

# Pupil premium strategy statement – Springwell Alternative Academy Lincoln

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	82.5%
Academic year/years that our current pupil premium strategy plan covers	September 2025 - Sept 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lisa Ashcroft
Pupil premium lead	EVP Nicola Lang
Governor / Trustee lead	Len Brazier (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	SAAL £80,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£80,775</b>

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

A high proportion of our children are classed as being disadvantaged and due to their experiences of education, including permanent exclusion, our pupils often feel rejected by the education system and on entry don't see themselves as successful learners. It is our intent that all children are given the 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 we support pupils to develop their social and emotional skills over time so that they are able to access high-quality teaching as well as developing trusting relationships with adults so that they are able to access targeted support to overcome their individual barriers to learning.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches such as high quality teaching, Thrive and Nurture based group sessions and activities. It is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all.

In addition to supporting pupils social and emotional skills, our strategy will consider where additional support is required for pupils whose education has been impacted by significant lost learning time through academic intervention to support their literacy skills.

Due to the extremely high transient nature of our setting and the barriers our children typically come to us with, our focus remains on progress around SEMH needs, reading and attendance.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication and social interactions:</b> Our assessments and observations show that disadvantaged pupils have greater challenges around communicating and expressing their needs than their peers, including non verbal, limited language and social interaction difficulties.
2	<b>Persistent absence:</b> Our assessments and observations show that disadvantaged pupils have had historic negative experiences in school and have low self esteem often believing that they can not be successful learners. This can result in persistent absence from school as well as lack of engagement with learning.
3	<b>Lack of opportunities to develop Cultural Capital:</b> Through observations and conversations with pupils and their families or external agencies, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	<b>Students' low literacy levels:</b> 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.
5	<b>Food Poverty:</b> Through discussions with our children and families we are aware that many of our pupils live in food poverty or household food insecurity. We know that not having these basic needs met will create an additional barrier for our pupils, making it more challenging for them to feel ready to learn and concentrate on their learning.

## 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
1) Pupils make progress with their social interactions. They are better able to recognise their emotions and express their needs relative to their starting points as identified in baseline assessments	<p>Pupils make progress within their individual Thrive strands</p> <p>Pupils make effective progress in line with their individual pathway</p>

<p>2) We are able to identify individual pupils' barriers to attendance and engagement and support them with individualised plans to make progress relative to their starting points.</p>	<p>Pupils individualised plans support their needs so that they have improved attendance and engagement over time in comparison to their previous setting or over time within their current setting</p>
<p>3) Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood as well as being and feeling better prepared for further education, employment or training</p>	<p>Pupils are able to move positively and confidently onto next steps or destinations feeling known, understood and successful. This will be measured through pupil voice on exit and destination data</p>
<p>4) Pupils make progress with their reading and are better able to access the wider curriculum</p>	<p>Increased reading scores/ engagement with reading. Progress from baseline assessments on entry RWI/Accelerated Reader/ WRAT5 assessments / teacher assessments</p>
<p>5) Pupils have access to nurture breakfast and snacks throughout the school day to ensure that their basic needs are met and help them to remain regulated to support them to access their learning. These opportunities also support social-emotional learning through shared experiences and adult modeling</p>	<p>Pupils are better able to regulate over time and make progress in line with their individual pathway</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £3,550

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Thrive training	£1750 subscription costs	Thrive approach supports improved behaviour, social skills, attendance and overall wellbeing <a href="https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools">https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools</a>	1 & 2
Primary Talk Through Stories	£1000 resources	Systematically builds vocab and comprehension <a href="https://www.ruthmiskin.com/talk-through-stories/about-talk-through-stories/">https://www.ruthmiskin.com/talk-through-stories/about-talk-through-stories/</a>	4
RWI Development training	£800	<a href="https://www.ruthmiskin.com/development-days/">https://www.ruthmiskin.com/development-days/</a>	4
DFE English Hub training: -Lincolnshire Reading Pledge Gold school visit -Teaching reading fluency (post phonics)-The Teaching of Reading -Reading Ambition for All-teaching children who need most support -Key messages for school leaders -Supporting Early Language Development	£0	Tailored support delivered by literacy specialists to develop high quality teaching of reading.	4

Vipers Training and Resources	£0	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	4
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 86,800

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
One to One tuition - classroom minibus or within community	Staff member x 2 FT £27,600 (£55,200) Minibus running costs x 2 £2000 (£4000)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2
One to One Structured Intervention (including Thrive and other SEMH/Literacy intervention)	Staff member x 2 (0.5) £13,800 (£27,600)	<a href="https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools">https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools</a>	1

