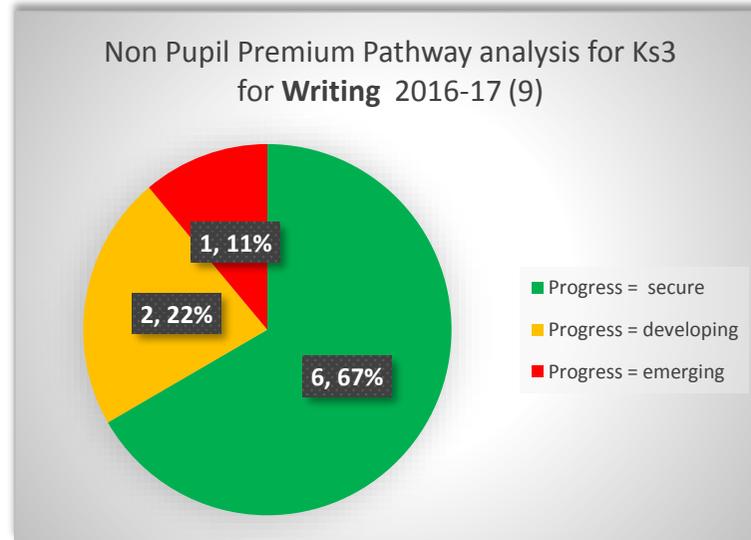
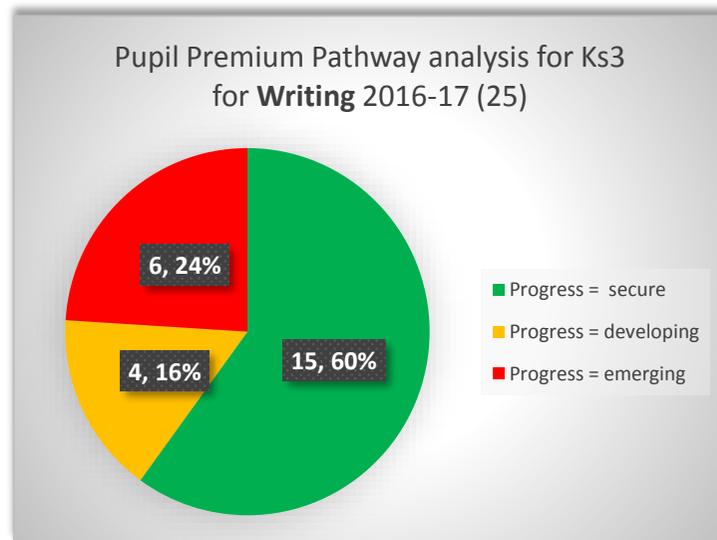
NB: No Non Pupil Premium analysis has been carried out for this Key Stage in Mathematics due to the small number of pupils comprising the Non Pupil Premium group

