

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 Special Academy
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	79% (90 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022* *1 year plan to allow detailed analysis of COVID impact and recovery
Date this statement was published	16th November 2021
Date on which it will be reviewed	3rd January 2022
Statement authorised by	Lydia Harrison
Pupil premium lead	David Fallis
Governor / Trustee lead	George Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,285
Recovery premium funding allocation this academic year	£ 31,320
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	£ 118,605

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 children with SEMh difficulties

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>Covid-19 has had a more significant impact upon our disadvantaged families. A reduction and/or removal of services and support networks has led to a deterioration in both the physical and emotional wellbeing of our pupils and their families increasing their anxieties and their stressors and leading to disengagement.</p>
2	<p>Resilience for Learning</p> <p>Some of our families are not equipped with the skills and knowledge required to effectively parent children with SEMH needs. A reduced early help offer throughout the pandemic means that many parents have been unable to manage their child's presentations leading to a lack of boundaries and routine.</p>
3	<p>Friendships</p> <p>Many of our disadvantaged pupils are socially isolated and unable to form positive peer relationships. Within the classroom, pupils place inappropriate levels of value on peer acceptance, resulting in an inability to focus on learning and hypervigilance to what is happening around them.</p>
4	<p>Literacy and Numeracy</p> <p>Intergenerational trauma and poverty means that not all children have grown up in vocabulary or text rich environments. Poor attendance in previous schools has then exasperated gaps in knowledge. Gaps in knowledge lead 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>
5	<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
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<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>All pupils, including those who are disadvantaged are effectively reintegrated into school routines.</p>	<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 ● Restorative approaches are embedded in the school day allowing children to repair and rebuild relationships quickly ● Ongoing parental contact means that home/school liaison addresses barriers to learning which have occurred in the community or home. ● Family liaison reaffirms school expectations, meaning collaborative working relationships promote routines for learning ● Pastoral intervention supports the reestablishment of peer relationships, allowing pupils to feel part of the wider school community again ● The Pastoral team delivers ongoing and targeted CPD to support staff in their use of therapeutic, restorative and trauma informed approaches resulting in a reduction in the incidents of physical intervention ● Structured lunch and break activities result in smooth transitions between learning and social time
<p>Pupils are supported to manage and maintain age appropriate friendships in school and beyond the school gate.</p>	<ul style="list-style-type: none"> ● 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 ● Pupils are aware of and use strategies to support self regulation ● The pastoral team use their expertise to support teachers in their delivery of key aspects of the PSHE curriculum ● Motional software is utilised to deliver SEMH interventions ● SchoolPod data shows a reduction in incidents of dysregulation linked to challenging peer relationship
<p>The attainment of disadvantaged pupils in English and maths is at</p>	<ul style="list-style-type: none"> ● Recruitment of two specialist tutors

<p>least equal to that of their non disadvantaged peers.</p>	<ul style="list-style-type: none"> • Effective data driven interventions delivered by tutors support pupils to make accelerated progress in English and maths. • Literacy and numeracy interventions are designed to support classroom learning. • Gaps in learning are readily identified and addressed through in class and additional support. • The impact of interventions is monitored and reviewed half termly with subject leads and senior leaders • 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 • DEAR time is implemented effectively across phases • The teaching of reading is consistently high across phases and off site provision • Lexsonic software is trialled with a specific view to improving vocabulary • 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.
<p>Disadvantaged pupils experience a range of extra-curricular opportunities that enrich their educational experiences.</p>	<ul style="list-style-type: none"> • Pupils are offered a range of extra-curricular trips and experiences that relate to curriculum topics; pupils need first hand experiences to relate to, particularly when writing. • 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.

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: **£13,485**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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. Lexonic software is purchased and trialled to teach vocabulary and spelling skills to pupils. 	<ul style="list-style-type: none"> ● EEF: Teaching reading and comprehension. ● Research highlights that pupils need to have good word skills alongside good comprehension skills. The EEF Teaching and Learning Toolkit cites reading comprehension strategies as delivering an additional six months of progress 	<ul style="list-style-type: none"> ● 3 & 5
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Pupils need to have access to a wide range of engaging fiction and non-fiction texts to underpin their reading skills and to support the teaching of the wider curriculum. ● Our own staff inform us that pupils respond well to and enjoy reading plays. ● Literacy Trust research shows that children who own a book are 15 times more likely to read above the level expected for their age than peers who say they don't own a book (28.8% v 1.9%) and are four times less likely to read below the expected level 	<ul style="list-style-type: none"> ● 1, 3 & 5

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

Budgeted cost: **£31,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● 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"> ● EEF Toolkit: One to one tuition. ● 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 	3 & 5
numeracy interventions to targeted pupils	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.	

