

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 Grantham
Number of pupils in school	63 places
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	Sept 21
Date on which it will be reviewed	Sept 22
Statement authorised by	Lisa Ashcroft Day
Pupil premium lead	Sarah Jorgensen
Governor / Trustee lead	Kevin Moody

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,880
Recovery premium funding allocation this academic year	£ 7540
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	£ 27,420

Part A: Pupil premium strategy plan

Statement of intent

A high proportion of our children are classed as being disadvantaged. It is our intent that all children are given the academic and SEMH skills in order to make a successful transition to their next school, either mainstream or special, or are equipped to succeed in post-16 education and/or training. This plan is designed to ensure that being disadvantaged does not act as a barrier to this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Students' low literacy levels: The overwhelming majority of disadvantaged (and non disadvantaged) students join us with a reading age below their chronological age. This creates a barrier to academic success across all curriculum areas. Low literacy levels are also highly correlated with an increased likelihood of future exclusion and incarceration.</p> <p>See literacy changes lives ...</p> <p>https://cdn.literacytrust.org.uk/media/documents/2008_11_15_free_research_-_Literacy_changes_lives_2008_offending_behaviour_JYS9ScS.pdf</p>
2	<p>Difficulties relating to students' social, emotional and/or mental health: All of the disadvantaged (and non disadvantaged) students who attend Springwell have identified SEMH needs as part of their SEND profile, which have prevented them from achieving success in a mainstream environment.</p>
3	<p>Historically poor attendance: The majority of our disadvantaged students have had attendance below 95% in their previous school.</p> <p>See Government's literature, just one day off can hamper children's life chances...</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</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
All students make accelerated progress in reading in the time they are with us	To be reflected in students' increased reading scores/ engagement with reading. Assessments on entry and every term via Accelerated Reader STAR / WRAT5 assessments / teacher assessments

All students working at RWI phonics level improve their phonetic understanding in the time they are with us.	For students on RWI programme, progress is seen for all students.
Ensure all children have access to SEMH interventions required to support their individual needs. Both in and/or outside of class.	Student progress data inc Boxall and overall progress data RAG show that interventions are effective.
Ensure all children and families receive personalised support if attendance falls below 90%.	Use of the Attend framework to support pupils where attendance is a concern Overall attendance figures remain favourable compared to AP average and all students' attendance tracked and supported effectively.

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: £10,000 (£5000 for AR and myon, £5000 towards cost of aEVP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce use of Myon library to support Accelerated Reader for all children with a reading age of above 6	https://www.evidence4impact.org.uk/interventions/1024?#	1
Introduction of new aEVP to support the development of teaching and learning including for ECTs. Through CPD programme for all and targeted support where appropriate. QA quality of teaching during new timetabled reading sessions to include; learning to read, reading to learn, reading roads and reading for pleasure.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” eef	1

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

Budgeted cost: £ 7420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering of pre teaching and overlearning to all students as required to support learning in the classroom.	All pre-learning activities are aimed at helping students to develop levels of curiosity and interest before they learn new material. Pre-learning can introduce vocabulary, ideas and so on to help students hit the ground running. Pre-learning can set up the condition where the main lesson actually becomes a period of over-learning. The same cognitive and neural mechanisms that support over-learning during a lesson therefore also support the efficacy of pre-learning. This may be especially useful for learners with low prior knowledge, students with poor working memory,	1

	<p>In a recent paper in Nature Neuroscience (January 2017), researchers found that even brief periods (up to 20 minutes) of over-learning after a task led to improved performance.</p> <p>This occurred because the over-learning resulted in a more stable neural state, which was less prone to disruption by the arrival of new information.</p>	
Embed STAR reading test on entry to inform AR ZPD and appropriate interventions	<p>Assessment in Special schools and AP</p> <p>https://www.challengepartners.org/sites/default/files/files/Assessment%20in%20Special%20Schools%20and%20AP%20settings.pdf</p>	1
Develop use of diagnostic bksb assessments (English and Maths) to target individual gaps both in lessons and in interventions.	<p>“The purpose of assessment data must be to inform and improve practice to deliver better outcomes for pupils.</p> <p>In order to plan, teach for and measure learner progress, teachers need a clear understanding of starting points and accurate strategies to monitor performance. This is critical where learners have specific needs that render mainstream summative measures ineffective. Baselines tell us about prior learning upon which we can build progress.”</p> <p>(FLÓREZ & SAMMONS, ASSESSMENT FOR LEARNING EFFECTS & IMPACT, 2013</p>	1

