# Pupil premium strategy statement

## This statement details our school’s use of the pupil premium (and recovery premium for the 2022 to 2023 academic year) grant 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

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| Detail | Data |
| School name | Springwater School |
| Number of pupils in school | 98 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-25 |
| Date this statement was published | May 2022 |
| Date on which it will be reviewed | April 2023 |
| Statement authorised by | Sarah Edwards |
| Pupil premium lead | Kim Ayrton / Melissa Sparks |
| Governor / Trustee lead | James Mottram |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23,075 (2022-23) |
| Recovery premium funding allocation this academic year | £3190 (2022-23) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4,500 |
| **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 | £30,765 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Pupil Premium Grant (PPG) is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. It is our school’s intention to use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils’ progress and attainment so that they can reach their full potential. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Cognition and Learning Needs – all students that receive pupil premium at Springwater school have an EHCP document that describe their cognition and learning needs, this can cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication (see below), through to profound and multiple learning difficulties (PMLD). |
| 2 | Communication and Interaction Needs – all students that receive pupil premium at Springwater School have an EHCP document that describes their speech, language and communication needs. The profile for every child with SLCN is different and their needs may change over time, they may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. |
| 3 | Social, Emotional and Mental Health Needs – all students that receive pupil premium at Springwater School have an EHCP document that describes their SEMH needs. For many, this means that they have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in classroom without additional strategies and interventions. Children with SEMH needs can also often feel anxious, scared and misunderstood. |
| 4 | Sensory and Physical Needs – all students that receive pupil premium at Springwater School have an EHCP document that describes their sensory and physical needs. These disabilities could include a: vision impairment, hearing impairment, physical or sensory processing difficulty. The children and young people may require special provision because they have a physical or sensory need which prevents or hinders them from making use of the educational facilities generally provided. |
| 5 | Access to Wider Services and Staff Training – our assessments, observations and discussions with pupils and staff have demonstrated that high quality CPD has a greater effect on pupil attainment then other interventions school may consider such as 1.1 tutoring. High quality CPD has a significant effect on pupils outcomes which helps to close the gap for our disadvantaged pupils. |

## 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.

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| Intended outcome | Success criteria |
| 1 To improve the Cognition and Learning outcomes for disadvantaged pupils. | For all disadvantaged pupils to have achieved 75% of their C&L outcomes within their EHCP. |
| 2 To improve the Communication and Interaction outcomes for disadvantaged pupils. | For all disadvantaged pupils to have achieved 75% of their C&I outcomes within their EHCP. |
| 3 To improve the Social, Emotional and Mental Health outcomes for disadvantaged pupils. | For all disadvantaged pupils to have achieved 75% of their SEMH outcomes within their EHCP. |
| 4 To improve the Sensory and Physical outcomes for disadvantaged pupils. | For all disadvantaged pupils to have achieved 75% of their S&P outcomes within their EHCP. |
| 5 To improve access to services for disadvantaged pupils.  To provide staff with quality training and CPD in order to promote good outcomes for all pupils. | For all disadvantaged pupils to have access to the wider services they may require (e.g. SaLT, OT, Ed Psych, translation).  For all staff to have access to relevant and quality CPD to support pupils to achieve their outcomes. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-23)** to address the challenges listed above.

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| **2022/23** | **FSM** | **LAC** | **Service** | **Total** |
| **No. of Eligible Pupils** | 17 | 1 | 1 | 19\* |
| **Rates of Pupil Premium** | 9 @ £1385 (Primary)  8 @ £985  (Secondary) | 1 @ £2410 (LAC) | £320 | £23,075 |
| **Overall Funding** | £20,345 | £2410 | £320 |

