



## Pupil premium strategy statement:

1. Summary information					
School	Springwell Alternative Academy Lincoln				
Academic Year	2019/20	Total PP budget	34,108	Date of most recent PP Review	n/a
Total number of pupils	63	Number of pupils eligible for PP		Date for next internal review of this strategy	July 20
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	<b>Aspirations, self-belief and confidence</b> –following a permanent exclusion from school pupils come to Springwell with low self esteem and little belief that they can be successful. There is a need for them to believe that they can achieve and have high expectations of themselves in order to develop the skills to succeed for lifelong learning and reintegration to mainstream education.				
B.	<b>Unidentified learning needs leading to difficulties accessing the curriculum</b> – pupils frequently come to Springwell following an exclusion from school and have not been assessed for unmet learning needs. This often means they have had difficulties accessing an age appropriate curriculum resulting in a lack of engagement and behaviour issues.				
C.	<b>Social Emotional and Mental Health difficulties</b> – many of our pupils have experienced challenges during early development such as trauma, attachment difficulties or other emotional difficulties that have impacted on their ability to regulate their emotions and responses within the classroom or school environment. Many of the pupils have a statutory assessment underway in order to secure appropriate education provision to meet these needs				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
D.	<b>Attendance</b> – many of our pupils eligible for pupil premium are well below the target of 95% good attendance. This makes it more difficult for them to make the accelerated progress they need to make in order to close the gap with their peers.				
E.	<b>Family situations and vulnerability</b> – many pupils are supported through Early Help, TAC, CIN and CP. Lots of our families need a high level of support and additional home-school liaison work to ensure they are able to maintain appropriate routines and boundaries in the home to enable their children to have a successful daily transition in to school.				
3. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	



<b>A.</b>	Pupils to feel positive about school, believe in themselves and make progress within their pathway to allow them to be successful and where appropriate return to mainstream education.	Pupils have improved Boxall and Doyles scores Reduction in Serious Incidents/RPIs
<b>B.</b>	Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/accelerated progress	All Pupils to have pupil profile Increased levels of engagement and learning behaviours (Doyles) Pupils making expected levels of progress
<b>C.</b>	Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others	Reduction in FTEs Reduction in RPIs
<b>D.</b>	Attendance of PP pupils improves	Reduce the number of persistent absentees amongst pupils eligible for PP Overall centre attendance improves
<b>E.</b>	Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD	Improved attendance at FLD Signs of Safety scaling from parents/carers (admissions to review meeting)



4. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all / whole school offer					
Desired outcome	Chosen action / approach	What is the <b>evidence</b> and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Pupils to feel positive about school, believe in themselves and make progress within their pathway to allow them to be successful and where appropriate return to mainstream education.	<p>Nurture group provision with high staff to pupil ratio. Use of visual timetables and working walls</p> <p>Enquiry curriculum with opportunities for trips/visits and a range of sport and outdoor activities.</p> <p>KS leads budget to allow for wow curriculum days that promote cultural capital and meets all students' needs in additional to curriculum resources.</p>	<p>When a child feels safe and cared for and has their basic needs met they are more likely to feel positive about themselves as a learner and make progress.</p> <p>Enquiry curriculum matched to the interests of the children with opportunities to access a range of activities will engage children and allow for opportunities for them to be successful.</p> <p><b>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on the children eligible for the PP. (ref eef)</b></p>	<p>Ongoing staff CPD on nurture group principles. Through QA programme to include lesson observations and SLT enquiry to identify strengths, areas for development and CPD needs.</p> <p>Regular review of activities offered linked to feedback from pupils through pupil voice and pupil progress.</p> <p>Regular review of the impact of curriculum offered linked to feedback from pupils through pupil voice and pupil progress.</p>	<p>SJ / MB / SP / KS leads</p> <p>SJ / MB / SC / KS leads</p> <p>SC / MB / SJ / KS leads</p>	July 2020



