

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	Springwell Alternative Academy
Number of pupils in school	22
Proportion (%) of pupil premium eligible pupils	77% (17/22)
Academic year/years that our current pupil premium strategy plan covers	2021-2022* *1 year plan due to fluctuating numbers on roll
Date this statement was published	16th November 2021
Date on which it will be reviewed	3rd January 2022
Statement authorised by	LGB
Pupil premium lead	David Fallis
Governor / Trustee lead	George Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,745
Recovery premium funding allocation this academic year	£6,380
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	£29,125

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium

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). Springwell Alternative Academy only receives pupil premium for the pupils who access long term support. It does not receive pupil premium for pupils on 'Day 6' provision.

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. As a day 6 Alternative Academy 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 pupils. 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"
- Education Endowment Foundation Teaching and Learning Toolkit
- Research on disadvantaged pupils and the vocabulary gap
- 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 evidenced based practice and interventions to support both emotional and academic recovery drawing on evidence from the DfE and EEF.

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>During the pandemic it was difficult to build relationships with newly referred pupils who wanted to follow the same attendance patterns as their mainstream peers.</p> <p>A reduction and/or removal of services and support networks meant that parents struggled to support attendance on their own.</p>
2	<p>Resilience for Learning</p> <p>A lack of boundaries and routine during two national lockdowns means that some pupils are struggling to settle back into normal ways of working. A reduced early help offer has also impacted parents ability to maintain structure in the family home.</p>
3	<p>Friendships</p> <p>Many of our disadvantaged pupils become socially isolated from their mainstream peers and, as a consequence, form inappropriate relationships in the community. Within the classroom, pupils place inappropriate levels of value on peer acceptance and attempts to impress can lead to socially invalid behaviours.</p>
4	<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>

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 averages for alternative provision ● Pupils' with low attendance in their previous setting make month on month improvements once their place has been agreed ● Pupils who previously good rates of attendance maintain them after transition

<p>Resilience for Learning All pupils, including those who are disadvantaged are effectively reintegrated into school routines.</p>	<ul style="list-style-type: none"> ● Incidents of restrictive intervention follow a downward trend for all pupils ● The use of derogatory language decreases over time. ● Targeted pastoral interventions support an increased number of restorative conversations ● Pupils access specific sessions that teach them how to manage their emotions ● Motional software is utilised to deliver SEMH interventions
<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 relationships ● Staff use trauma informed approaches to enable pupils to reflect on incidents and repair relationships ● Crucial elements of the PSHE curriculum are brought forward before issues arises
<p>Literacy and numeracy Pupils make accelerated progress in both literacy and numeracy as teachers address gaps in learning closing the gap between their mainstream and non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● Pupils with significant needs and gaps are identified quickly ● Targets are ambitious and are set with accelerate progress in mind ● Identified pupils receive literacy or numeracy interventions according to need

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: £1,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
English lead to deliver a series of training events to all staff to ensure they are confident in their delivery of reading.	The EEF Teaching and Learning Toolkit cites reading comprehension strategies as delivering an additional six months of progress	4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention packages implemented for identified pupils. Interventions to be delivered by class teams but supported by specialist intervention tutors and the subject leads	The EEF Toolkit notes that one to one tuition is very effective at improving pupil outcomes for pupils that are identified. The best approach is shown to be short regular sessions over a set period of time, for example 30 minutes a day, three to five times per week. The average impact is +5 months with a moderate cost involved.	4
Lexonic software is purchased and trialled to teach vocabulary and spelling skills to pupils.	Research highlights that pupils need to have good word skills alongside good comprehension skills. Lexonic addresses this gaps	4

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

Budgeted cost: £23,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund a Pastoral Welfare Lead (PWL) to be based at the main Kendray Provision but work across all sites.</p> <p>This role will be responsible for overseeing attendance and behaviour, supporting families and liaising with external agencies and to support pupils with their SEMH needs</p> <p>Fund one Pastoral Care Worker (PCW) to provide proactive and targeted support to pupils.</p> <p>PCW to support class teams with Motional and sensory interventions.</p>	<p>EEF: wider strategies. The teaching of social and emotional skills is essential for children’s development and linked to positive outcomes in later life.</p> <p>The Gov.uk document ‘Improving school attendance: support for schools and local authorities’ sets out a range of guidance in managing attendance and persistent absence.</p> <p>EEF: Improving behaviour in schools guidance report</p>	<p>1, 2, 3</p>

Total budgeted cost: £29,125

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.

Headline Information

For the academic year 2020-2021, Springwell Alternative Academy received £43,263 of additional funding. The academy used the funding for the following priorities

- Whole School: tackle barriers to learning by building the capacity of parents to support children in the home, to ensure that pupils in receipt of pupil premium maintain high levels of attendance
- Support pupils to manage and maintain age appropriate friendships, whilst maintaining an environment that supports social connectedness so that day 6 students are able to return to mainstream schooling with the skills to establish positive reciprocal relationships
- Key Stage: To ensure that at least 60% of pupil premium pupils make good or better progress in English and maths and to ensure that the progress of KS4 pupils in receipt of pupil premium in maths and writing is at least equal to that of their peers
- Group or pupil specific: significantly improve the outcomes of identified pupils through 1:1 interventions to equip pupils with the social and emotional skills to be successful in returning to a mainstream environment

Impact:

- Pupils and their families have high levels of support from key stage Pastoral Welfare Leads and Pastoral Support Worker. In an end of year survey relating to support during the pandemic, 95.2% of responses agreed or strongly agreed that staff have been available when their child or they needed help
- The attendance of pupil premium pupils was 62.8% which was broadly in line with the school average of 65%.
- Pupils are better equipped to maintain age appropriate friendships. The number of Incidents of physical bullying have shown an 61% reduction from term 1 to term 3 and Incidents of verbal bullying have reduced by 41% during the same period.
- 66% of KS3 pupil premium pupils made good or better progress in English and maths; 6% higher than the target set in the 2020-2021 strategy
- 75% of KS4 pupil premium pupils made good or better progress in both English and maths. This percentage is equal to that of their non pupil premium peers.
- Half termly pupil progress meetings identified pupils in need of targeted interventions; A range of academic and SEMH interventions have been implemented resulting in a greater understanding of pupil needs.

