



## Pupil Premium Special Academy 2018 – 2019 - Impact Report

Review of expenditure			
<b>Total Pupils in receipt of PPG</b>	66 (76% Eligible)	<b>Total PPG Budget</b>	£76,620
	<ul style="list-style-type: none"> <li>• Primary 21</li> <li>• Secondary 40</li> <li>• Adopted from care 1</li> <li>• Looked after 4</li> </ul>	<b>Date of Strategy Review</b>	September 2019

### Headline Information

For the academic year 2018-2019, Springwell Special Academy received **£76,620** of pupil premium funding. The Academy used this funding as follows:

- To develop pupils' social skills to support in reducing negative behaviours, whilst increasing pupils' cooperation and restoration skills.
- To raise attainment of our pupils through targeted interventions to be more in line with their chronological age.
- To enable pupils to manage emotional issues, previous trauma and attachment issues, enabling them to become more settled learners over time.
- To improve the attendance of pupils in receipt of pupil premium.
- To develop pupils' confidence in learning to make mistakes, take risks and become more confident
- To support pupils and bridge development and social learning gaps through play.
- To develop our pupils' sensory processing, helping to assist in bringing our pupils into the window of tolerance and support self- regulation.

### Impact

- At Springwell, pupils in receipt of PPG attend school more frequently than their peers (increasing from 86.9% in 2016-17 to 90.4% in 2018-19) and at a higher level than national averages for specialist settings.
- Pupils in receipt of PPG receive priority access to a wide range of academic and non-academic interventions to support their ability to succeed. Intervention effectiveness has had proven impact upon PPG learners, particularly in KS1 and 2, where there continues to be no attainment 'gap' between disadvantaged learners and their peers.
- Writing has seen increased success with 80% of pupil premium pupils across the whole school making outstanding progress from starting points.
- The innovative use to technology has made a significant contribution to PPG learners increasing attainment and confidence, resulting in the school achieving Edtech50 schools award 2019.

# Pupil Premium Special Academy 2018 - 2019

Desired Outcome	Cost	Description	Impact Summary (More information is available on request)
<p><b>Sensory integration and its connection to trauma:</b></p> <p><b>Our pupils' underdeveloped sensory systems are addressed to bridge the sensory developmental gaps and assist in bringing our pupils into the window of tolerance and support self-regulation.</b></p>	<p>£6000</p>	<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 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.</p>	<p>After receiving training from Emma Shedlow and Sarah Lloyd and 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 the support of 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 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.</p>