	<p>Use of proud clouds. Enrichment and weekly school assemblies to celebrate and share success</p> <p>To develop outside areas to be used as impactful learning spaces</p> <p>Professional development / support of staff needs including early careers teachers</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that</p>	<p>Recognising and celebrating success will build children's self-esteem and allow them to feel successful as a learner.</p> <p>To develop self esteem by creating opportunities for success and experiential learning. <b>Utilise biophilia effect in line with trauma informed action plan.</b> Matched curriculum to the interests of the children with opportunities to access a range of activities will engage children and allow for opportunities for them to be successful.</p> <p><b>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on the children eligible for the PP. (ref eef)</b></p> <p>Developing vocab knowledge is a predictor of achievement and is often related to socio economic status. <b>studies of oral language interventions consistently show positive impact on learning. High impact – low cost (ref- eef)</b></p>	<p>Regular review of proud clouds and enrichment offer in school.</p> <p>Through QA programme. Boxall and Doyles scores</p> <p>Regular review of the impact of curriculum offered linked to feedback from pupils through pupil voice and pupil progress.</p> <p>QFT enquiry process i/ staff voice identifies staff CPD needs</p> <p>CPD on oral language skills and reading comprehension including input from Oracy 21 <b>Work alongside Oracy 21</b> project to create and implement oracy action plan – to be reviewed QTF enquiry process</p>	<p>MB</p> <p>MB</p> <p>MB / SJ / SC / KS leads</p> <p>MB / SLT</p> <p>SLT / MB / SP</p>	
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	<p>comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</p> <p>Development of love for reading and reading accuracy / comprehension</p>	<p>See spd for actions</p>	<p>Measured through teacher assessment, wrat5 RA and RC</p>	<p>AP/ SJ/ MB / SC</p>	
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<p>B. Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/ accelerated progress</p>	<p>Baseline assessments (WRAT5) to identify learning needs.</p> <p>Boxall profiling and individual target setting for all pupils</p> <p>Individual Pupil support plans in place and reviewed as required to best support needs</p> <p>High staff to pupil ratio to allow for delivery of intervention</p>	<p>Where learning needs are identified staff are able to differentiate the curriculum appropriately and ensure appropriate intervention is in place to support the child to make progress</p>	<p>Regular meetings with pastoral managers to monitor admissions and ensure assessments are complete.</p> <p>Observation of Teaching Assistants and QA of class provision through QTF enquiry and intervention</p> <p>QA of PSPs by care team manager</p>	<p>MB / SP / JB</p> <p>SP</p> <p>BR</p>	<p>July 20</p>
<p>C. Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others</p>	<p>Theraplay</p> <ul style="list-style-type: none"> <li>- Within the classroom</li> <li>- Pastoral team to use theraplay principles in work with families</li> </ul>	<p>There is formal <a href="#">research</a> documenting Theraplay's effectiveness. Children who are withdrawn, overactive, aggressive, children on the autism spectrum, and those who are afraid of relating or attaching because of adoption, losses, or trauma can be helped by Theraplay. The appealing activities help these children "buy into" the therapeutic process and brings about change without the need for the child to talk about or express problems. (ref The theraplay institute)</p>	<p>QA programme Boxall and Doyles scores</p>	<p>SP / SJ</p>	<p>July 20</p>