Detailed information

Objective	Progress summary & evidence
<p>1. Tackle barriers to learning by building capacity of parents to support children in the home</p>	<p>The Alternative Academy is now supported by a Pastoral Welfare Lead and Pastoral Support Worker. These professionals have received a range of training including becoming safeguarding leads, supporting Early Help referrals and processes and supporting Looked After Children. Whilst these workers are predominantly based at the Kendray provision, they are also available to support pupils in all of the dispersed settings. Need is identified via careful analysis of SchoolPod data.</p> <p>Planned targeted parenting courses have been deferred due to COVID restrictions though families were fully supported throughout the pandemic and continued to offer intensive support and guidance.</p> <p>In a parental survey relating to pastoral support during the pandemic:</p> <ul style="list-style-type: none"> ● 98% of responses agreed or strongly agreed that communication from Springwell was regular, clear and effective. ● 95.2% of responses agreed or strongly agreed that staff have been available when their child or they needed help ● 93% of responses agreed or strongly agreed that the school demonstrated positive awareness of children’s mental health and wellbeing.
<p>2. Ensure pupils in receipt of pupil premium maintain high levels of attendance beyond Key Stage 3</p>	<p>Pastoral Welfare Leads have ensured that attendance data has not been impacted by the pandemic. Pastoral Welfare Leads conduct a range of proactive strategies to encourage high attendance including first day absence phone calls, home visits including bringing pupils to school when appropriate and conducting return to school interviews with pupils. Attendance figures show that.</p> <ul style="list-style-type: none"> ● Whole school attendance 2020-2021 was 65% ● PP pupil’s attendance for 2020-2021 was 62.8% compared to 72% for non-PP pupils ● Due to the relatively low numbers on roll the percentage figures can fluctuate by the absence of a small cohort of pupils. Persistently absent pupils have been identified and support put in place to encourage attendance.
<p>3. Support pupils to manage and maintain age appropriate friendships in school and beyond the school gate.</p>	<p>Pastoral Welfare Leads have ensured consistent monitoring of incidents throughout the year using SchoolPod. This data is analysed regularly and targeted interventions put in place in response to the data ensuring that incidents of dysregulation, specifically relating to peer relationships, reduce over time. The data shows us that:</p> <ul style="list-style-type: none"> ● Due to new and consistent recording the number of logs greatly increased ensuring that interventions are targeted and proactive.

	<ul style="list-style-type: none"> • Incidents of verbal bullying decreased from 58 in the Autumn term to 34 in the Summer Term; a 41% decrease. • Incidents of physical bullying decreased from 23 in Autumn (term 1b) to 9 in the full Summer term; a 61% decrease.
4. Ensure at least 60% of pupils in KS3 make good progress in English and maths.	<p>The maths and English TLR holders have supported non-specialist teachers across the Alternative Academies offering training and targeted support to ensure pupils make good or better progress. Progress was monitored on a half termly basis via pupil progress meetings meaning that interventions were implemented for identified pupils. The academic data shows us that:</p> <ul style="list-style-type: none"> • The average percentage of KS3 pupils making good or better progress in both English and maths was 66% (4/6); 6% higher than the target set by senior leaders
5. Ensure the progress of KS4 pupils in receipt of pupil premium in maths and English is at least equal to that of their peers.	<p>The maths and English TLR holders have supported non-specialist teachers across the provision offering training and targeted support to ensure pupils make good or better progress. Progress was monitored on a half termly basis via pupil progress meetings meaning that interventions were implemented for identified pupils. Regular short assessments were completed for Year 11 pupils to ensure that grades were accurate. The academic data shows us that:</p> <ul style="list-style-type: none"> • 75% (12/16) of KS4 pupil premium pupils made good or better progress in both English and maths. • Progress is therefore in line with their non pupil premium peers, also 75% (6/8)
6. Significantly improve the progress of identified pupils through the 1:1 interventions	<p>Pupils with a literacy or numeracy need were identified via pupil progress meetings, the SENDCo or via weekly curriculum meetings. Targeted interventions were implemented for literacy and numeracy; class staff were upskilled in reading interventions using the FreshStart package. Interventions took place in the classroom and a number of specialist practitioners conducted additional interventions outside of the classrooms. Motional assessments were completed for pupils termly allowing targeted SEMH interventions and support to be implemented. As a result:</p> <ul style="list-style-type: none"> • Pupils identified were assessed and offered a literacy or numeracy intervention • Staff teams were better able to understand the SEMH needs of their learners and adapt teaching and learning accordingly.
7. Support pupils to cope with environmental factors that lead to strong emotional reactions	<p>Pastoral Welfare Leads and Pastoral Support Workers worked collaboratively with class based colleagues to ensure that pupils are able to manage their emotions. Staff received training in the Motional software and have used the resulting data to implement a range of strategies. Pastoral Support Workers continue to offer Thrive assessments and interventions.</p>

	A range of sensory resources have been purchased to help pupils regulate their emotions and following whole school training all classrooms display and use a zones of regulation board. Staff are confident in the restorative justice principles.
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Externally provided programmes

Programme	Provider
RWI Fresh Start	Ruth Miskin Training

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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