Key Stage 3

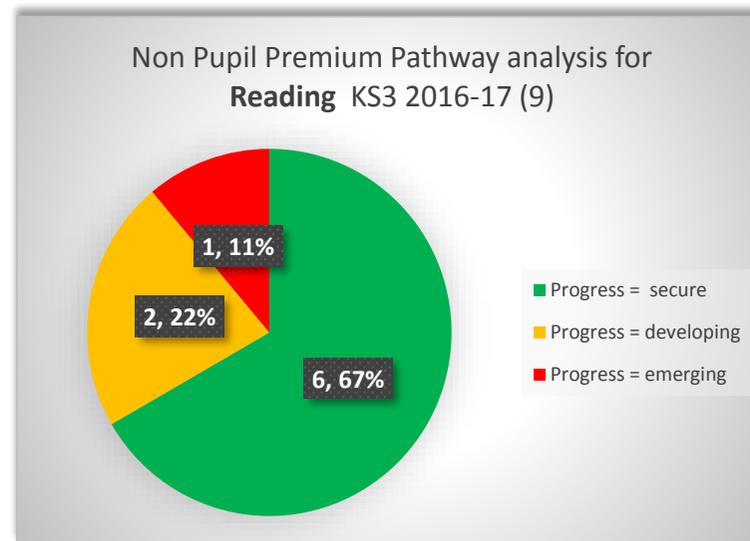
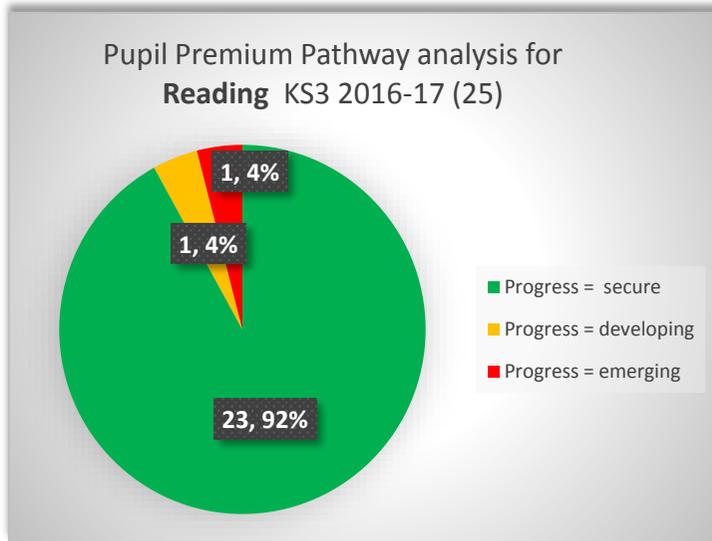
Mathematics



Writing

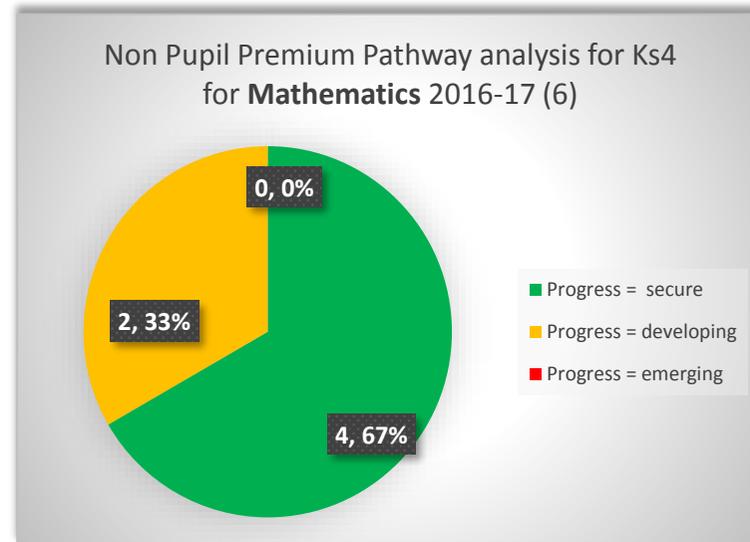
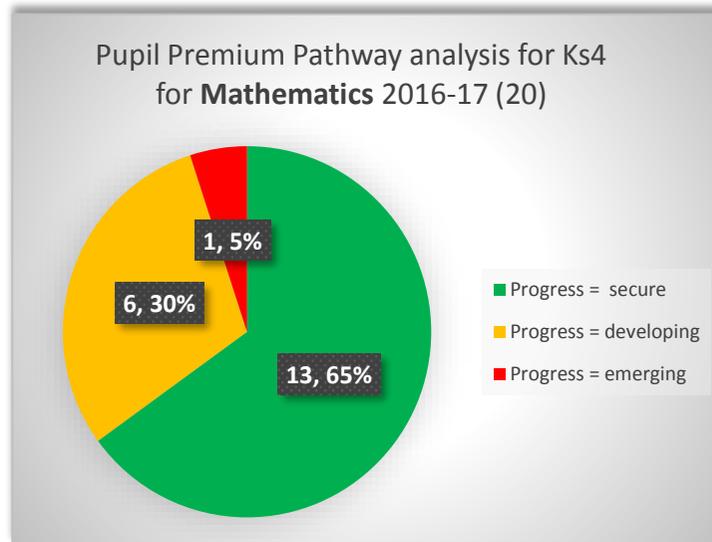