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

Budgeted cost: **£73,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<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 • 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"> • EEF: wider strategies. The teaching of social and emotional skills is essential for children's development and linked to positive outcomes in later life. • 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. • EEF: Improving behaviour in schools guidance report 	1, 2, 3, 4
<ul style="list-style-type: none"> • Pupils experience a variety of extracurricular and enrichment opportunities 	<ul style="list-style-type: none"> • EEF: Arts participation. 'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds' 	1, 2, 3

Total budgeted cost: £118,605

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 Special Academy received £112,682 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 and to ensure that pupils in receipt of pupil premium maintain high levels of attendance.
- Key Stage: support pupils to manage and maintain age appropriate friendships and to ensure that the progress of KS3 and KS4 pupils in receipt of pupil premium in maths is at least equal to that of their peers
- Group or pupil specific: significantly improve the outcomes of identified pupils through 1:1 interventions and support pupils to cope with environmental factors that lead to strong emotional reactions.

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 overall attendance gap between pupil premium recipients and non-pupil premium recipients is below 3% with pupil premium pupils 2020-2021 attendance of 86.2% being broadly in line with the last 5 years' average.
- Pupils are better equipped to maintain age appropriate friendships. The number of physical interventions required has decreased each term during 2020-2021. Incidents of physical bullying have shown an 82% reduction from term 1a to term 3b. Incidents of verbal bullying have reduced by 93% during the same period.
- 92% (34/37) of KS3 PP pupils and 80% (20/25) of KS4 PP pupils made good or better progress in maths.
- Half termly pupil progress meetings identified pupils in need of targeted interventions; these were swiftly implemented and showed a positive impact. 100% of pupils in receipt of a school based intervention made good or better progress.

Detailed information

Objective	Progress summary & evidence	
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<p>1. Tackle barriers to learning by building capacity of parents to support children in the home</p>	<p>Each key stage 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.</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 86.8% ● PP pupil’s attendance for 2020-2021 was 86.2%, compared to 89.1% for non-PP pupils ● PP 5-year average attendance is 87.8% meaning the 2020-2021 PP attendance figure of 86.8% is broadly in line.
<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. ● During the 2020-2021 academic year the number of physical interventions reduced term on term, 1072 in the Autumn term, 862 in the Spring term and 747 in the Summer Term. ● Incidents of verbal bullying greatly decrease each half term showing an 82% decrease (A1:169, A2:126, S1:53, S2:73, Su1:56, Su2:30) ● Incidents of physical bullying greatly decrease each half term showing a 93% reduction (A1:68, A2:53, S1:23, S2: 21, Su1:13, Su2:5)

4. Ensure the progress of Key Stage 3 pupils in receipt of pupil premium in maths is at least equal to that of their peers	The Maths TLR holder has supported non-specialist maths teachers in the provision offering training and targeted support to ensure pupils make good or better progress in maths. 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: <ul style="list-style-type: none"> • The average percentage of KS3 pupils making good or better progress in maths was 80.5% (41 of 45 pupils) • The vast majority of pupils in KS3 were PP: 37 of the 45 pupils (83%) <ul style="list-style-type: none"> • 92% (34/37) of PP pupils made good or better progress compared to 87.5% (7/8) of non-PP pupils.
5. Ensure the progress of Key Stage 4 pupils in receipt of pupil premium in maths is at least equal to that of their peers	The Maths TLR holder has supported non-specialist maths teachers in the provision offering training and targeted support to ensure pupils make good or better progress in maths. 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: <ul style="list-style-type: none"> • The average percentage of KS4 pupils making good or better progress in maths was 84% (26 of 31 pupils) • The vast majority of pupils in KS3 were PP: 25 of 31 pupils (81%) • 80% (20/25) of PP pupils made good or better progress compared to 100% (5/5) of non-PP pupils. This percentage difference was due to a small number of persistent absence and anxiety issues.
6. Significantly improve the progress of identified pupils through the 1:1 interventions	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. As a result: <ul style="list-style-type: none"> • Pupils identified were assessed and offered a literacy or numeracy intervention • Additional interventions were offered to pupils in school during the period of national lockdown • 100% of pupils in receipt of a reading intervention made good or better progress, including several pupils who made several years' progress in a targeted 3-month intervention.

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> <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. As a result, incidents of dysregulation continue to</p>
	decrease with SchoolPod data showing that the number of physical interventions required in the 2020-2021 academic year decreased year on year.

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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