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

Budgeted cost: £13450

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
SoundLincs	£1500	The Power of Music to Change Lives <a href="https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf">https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf</a> The Power of music 12. Rengagement & Motivation - <a href="https://books.openbookpublishing.com/9781851964444">https://books.openbookpublishing.com/9781851964444</a>	3

		<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/421212/rs.com/10.11647/obp.0292/ch12.xhtml">rs.com/10.11647/obp.0292/ch12.xhtml</a>	
Thrive	Cost already counted within other strategies	<a href="https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools">https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools</a>	1 & 2
Nurture breakfast/snack and activities	£1,950	<p>Magic Breakfast: Fuel for Learning <a href="https://committees.parliament.uk/writtenevidence/136422/pdf/">https://committees.parliament.uk/writtenevidence/136422/pdf/</a></p> <p>Nurture Groups <a href="https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf</a></p> <p>EEF Breakfast clubs found to boost primary pupils' reading writing and maths results <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	5
myON - virtual library for children to access reading books at home. Parent guidance and training video/session to support	£3000	<a href="https://www.renaissance.com/2024/04/03/new-study-of-480000-students-using-myon-highlights-notable-increases-in-reading-growth/">https://www.renaissance.com/2024/04/03/new-study-of-480000-students-using-myon-highlights-notable-increases-in-reading-growth/</a>	4
Enrichment activities and Experiential Learning	<p>School curriculum budget - £5000 Impowered Project</p> <p>£2000 Enrichment activities</p>	<p>Beyond the Classroom - The Role of Enrichment <a href="https://cdn.prod.website-files.com/659fd56cbd8d3f4a80aac76/67a614f50d1d776cdb401fe9_e395f5cde76251aafb2430a5c27847d9_24_13_031%20-%20Report%20-%20Centre%20for%20Young%20Lives_FINAL.pdf">https://cdn.prod.website-files.com/659fd56cbd8d3f4a80aac76/67a614f50d1d776cdb401fe9_e395f5cde76251aafb2430a5c27847d9_24_13_031%20-%20Report%20-%20Centre%20for%20Young%20Lives_FINAL.pdf</a></p>	3 & 2

**Total budgeted cost: £3,550 + £86,800 + 13,450 = £103,800**

## Outcomes for disadvantaged pupils

*The national average percentage of primary pupils eligible for Pupil Premium is around 24-25%. With the national average for the percentage of secondary school pupils eligible for Pupil Premium funding was approximately 37.8% for the 2024/25 academic year.*

*At the beginning of the academic year 24/25 there were 40 pupils on roll, 80% of whom were Pupil Premium. At the end of the academic year there were 92 pupils on roll due to the opening of the new site, with 82.6% of pupils on roll being Pupil Premium. This is significantly above the national average. This is up from 57% in 23/24.*

*Pupil Premium students make in line or better progress compared to non PP in SEMH progress, reading and phonics, as well as progress against their individual pathway progress and overall English progress..*

*RAYG progress overall against their pathway: PP pupils 88% and Non PP 74%*

*Overall progress in English: PP: 91% and Non PP: 89%*

Every student's attendance is tracked weekly and appropriate support is targeted to families where attendance and/or pattern of attendance is a concern. The classroom minibus continues to be effective in targeting students who find attending school regularly difficult. Overall attendance figures remain favourable compared to AP average and all pupils' attendance tracked and supported effectively. This will remain a priority for our students.

There is a comprehensive CPD package in place for all staff at all levels. Reading CPD forms part of the long term CPD strategy with opportunities built into revisit with staff throughout the year. The library and electronic library is used effectively but remains a focus for ongoing development. STAR reader tests enable baselining and ensuring students access texts appropriate to their age and reading ability. The teaching of reading (learn to read, reading roads and reading for pleasure) are established and QA of this is an ongoing focus. RWI CPD is a priority for new staff working with primary children.

*The vast majority of students make SEMH progress in the time they are at Springwell and this remains the backbone of what we do. This will remain a focus for our work and we will continue to make use of current research and make innovative decisions.*

Having reviewed the effectiveness of the previous intervention/strategy spend we have done a full review of spend linked to identified existing barriers and identified new additional barriers in the updated strategy.

	% of pupils making SEMH Progress PP	% of pupils making SEMH Progress Non PP	% of pupils making Reading progress PP	% of pupils making Reading progress Non PP	% of pupils making progress in attendance Non PP	% of pupils making progress in attendance PP	% of pupils making progress with phonics Non PP	% of pupils making progress with phonics PP
24-25	63%	55%	68%	51%	85.7%	80%	66%	77%