Reading

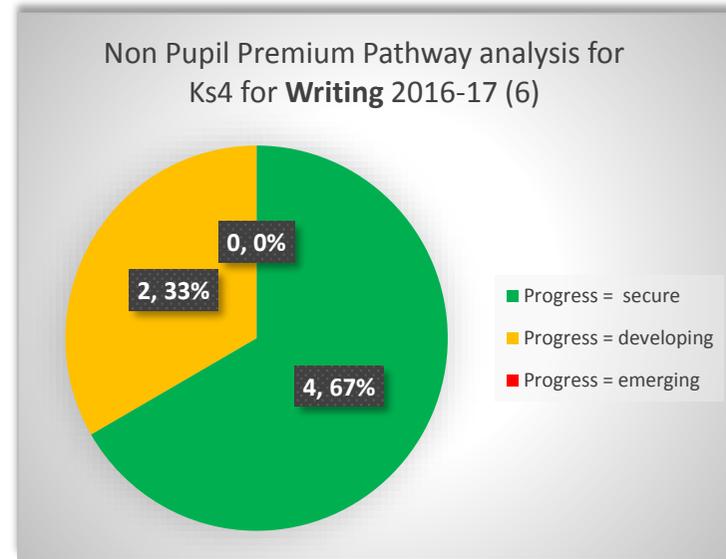
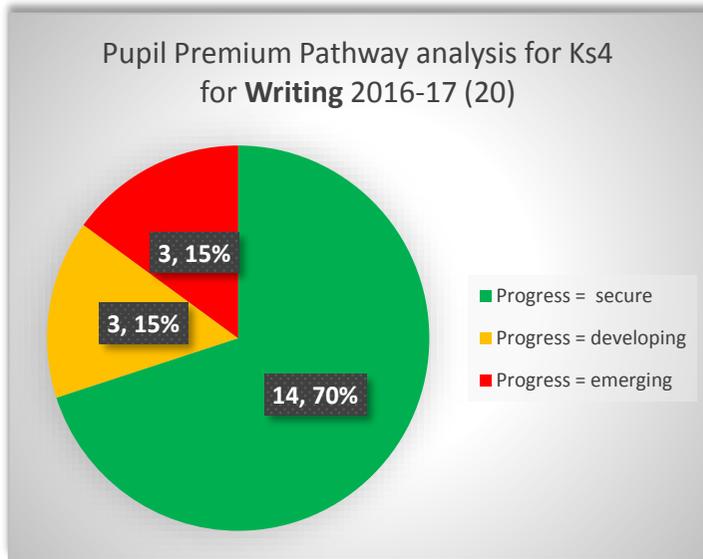