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

Budgeted cost: £10,000 for classroom minibus (30,000 over 3 years)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all children have access to appropriate SEMH interventions required to manage their individual needs. Both in and/or outside of class. That are effective in supporting SEMH progress. See the toolkit of evidence based interventions to promote inclusion of children with SEMH needs</p>	<p>“There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. They are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.” Eef</p> <p>See Intervention menu for evidenced based interventions.</p> <p>SEMH toolkit...</p> <p>https://www.babcockldp.co.uk/babcock_1_d_p/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf</p>	2

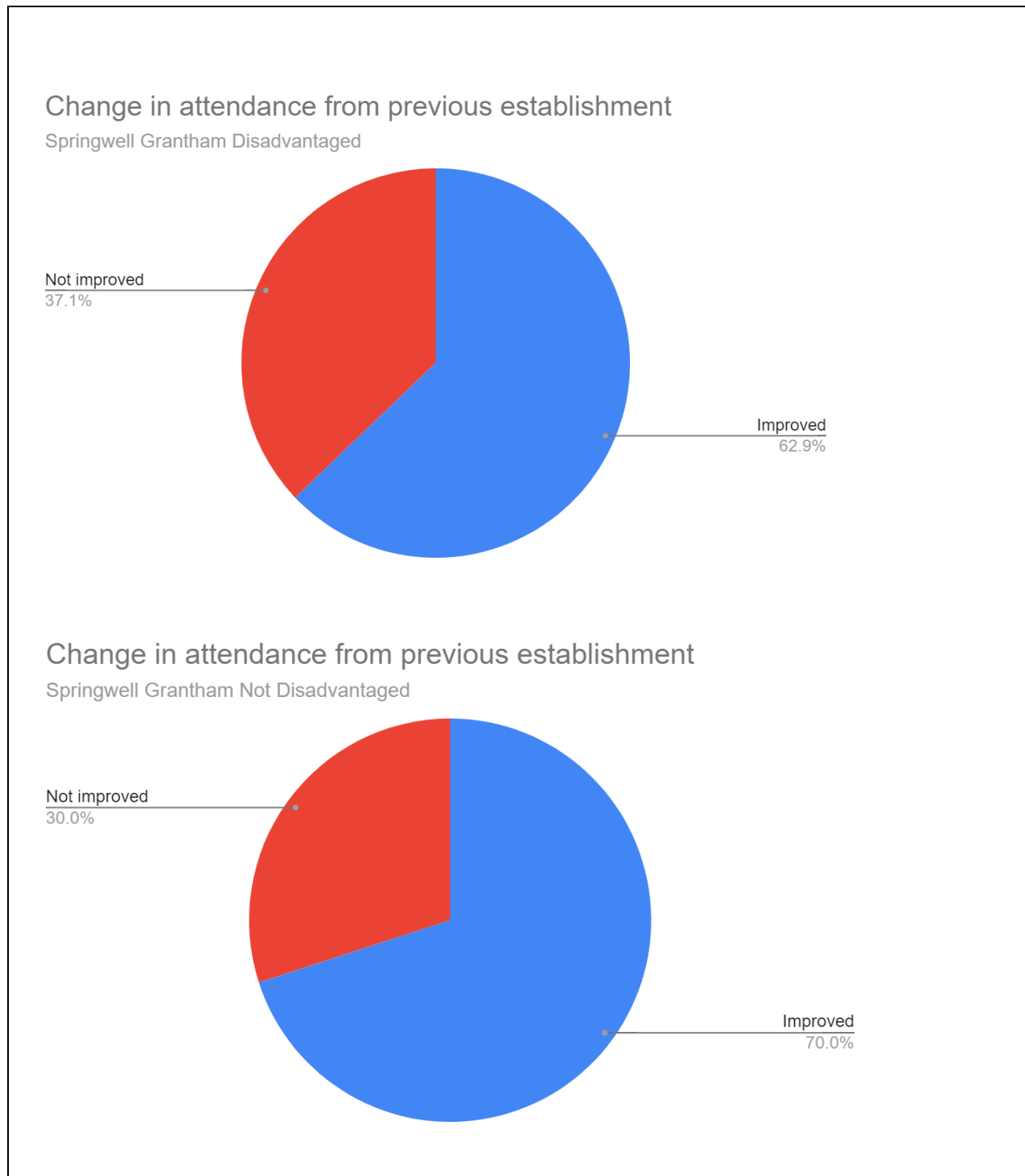
<p>Ensure all children and families are allocated a family support worker to support the family around attendance and safeguarding</p> <p>Children who miss school are at a higher risk of being groomed by gangs and other risky behaviours.</p>	<p>See Government’s literature, just one day off can hamper children’s life chances...</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p>“Being excluded from mainstream school puts children in an automatically vulnerable position. However, when other factors come into play – for example, lack of family support, poverty, and peer pressure – there is an even greater risk that children will turn to gangs.”</p> <p>ChildProtectionCompany</p>	<p>3</p>
<p>Purchase of school classroom bus. To support students who are unable to access the school building due to SEMH needs.</p>	<p>See Government’s literature, just one day off can hamper children’s life chances...</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	<p>1,2,3</p>