\*NB – We have 18 pupils who receive PP funding, but one of them falls into two categories (FSM and LAC) so we receive funding for both of these categories for this pupil.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pre-employment induction and professional development support around phonics, active attention and other core pedagogical approaches for new staff | The national college for school leadership released a report regarding how great professional development leads to great pedagogy. It states that ‘effective professional development is likely to consist of that which first and foremost enhances pupil outcomes, but which also helps to bring about changes in practice and improves teaching.’  [Great professional development which leads to great pedagogy (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf) | 1 and 5 |
| Release time for core subject leaders to develop Quality First Teaching (Literacy and Maths) | Cornerstones, who we design our curriculum with state that ‘the expectation is that all subject leaders and teachers have a high level of subject pedagogical content knowledge for the age range that they are teaching and an understanding of the critical endpoints that come before and after. A subject leader’s role is to analyse and build the appropriate provision in their subject, then cultivate the staff’s pedagogical content knowledge to maximise learning across their school.  [Subject leadership: crucial to the success of your primary curriculum (cornerstoneseducation.co.uk)](https://cornerstoneseducation.co.uk/news/why-subject-leadership-is-crucial-to-the-success-of-your-primary-curriculum/) | 1 and 5 |
| CPD for staff as identified throughout the academic year and in line with the SDP priorities | The NPQLTD framework suggests that  Helping teachers improve through evidence-based professional development that is explicitly focused on improving classroom teaching can be a cost-effective way to improve pupils’ academic outcomes when compared with other interventions, and can narrow the disadvantage attainment gap.  [National Professional Qualification (NPQ): Leading Teacher Development Framework (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925511/NPQ_Leading_Teacher_Development.pdf) | 5 |

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

Budgeted cost: £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Music Therapy | SEN magazine states that ‘Music therapy can be used to create meaningful connections with those who are often isolated and frustrated, and non- verbal musical exchanges between client and therapist can aid the development of communication’  [Music therapy and PMLD • SEN Magazine](https://senmagazine.co.uk/content/specific-needs/pmld/15866/music-therapy-and-pmld/) | 1 and 3 |
| Nuffield Early Language Intervention (NELI) | NELI is a [**Nuffield Foundation**](https://www.nuffieldfoundation.org/) initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.  [What is NELI? | Nuffield Early Language Intervention (NELI) (teachneli.org)](https://www.teachneli.org/what-is-neli/) | 2 |
| Additional SaLT support | Speech Right suggests that Speech therapy provides an intelligible level of speech so you can communicate effectively and be understood by others. It teaches you the ability to express your thoughts, ideas and feelings.  For children, developing the correct speech structure can increase their ability to problem-solve. The new level of growth in language prepares them with the vital skills that will aid them in their academic career.  [Benefits of Speech Therapy for Adults and Children - Speech Right](https://www.speechright.co.uk/2019/01/08/benefits-speech-therapy-adults-children/) | 2 |
| Phonics (Little Wandle) | The EEF states that phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1 and 2 |

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

Budgeted cost: £3,075

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Some additional time to target pupil attendance concerns (Wellbeing assistant) | The Dfe guidance on improving school attendance states that schools should ‘recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.’  [Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 3 and 4 |
| Thrive release time for practitioner interventions | Thrive closes the gap for vulnerable children across a range of measures, including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015) | 3 and 4 |

**Total budgeted cost: £23,075**

# 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 2021 to 2022 academic year.

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| Staff Training (including Makaton Tutor Training x 2 – redeployed from Music Therapy this year):-  Continued professional development to develop staff understanding of pupil needs and pedagogical approaches to provide better support to pupils.  *Outcome: Improved staff knowledge and developed practice on different approaches which has impacted on pupil progress, e.g. Attention Autism has improved pupil’s attention. Having own onsite Makaton tutors has increased staff confidence in communicating using this method with tutors to advice on signing, promoting signing of the week e.t.c.*  ICT/Communication Resources:-  To support the provision of ICT across school.  *Outcome: Improved pupil access to ICT to support learning. Improved communication from pupils who rely on AAC to communicate wants and needs effectively.*  Curriculum Resources:-  To support the provision of communication and interaction needs across school.  To support the provision of additional curriculum resources which may be required throughout the year.  *Outcome: Communication needs supported more effectively through improved resourcing. Additional purchases have been made to enhance PSHE curriculum and Thrive Interventions, supporting pupils to regulate behaviours.*  Additional SaLT Sessions:-  To support communication and interaction needs.  *Outcome: Improved communication and willingness to engage in interactions with others.*  Translation Services:-  To provide translation support for our teachers to communicate with the families of our pupils who use English as a second language.  *Outcome: Improved communication (and therefore outcomes for pupils) between professionals and families.* |

## Externally provided programmes

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| Programme | Provider |
| Makaton Tutor | Makaton |
| Attention Autism | Gina Davies |
| Thrive | The Thrive Approach |
| SaLT | NHS |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We have chosen to not report service pupil premium funding this year as it is pertaining to an individual pupil. |
| What was the impact of that spending on service pupil premium eligible pupils? |