Key Stage 4

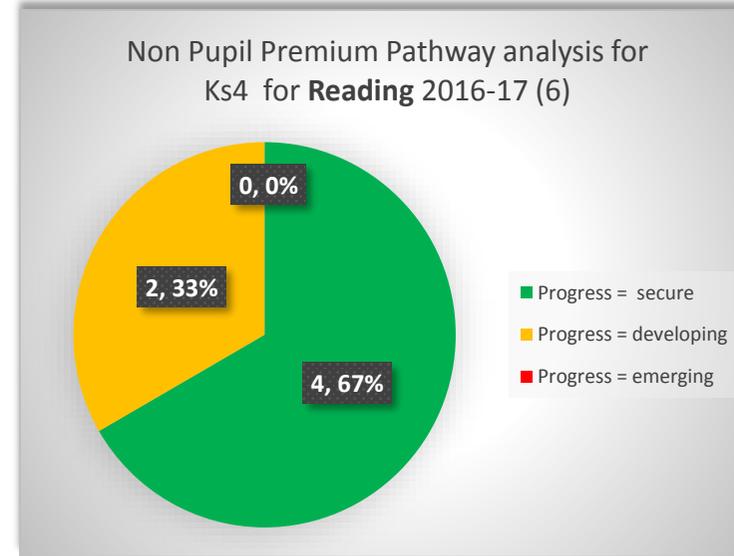
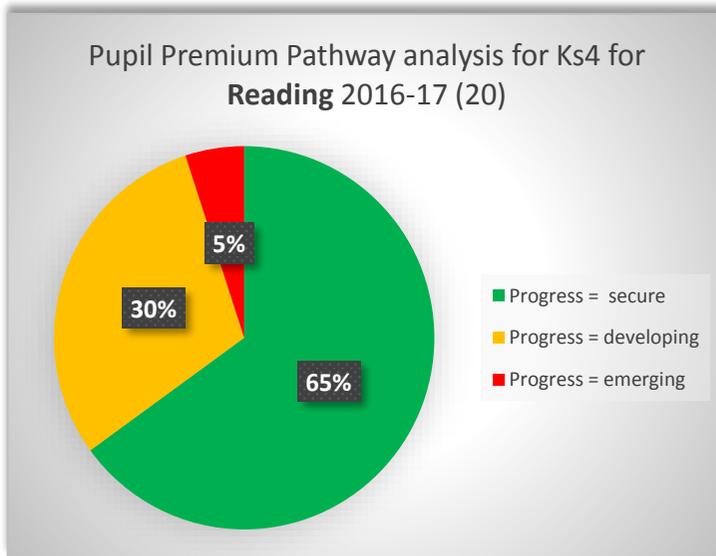
Mathematics



Writing



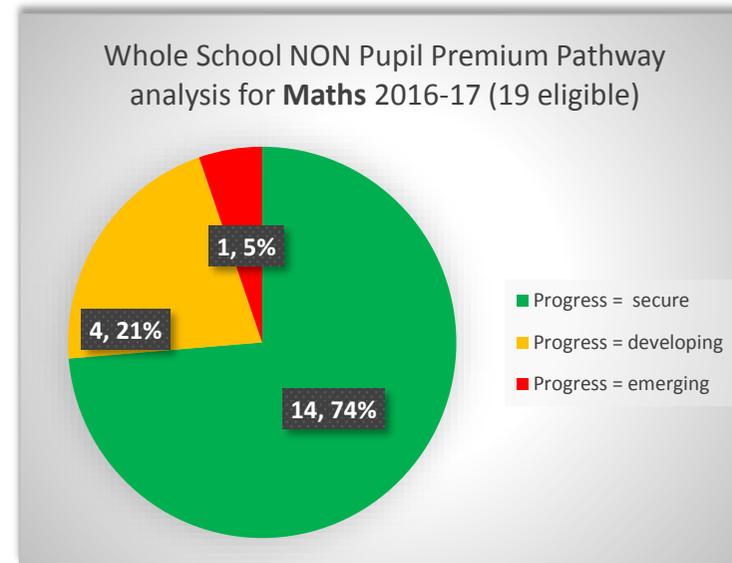
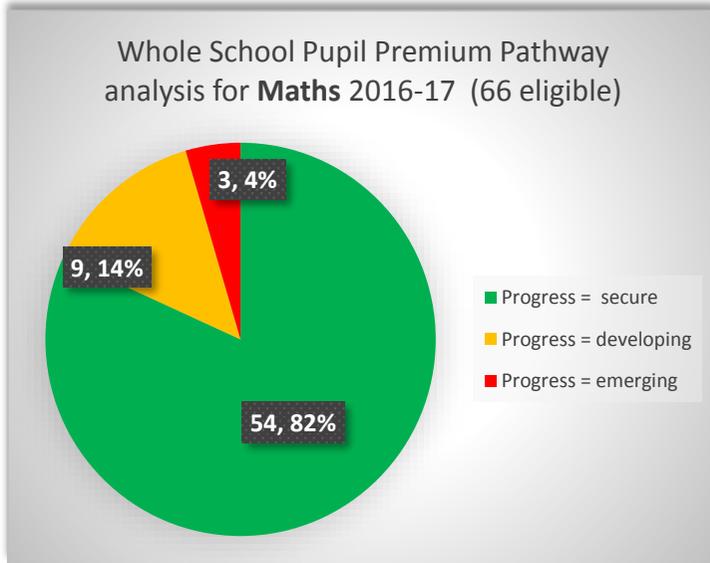
Reading



