

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

Detail	Data
School name	Springwater Academy
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	31 st Dec 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mike Finlay
Pupil premium lead	Melissa Sparks
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920 (2025-26)
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	£42,920

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for disadvantaged young people are to be able to provide them with the same opportunities, experiences and chances of success as their non-disadvantaged counterparts. We feel strongly that no child's opportunities at school should be restricted because of their socio-economic background. This includes holistic achievement and progress, academic and pastoral, accreditation and qualification, exposure to social and cultural experiences, good physical and mental health, and development of social and emotional literacy. Many of our young people are from complex backgrounds with co-concurring needs. These may have impacted upon literacy and social skills, lack of engagement with remote education, lack of exposure to social and cultural experiences, poor physical and mental health. In addition to this there is an ongoing change in cohort of young people into the academy, resulting in more complex and wider ranging SEND. In order to address these wide and varying needs, our pupil premium strategy plan is multifaceted. We also continue to invest in valuable work with our multi-disciplinary teams, Educational Psychologists, CAMHS/CYPS, Occupational Therapists, Speech and Language Therapists and our own teams who are there to provide an increasing need for a wide range of pastoral support, including support for physical and mental health needs, readiness for learning support, as well as attendance issues that are specific to our learners' contexts.

Our key principle of collaboration means that much of our planned work will come from our leadership teams working across the Trust and our use of Trust wide resources. We will audit our current gaps in achievement and use evidence-based approaches to close gaps and measure impact. Our learners must be able to achieve good outcomes that will support life chances, whilst being able to develop independence, work related skills and self-confidence that will enable them to have a brighter future after their time in our Trust.

Attendance rates show that there is impact in narrowing the disadvantage gap over the past couple of years and 2023/2024 and 2024/25 data shows this is improving and, in both years, better than averages from the nationally available data. Although this gap has narrowed there is still a gap in our secondary provisions between our disadvantaged children and our non-disadvantaged. Rates of persistent absenteeism are of particular concern. We continue to work within our policy, seek best practice and capitalise on our pastoral and attendance team, now we have a designated colleague whose role is on strengthening family relationships to secure improvement and good attendance in each of our schools.

All our academies have a focus on communication, cognition, pshe and physical development as part of their improvement plans and we will be particularly focus on outcomes for our disadvantaged young people, ensuring quality first teaching, whilst also ensuring that our teachers are well-trained and subject leadership and understanding of the curriculum are strong. In 2025/26 this focus on curriculum is reflected in the middle leadership capacity in each school, providing strengthened leadership in our core curriculum and greater opportunities to collaborate together. These roles will focus on ensuring quality first teaching, leads to strong outcomes.

We are also investing in colleague training and development as well as specific roles to enhance communication and sensory outcomes across our schools. This will be vital in ensuring our communication strategy is well-delivered and the sensory needs are understood and intervention strategies well planned for and assessed for impact.

The use of physical interventions has significantly reduced in each school over the past three years. There are no significant gaps in behavioural data for our young people because we direct PPG funds to support sensory regulation and ensure that all our colleagues are well-trained in de-escalation and the use of emotion coaching. There is a continued commitment to train colleagues appropriately and provide strong pastoral leadership through key roles within each school. These areas have been further strengthened in 24/25 to adapt to the increased needs of our young people. We will be using PPG funding to ensure that this change and response to our young people's needs is well-managed and ensures that there is seamless provision for our young people. Finally, we are developing a programme in each academy that aims to develop even closer parent partnerships that impact positively on outcomes for young people. This will ensure that all young people have advocates, that we share progress from home and from our academies and develop a sound understanding about the needs of every young person.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with the whole staff team and families have identified Springwater School's ability to provide access to off site visits for students has been dramatically reduced due to the loss of our minibus during the pandemic, which has never been restored. This has had a large impact on the students access to extra curricular activities as well as providing a cultural capital. Our vision statement includes inclusivity and enjoyment which are not currently being provided as often as previously for all students.
2	Our observations and assessments have shown that students require continual access to experts in sensory integration and regulation. Staff need more training in how to regulate our students so they are 'ready to learn'. When students are dysregulated their ability to attend to lessons is dramatically reduced therefore teaching staff need to have the tools and knowledge available to them to be able regulate our student. It has been identified that the level of support our students need is beyond what our teaching staff are able to give and therefore access to expert occupational therapists is crucial – This is not offered to families on the NHS like some of the other MDT departments are therefore families can have zero access to this outside of school also unless they are able to pay privately.
3	On discussion with the whole staff team it was identified that there has been a noticeable difference in the amount of students coming to school

	hungry and without access to nutritious food throughout the day i.e. snack time.
4.	It has been identified that with a higher number of students on roll that the need for a stand alone designated safeguarding lead (DSL) was essential in being able to keep all our children and young people safe and also support with increasing attendance among our most vulnerable students.