Total budgeted cost: £ 27,420

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

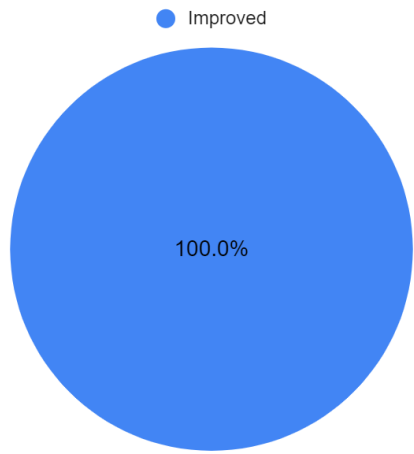
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.



The majority of students made progress in attendance with us compared to their previous school. There is only slight difference between disadvantaged and non disadvantaged children.

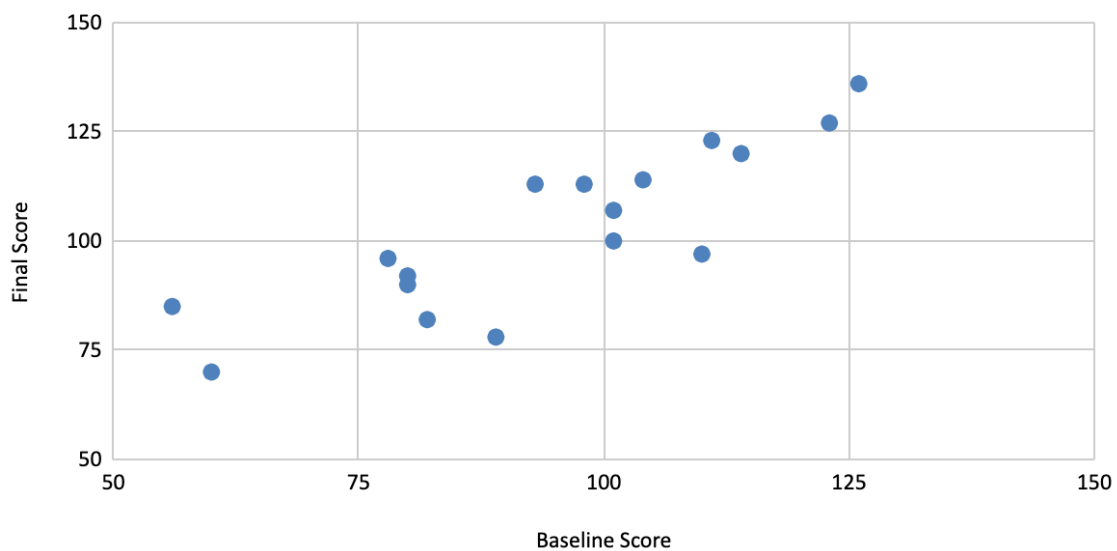
Changes in Phonics Screening Scores

Springwell Grantham Disadvantaged Primary



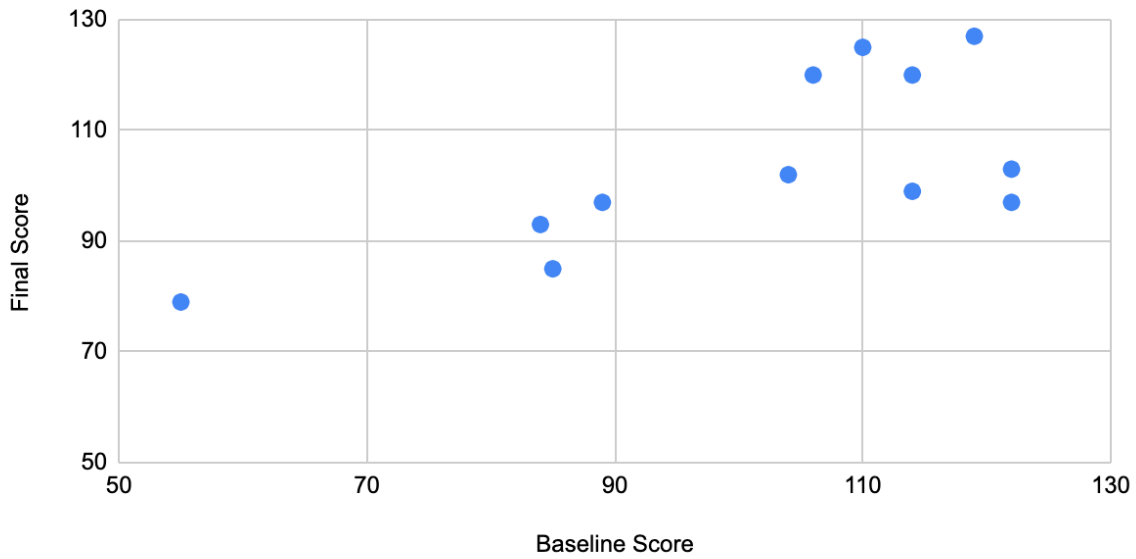
Changes in WRAT Single Word Reading Scores