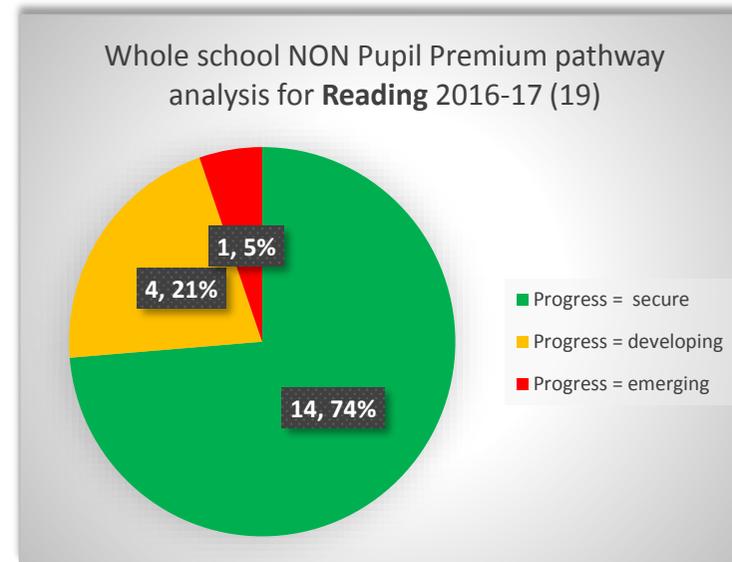
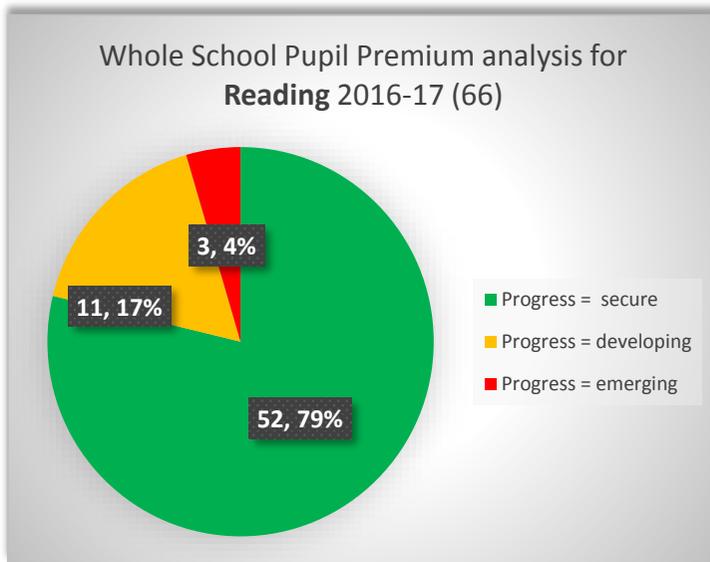
Whole School Impact

An overview of Pupil Premium impact including small group data from Ks2.

Mathematics



Reading



Writing