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
Students will have regular access to the wider community. The cultural capital offer to students will be outstanding.	<ul style="list-style-type: none"> • Appropriate staffing for visits will be provided • Visitors and experiences will be brought into school for those students who may struggle to access in the community e.g. pantomimes, speakers, animal visits etc. • Access to Youth clubs, breakfast or after school clubs will be provided
Students who are experiencing sensory processing differences will have access to personalised sensory integration therapy in order to raise their tolerance to sensory input and to increase joy, comfort and quality of life as well as access to learning.	<ul style="list-style-type: none"> • Students identified will be provided with a personalised report from an expert, external OT and sensory integration specialist. • Resources will be provided in order to action recommendations in the report • Staff will be upskilled in sensory regulation strategies through close partnerships with specialists • Students sensory and physical and social, emotional and mental health outcomes EHCP outcomes will demonstrate progress
Students will have access to nutritious food, suitable clothing and hygiene resources in order to be as healthy, clean and safe as possible.	<ul style="list-style-type: none"> • Funded healthy snacks for all classes • Uniform provided for students who require it

	<ul style="list-style-type: none"> • Appropriate clothing provided for outdoor education or other specialised activities.
A culture of safeguarding, health and safety is embedded within all aspects of academy policy and practice, ensuring that every student feels safe, valued, and supported.	<ul style="list-style-type: none"> • DSL in place as stand alone position rather than being SLT responsibility • Robust attendance procedures in place • Clear reporting mechanisms • Environments are safe

Activity in this academic year

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2025-26)** to address the challenges listed above.

2025/26	FSM	LAC	Service	Total
No. of Eligible Pupils	30	1	2	33
Rates of Pupil Premium	19 @ £1480 (Primary) 11 @ £1050 (Secondary)	£2630	£340	£42,920
Overall Funding	£39,670	£2570	£680	

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional external OT support –upskilling teachers to improve sensory and physical outcomes</p> <p>Training delivered by Future Steps practitioners to upskill all teaching and learning staff</p>	<p>In The Royal College of Occupational Therapists report on ‘unlocking the potential of children and young people’</p> <p>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</p>	2

	ILSM Children's report A4 8pp D5.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restock THRIVE resources to provide high quality 1:1 wellbeing and mental health interventions	The THRIVE Approach The Thrive Approach to social and emotional wellbeing The Thrive Approach	1
Music Therapy – External Provider	<p>The British Association for Music Therapy states:</p> <p>The use of Music Therapy with people who have a learning disability concentrates on the use of music as a means of communication, self expression and interaction.</p> <p>Music Therapy can help to:</p> <ul style="list-style-type: none"> • Increase motivation • Empower people by offering choices • Encourage and stimulate physical movement and co-ordination <p>British Association for Music Therapy :: Learning Disabilities</p>	2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ dedicated DSL to lead on safeguarding and attendance	A Designated Safeguarding Lead (DSL) provides crucial benefits by ensuring a school has effective safeguarding policies, staff are well-supported, and children receive timely protection. The DSL acts as a central point for child protection, leads on policy implementation, supports staff, and manages referrals to external agencies, which improves outcomes for children and creates a safer school environment.	4
Access to nutritious food through the day	<p>There is extensive research into the link between school performance and a child's diet, including this report from the 'Centre of research on the wider benefits of learning': WBLResRep18.pdf (ucl.ac.uk)</p> <p>This report states 'Children with nutritional deficiencies are particularly susceptible to the moment-to-moment metabolic changes that impact upon cognitive ability and performance of the brain'</p>	3
<p>Provide a budget for students who are unable to attend school trips – PP will supplement this</p> <p>Include provision to employ extra staff on school trip days to ensure the trips will be safe and well managed</p>	<p>There are many benefits to students attending culturally enriching field trips. These include</p> <ul style="list-style-type: none"> • They increase independence and confidence. • They take your child out of their comfort zone. • They contribute to a wider world perspective. • They are a great way to learn and remember information. • They make a classroom topic feel new and exciting. 	1

	<p>The Council for Learning Outside the Classroom (LOtC) is a registered charity existing to champion learning outside the classroom. They believe that EVERY child should be given the opportunity to experience life and lessons beyond the classroom walls as a regular part of growing up. Click here to read more from the 'Learning Outside the Classroom' Organisation.</p>	
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Total budgeted cost: £43,000

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 2024 to 2025 academic year.