<p><b>Literacy and numeracy interventions: Increased success and progress of all PP and LAC with deeper underlying barriers to learning.</b></p>	<p>£17000</p>	<p>Percentage of pupils reading below chronological age. Exploring the best strategies to close the gap.</p>	<p>There has been increased success and progress in all aspects of literacy, including Reading, Speaking &amp; Listening and Writing. Pupil Pathway analysis of literacy highlights that at KS2, 100% of pupils are making outstanding progress from starting points, KS3 77% (R), 73% (W) and at KS4 72% (R) 68% (W).</p>																								
<p><b>To increase our pupils' reading to be more in line with their chronological age.</b></p>	<p>£7500</p>	<p>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.</p> <p>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.</p>	<p>In Key Stage 3, 72% of pupils who are entitled to pupil premium funding are making outstanding/secure progress in reading.</p> <p>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 34 pupils (33%) participated in at least one, weekly measurable intervention.</p> <div data-bbox="1384 531 2007 863" data-label="Figure"> <table border="1"> <caption>Types of Interventions Offered</caption> <thead> <tr> <th>Intervention Type</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>SEMH and C&amp;I</td> <td>4</td> <td>10%</td> </tr> <tr> <td>Cognitive and Learning</td> <td>14</td> <td>34%</td> </tr> <tr> <td>SALT</td> <td>23</td> <td>56%</td> </tr> </tbody> </table> </div> <p>Of the 18 pupils who did a reading intervention, 78% made outstanding progress, with 44% making more than 1 years progress across the academic year.</p> <div data-bbox="1400 1023 2007 1386" data-label="Figure"> <table border="1"> <caption>Progress Made in Reading Age For Pupils Doing A Reading Intervention Sep 18- Jul 19</caption> <thead> <tr> <th>Progress Level</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Pupils who made more than 1 years progress</td> <td>8</td> <td>44%</td> </tr> <tr> <td>Pupils who made 6-12 months progress</td> <td>10</td> <td>56%</td> </tr> <tr> <td>Pupils who made less than 6 months progress</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> </div>	Intervention Type	Count	Percentage	SEMH and C&I	4	10%	Cognitive and Learning	14	34%	SALT	23	56%	Progress Level	Count	Percentage	Pupils who made more than 1 years progress	8	44%	Pupils who made 6-12 months progress	10	56%	Pupils who made less than 6 months progress	0	0%
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			<p>Writing has seen increased success with 80% of pupil premium pupils across the whole school making outstanding/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.</p> <p>In maths, Pupil Pathway analysis suggests that at KS2 94% of pupils are making outstanding progress from starting points, at KS3 80% and at KS4 68%.</p> <p style="text-align: right;">(Please see Appendix 1 for more information)</p>
<b>To develop pupils' social skills to reduce negative behaviours and increase pupils' cooperation and restorative skills.</b>	£4500	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.	<p>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 learners understand about what needs to happen and avoid attributing blame. Aspects of Trauma informed practice are now embedded across the school. With staff using attunement, connection before correction, creating safe bases and as discussed being able to confidently meet our pupils' sensory needs.</p>
<b>To increase pupils' abilities to work cooperatively in small groups.</b>	£5500	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.	<p>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 further 20% reduction in the number of restraints across the whole school. 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 involved in conflict can reflect, repair and avoid repetition of the same behaviours. Over the course of 2018-19 only 160 incidents took more than an hour before the pupil returning to learning. This is a 60% reduction from 2017-2018. KS3's incidents and restraints decreased for the 6<sup>th</sup> year in a row and although KS4 had a slight increase in the number of incidents, the percentage of incidents that involved restraints was only 8%.</p> <p><b>IRIS Connect</b> has played an important role, where the use of video and audio has enabled staff reflection and collaboration. This developing staff confidence around the art of restorative conversations.</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><b>To enable pupils to manage emotional issues, previous trauma and attachment issues, enabling them to become more settled learners over time.</b></p>	<p>£14000</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 SEMH, 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> <p>During 2018/19 there was a reduction in the number of behaviour incidents for the pupils who accessed Play or Art therapy. Whilst we recognise that this is not solely down to therapy, it indicates that our most dysregulated pupils are developing strategies to help them remain calm and regulate their emotions. Interestingly the attendance of the pupils who attend therapy remains consistently high. Academically, therapy continues to contribute positively to pupil progress with 74% of the pupils accessing therapy making positive progress from their starting points.</p>
<p><b>To enable pupils to develop confidence and speaking and listening for pupils who have little opportunity to develop these skills outside of school.</b></p>	<p>£3400</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><b>To develop pupils' confidence in learning to make mistakes, take risks and become more confident.</b></p>	<p>£4220</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><b>To provide an enriching curriculum to enable pupils to engage through experiences otherwise not provided.</b></p> <p><b>iPads and protective covers Promethean Whiteboards to enhance teaching and learning</b></p>	<p>£8500</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 continued innovative use 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>In addition, we have also been named in the UK's <b>Edtech50</b>, which is an award celebrating the top 50 schools in England who are using technology effectively. It is an honour to be recognised alongside many inspiring schools embracing change and passionate about making a difference. Technology continues to provide us with the opportunity to connect, communicate, collaborate and create on a local, national and global scale with such ease and transparency. It teaches our pupils to be responsible digital citizens and allows our pupils to express themselves in different ways.</p>
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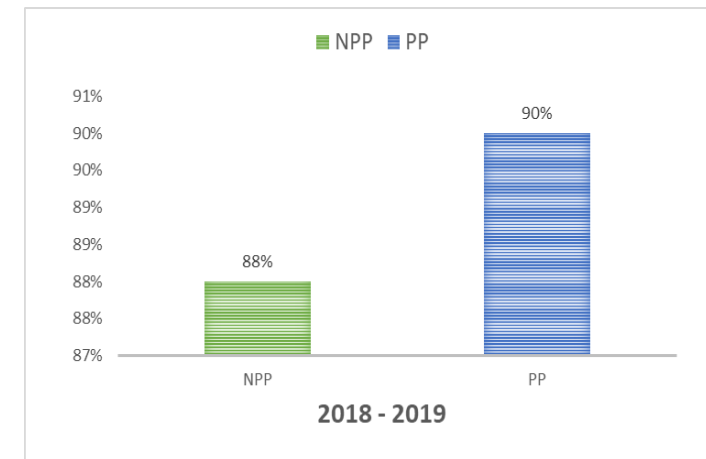
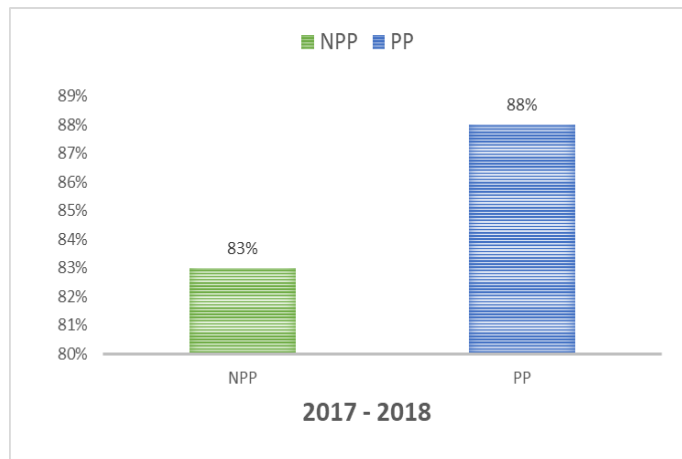
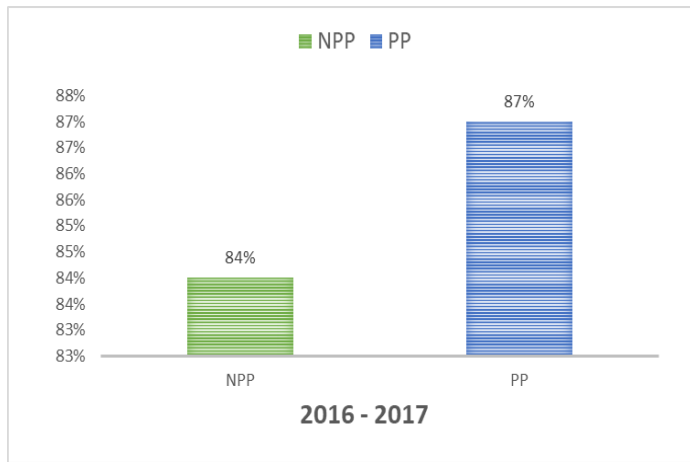


