# 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 | 108 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-25 |
| Date this statement was published | May 2023 |
| Date on which it will be reviewed | April 2024 |
| Statement authorised by | Sarah Edwards |
| Pupil premium lead | Melissa Sparks |
| Governor / Trustee lead | James Mottram |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23,540 (2023-24) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1120 |
| **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 | £24,660 |

# 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 (2023-24)** to address the challenges listed above.

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| **2023/24** | **FSM** | **LAC** | **Service** | **Total** |
| **No. of Eligible Pupils** | 15 | 1 | 2 | 17\* |
| **Rates of Pupil Premium** | 9 @ £1455 (Primary)  8 @ £1035  (Secondary) | 1 @ £2530 (LAC) | £335 | £23,615 |
| **Overall Funding** | £20,415 | £2530 | £670 |

\*NB – We have 17 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: £11,528

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional external OT support –upskilling teachers to improve sensory and physical outcomes | In The Royal College of Occupational Therapists report on ‘unlocking the potential of children and young people’  Occupational therapists enable children and young people with physical, learning and mental health needs to participate in and successfully manage the activities that they want or need to do at home, at school or work and during their free time. They have the skills and expertise to identify the personal, task and environmental factors that support or inhibit children’s development, participation and achievement  [ILSM Children's report A4 8pp D5.pdf](file:///C:/Users/msparks.SCHOOL/Downloads/ILSM%20Children%27s%20report%20A4%208pp%20D5.pdf) | 4,5 |
| Developmental Movement Play Training | Between 2003 and 2013 there was a Jabadao research project called The Thriving Child Project. Jabadao (Centre for Movement Studies) worked closely with the Children’s Centre, and the project identified the positive impact Developmental Movement Play has on children’s all round learning and development. Developmental Movement Play is a term created by Jabadao to describe a neuro-developmental, child-led, play-based movement approach. | 1-4 |
| Pupil Premium Lead CPD | Course titled: Making the Difference for Disadvantaged Pupils programme and follow on Pupil Premium network. Run by Huntingdon Research School | 1-5 |

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

Budgeted cost: £12, 632

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Music Therapy | A great deal has been written about the value of music therapy for children who have special needs (Boxill, 1985; Bunt, 1994; Bunt & Hoskyns, 2002; Chester, Holmberg, Lawrence & Thurmond, 1999; Daveson & Edwards, 1998; Jellison, 2000; Ockelford, Welch & Zimmermann, 2002; Wilson, 1991) and the literature includes references to programmes undertaken in special schools, units, or mainstream settings (Brunk & Coleman, 2000; Bunt, 2003; Lathom-Radocy, 2002). In the USA in the 1970s, when government legislation for inclusive education was passed, there was a considerable increase in the number of music therapists employed in educational settings to provide service for school-aged children who had special needs (Alley, 1977, 1979; Jellison, 1979, 2000; Lathom-Radocy, 2002).  [EJ914615.pdf (ed.gov)](https://files.eric.ed.gov/fulltext/EJ914615.pdf) | 1 and 3 |
| Additional SaLT support | Reports by EPs and SLTs play a central role in the Special Educational Needs and Disability Tribunals (Special Educational Needs and Disability Tribunal, 2006). The need for collaboration between these two professional groups has been identified by the Joint Professional Development Framework (JPDF) (I CAN, 2001), which highlighted the importance of multi-professional work between health and education.  [Speech and Language Therapists’ and Educational Psychologists’ views of their role in relation to the educational provision of (ucl.ac.uk)](https://discovery.ucl.ac.uk/id/eprint/10000796/1/Palikara2007working77.pdf) | 2 |

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

Budgeted cost: £500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Thrive Resources | 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 |
| Translation Services | In their report, ‘Lost in translation’ A discussion of a small scale study of South Asian non-English speaking parents’ experiences of negotiating their children’s primary schooling.  By Anna Graham, Rumisaa Shabir  It was found that a lack of school translation services meant that conversations with staff had become confined to the stiff formality of academic reporting at the Parent Teacher evening, and the spontaneity of informal support offered by casual encounters with teaching staff was lost.  They also report that [translation services allow]families to be more confident that their children will have the opportunity to thrive, grow and enjoy enhanced life experiences. | 5 |

**Total budgeted cost: £24,660**

# 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 2022 to 2023 academic year.

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| Staff Training  New teacher programme – A series of 6 training twilights led by school leaders, covering the 6 topics of Teach First ECT programme in order to. 6 topics included:   * How can you create an effective learning environment? * How do pupils learn? * What makes classroom practice effective? * Assessment and Feedback * How can you support all students to succeed? * How can you design a coherent curriculum?   *Outcome: Ensure all new teachers to school know how to adapt the Teach First framework and ECT reading to our school and produce best practise and therefore outcomes for students. Also created a network of new teachers who could offer support to one another.*  Intensive Interaction – Across 40+ Intensive Interaction research studies there is a strong body of evidence of novel or increased interactive responses compared to baseline conditions, such as:   * increased social initiation, and more and longer engagement. * increased toleration of, or responsiveness to physical proximity * increased levels of contingent smiling. * increased levels of eye contact or looking at a person’s face * increased use of vocalisation * increased levels of socially significant physical contact * improved levels of joint attention   *Outcome: Improved outcomes in Speech and language and cognition and learning areas of EHCP’s*  Thrive Training for Wellbeing Assistant –  *Outcome: to enable quality Thrive interventions, supporting pupils to regulate behaviours and contribute to improving students mental health needs.*  Team Teach trainer training for Wellbeing Assistant –  *Outcome: Have experts onsite to support teachers to manage challenging behaviour. Allowing extra capacity for Deputy Headteacher to work on improving curriculum and assessment.*  Sensory Survival in the Classroom training from future steps –  *Outcome – Course objectives: To understand the triggers to behaviour “Is it sensory or behaviour?” • To have a greater understanding of the sensory systems and the effects on behaviour • To put in place strategies to alter the behaviour*  Additional OT support & resources from future steps – giving 1.1. advice to staff to give strategies for altering students personal struggles and sensory physical needs.  *Outcome – Purchased higher quality resources to meet students individual needs. Students have a greater chance to remaining regulated and ‘ready to learn’ when sensory and physical needs are met.*  Thrive Curriculum Resources:-  *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 |
| Thrive | The Thrive Approach |
| SaLT | NHS |
| Intensive Interaction | Graham Firth |
| Sensory Survival in the classroom – a teachers guide to managing sensory behaviour and needs | Future Steps |

## 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? |