The largest amount of money for the academic year 2024-2025 was spent on commissioning extra specialist OT work through Future Steps. Approximately 23% of students were referred to Future steps last year, received 1.1 work from the therapists and had screening reports and programmes written for them as individuals. Staff reported that the programmes were helpful for meeting the students sensory regulation needs and that 'they are really well written and comprehensive'. When considering how to further improve our practice in sensory regulation and our work with Future Steps staff commented that there is a high need for bigger sensory equipment for example more swings. There was also consistent comments from staff about needing more training for all staff in order to educate them in the benefits in engaging in the programmes and how to do this to the highest standard. Consideration should be given to using our next pupil premium strategy to implement actions to improve these areas.

When considering the impact of music therapy the feedback from our PMLD practitioners was overwhelmingly positive – the following comment was made from one of our PMLD teachers:

'Music therapy has been transformative for our secondary PMLD group, enabling them to be engaged with one another, vocalise, and respond to different sounds. Over time, they have come to make their own music with the support of Kerry and are now able to generalise the skills they have learned in these sessions across the curriculum. For example, beating with a drum stick to dabbing paint on a canvas.'

Staff who work within other classes in school did not feel that music therapy was as impactful. Therefore moving forward Music Therapy should be targeted at the students in school that will most highly benefit from this. A new timetable will be made which allows the PMLD classes to have longer sessions and our pupil premium students will receive 1.1 sessions when this is beneficial to them instead of all classes receiving a session.

In an article titled 'The learning value of school trips for children with special educational needs from the perspective of primary school teachers' (['Trips are the thing we all remember from our school days': The learning value of school trips for children with special educational needs from the perspective of primary school teachers - Wythe - 2024 - Journal of Research in Special Educational Needs - Wiley Online Library](#)) the following findings were concluded:

'Various childhood and education theorists affirm the benefits of hands-on and contextual learning opportunities for children and young people...Teachers may utilise innovative pedagogical approaches to increase learning engagement and participation, such as taking their classes on a school trip...Educational school visits can have extensive benefits for children with a range of special educational needs, including outcome-

based affordances, learning engagement-related benefits and skill acquisition and development... There are also various barriers that may deter primary school teachers from taking their classes on a school trip, including socio-economic barriers.'

To remove the socio-economic barriers for our pupil premium students we allocated part of the spend to funding educational visits for these students. The staff were surveyed on the impact of this funding being allocated and said the following:

'It has helped my students to explore new environments and build confidence, independence and resilience.'

'Students have been able to attend trips that they might otherwise have been excluded from'

However one member of staff saw further room for improvement and provided the following feedback:

'We are not able to access the community for regular educational visits that would enhance the students social skills and independent living skills at the moment due to

Another aspect of using the PP budget to start to poverty proof the school was supplying healthy, nutritious snacks daily to students in order to ensure their basic needs are met initially and they are ready to learn. The following feedback about the impact of this has been overwhelmingly positive with staff remarking:

'This has been super. Many children come into school without having breakfast so it gives us the opportunity to offer the pupils a healthy variety'

'This has really helped our students, they eat loads and are much readier to learn once they have had their basic needs met.

'This is brilliant, it has been so much easier and better to get higher quality, higher end items eg fruit, gluten free snacks'

'It has allowed us to keep a steady supply of snacks and staff no longer have to supplement snacks from their own money'

Appointing a Designated Safeguarding Lead (DSL) has made a vast improvement, not only on the quality of the Safeguarding within school but also on the capacity of the Senior Leadership Team to continue to drive improvement for all.

Externally provided programmes

Programme	Provider
Music Therapy	Kerry McDermott
Specialist OT service	Future Steps

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We bought a number of resources including targeted books and different family small world figures which have been placed in the THRIVE room which we use to support students mental health and wellbeing.</p> <p>Students are able to access this at any time they wish either for 1.1 work with an adult to support their understanding of parents having to go away. The small world resources have given an opportunity to learn and express feelings through play also.</p>
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information

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