# Appendix 1 - Academic Impact

How was the impact of this funding measured?

To monitor progress on attainment, the usual cycle of data collection and the monitoring and tracking 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 2019-20. This analysis also includes those pupils who arrived at Springwell mid funding allocation.

## Overall Attendance Comparison





## Appendix 1 -Pupil Premium Dashboard

	2016-17		2017-18		2018-19	
	Non-PPG	PPG	Non-PPG	PPG	Non-PPG	PPG
<b>PPG Breakdown</b> <i>(number of pupils)</i>	KS2 – 5 KS3 – 9 KS4 – 6	KS2 – 21 KS3 – 25 KS4 –20	KS2 – 5 KS3 – 5 KS4 – 9	KS2 – 21 KS3 – 25 KS4 –18	KS2 – 7 KS3 – 5 KS4 – 5	KS2 – 30 KS3 – 25 KS4 – 20
<b>Attendance (%)</b>	84	87	83	88	88	90
<b>Mathematics</b> <i>% achieving at or above expectation</i>	KS2 – 80% KS3 – 89% KS4 – 96%	KS2 – 94% KS3 – 96% KS4 – 95%	KS2 – 80% KS3 – 75% KS4 – 60%	KS2 – 95% KS3 – 80% KS4 – 78%	KS2 – 100% KS3 – 100% KS4 – 80%	KS2 – 93% KS3 – 76% KS4 – 70%
<b>Writing</b> <i>% achieving at or above expectation</i>	KS2 – 80% KS3 – 89% KS4 – 94%	KS2 – 86% KS3 – 76% KS4 – 85%	KS2 – 80% KS3 – 75% KS4 – 60%	KS2 – 90% KS3 – 92% KS4 – 83%	KS2 – 100% KS3 – 100% KS4 – 80%	KS2 – 100% KS3 – 68% KS4 – 65%
<b>Reading</b> <i>% achieving at or above expectation</i>	KS2 – 80% KS3 – 89% KS4 – 96%	KS2 – 95% KS3 – 96% KS4 – 95%	KS2 – 80% KS3 – 75% KS4 – 70%	KS2 – 100% KS3 – 92% KS4 – 83%	KS2 – 100% KS3 – 100% KS4 – 80%	KS2 – 100% KS3 – 72% KS4 – 70%