Springwell Grantham Disadvantaged



Changes in WRAT Single Word Reading Scores

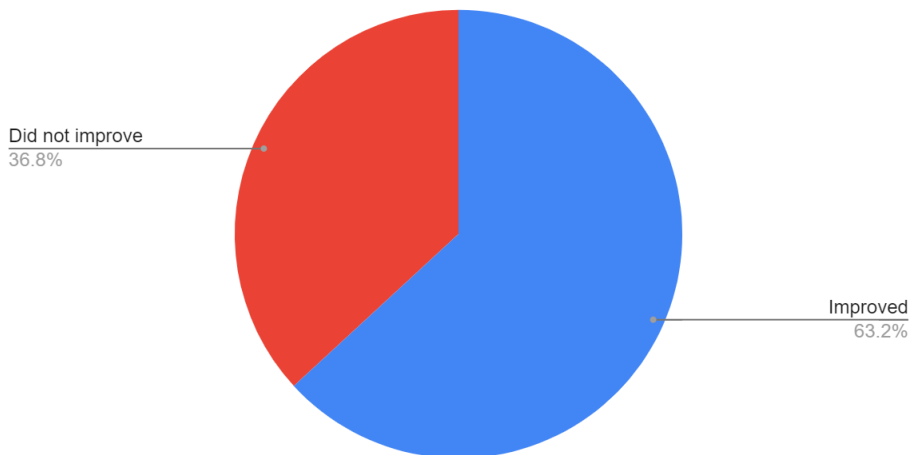
Springwell Grantham Not Disadvantaged



100% of students on RWI made progress in phonics. 76% of disadvantaged students made accelerated progress in their reading (WRAT5) compared to 58% of non disadvantaged. Points above $x=y$ represent a student who has increased their standard score.

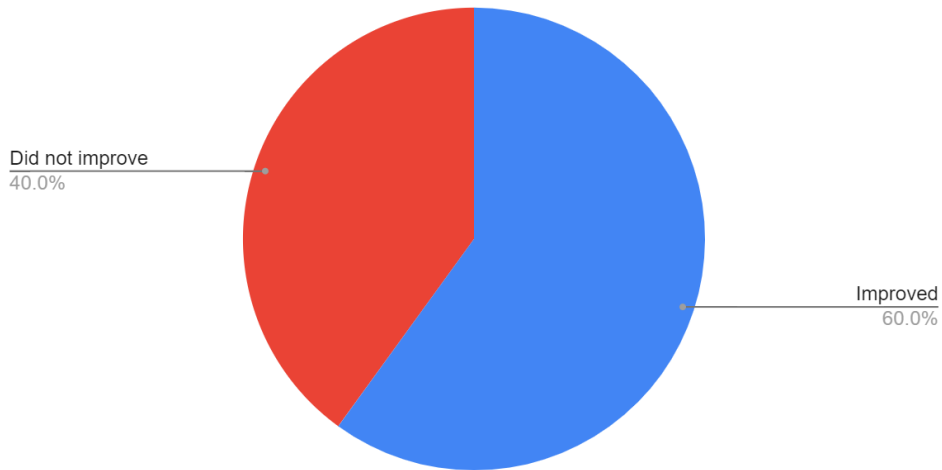
Changes in Boxall Developmental Scores

Springwell Grantham Disadvantaged



Changes in Boxall Developmental Scores

Springwell Grantham - Not Disadvantaged



The majority of students made SEMH progress as evidenced by the Boxall profile, there is little difference between disadvantaged and non disadvantaged children's progress.