	<p>-Team teach – behaviour management course including de-escalation, therapeutic language and positive handling</p> <p>-nurture groups inc breakfast /snack</p> <p>-Boxall profiling</p> <p>-trauma training</p> <p>-attachment theory training</p> <p>-pastoral key worker to work with family</p> <p>-outdoor learning</p>	<p>(TT referenced in semh toolkit – support services for education)</p> <p>(all referenced in semh toolkit – support services for education)</p>	<p>Ongoing staff CPD delivered by TT tutors dependant on staff need</p> <p>Ongoing staff CPD</p> <p>Impact of provision regularly reviewed</p>	<p>BR / ACTM</p> <p>SJ / MB / SP / KS leads</p>	
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<p>D. Attendance of PP pupils improves</p>	<p>Topics will interest all children and especially PP children. They will include WOW ins and exciting activities including off site visits and extra-curricular activities throughout the term.</p> <p>Attendance manager works with staff including pastoral key worker to identify and remove barriers on an individual level</p>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW ins and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.</p> <p>When students improve their attendance rates, they improve their academic prospects (ref-attendance works)</p> <p>Students who live in communities with high levels of poverty are four times more likely to be chronically absent (ref – attendance works) being absent had a slightly more negative association with outcomes for disadvantaged pupils, compared to their more affluent peers (ref NFER)</p>	<p>Topic will be shared with parents in newsletters and work shared at FLD Wow ins and pupil work will be shared with the children and parents as something to look forward to. They will be in on the website as well as shared on social media. Regular opportunities for outdoor learning.</p> <p>Impact measured by attendance figures</p>	<p>SJ/ MB / KS leads</p> <p>LB / JB / MB / KS leads</p>	<p>July 20</p>
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<p>E. Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD</p>	<p>Keyworkers to have regular contact and make home visits to engage with hard to reach families. Use of therapeutic parenting support to strengthen relationships within the home</p> <p>Develop FLD to encourage parents to attend and to be part of reviewing their child's progress.</p>	<p>Where a child's basic care needs are being met and relationships at home are positive children are more likely to be able to regulate emotions and be settled within school which will allow them to make progress.</p> <p>Where families are involved in a child's education and engaging positively with school children are more likely to be successful at school and make good progress.</p>	<p>Regular review of cases at pupil welfare meetings. Home visits to be logged on cpoms and</p> <p>Regular review of parental engagement and attendance at FLD. Parental voice through feedback at FLD and surveys.</p>	<p>JB/ MB</p>	<p>July 20</p>
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<p><b>ii. Targeted support</b></p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



<p>A. Pupils to feel positive about school, believe in themselves and make progress within their pathway to allow them to be successful and where appropriate return to mainstream education.</p>	<p>Personalised curriculum and off site activities linked to pupil interest.</p> <p>1:1 support for pupils as part of alternative timetables</p> <p>Enrichment</p> <p>Develop offsite learning opportunities for ks4 and ks3</p> <p>Targeted Oral language approaches include:</p> <ul style="list-style-type: none"> <li>-targeted reading aloud and book discussion with young children;</li> <li>-explicitly extending pupils' spoken vocabulary;</li> <li>-the use of structured questioning to develop reading comprehension; and</li> <li>-the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	<p>A bespoke curriculum matched to the interests of the children with opportunities to access a range of activities will engage children and allow for opportunities for them to be successful.</p> <p>Recognising and celebrating success will build children's self-esteem and allow them to feel successful as a learner.</p> <p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (ref – eef)</p> <p>Disadvantaged pupils are more likely to have communication difficulties and limited vocabulary (ref- eef)</p>	<p>Alternative timetables to be regularly reviewed with parents.</p> <p>All alternative timetables to be overseen by EVP with responsibility for behaviour</p> <p>QA of interventions and QFT process Support from Oracy 21 project</p>	<p>SJ/ MB</p> <p>Teachers / TAs / SP / SJ</p>	<p>July 20</p>
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<p>B. Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/ accelerated progress</p>	<p>Provision mapping to show intervention in place for each individual pupil</p> <p>Range of interventions to support the following areas of need C&amp;L C&amp;I and SEMH (detailed list on intervention menu)</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have. Considering how 1:1 work links to teaching is likely to be a component of an effective pp strategy (ref eef)</p> <p>SLT have used publications such as what works best for children with literacy/mathematical difficulties and EEF guidance to look at the effectiveness of intervention schemes and how these can be matched to the needs of our learners.</p> <p>Positive gains have been documented in what works for children with literacy difficulties for... Toe by Toe RWI. RWI phonics, RWI freshstart Inference training</p> <p>Positive Gains (eef) for 1:1 reading aloud linking comprehension to oral language</p> <p>Daniel Sobel (inclusion expert) found gains for pre and re teaching</p>	<p>Intervention and targets for pupils will be reviewed 3 times a year on FLD with parents. (Sooner if required prior to ENHNA)</p> <p>HOS will have overview of the intervention in place for pupils in their own centre and will review this with teachers in pupil progress meetings following each assessment cycle.</p> <p>Impact of interventions measured via teacher assessment, wrat scores or Boxall profiling</p>	<p>SP / SJ</p>	<p>July 20</p>
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<p>C. Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others</p>	<p>Provision mapping to show intervention in place for each individual pupil including SEMH intervention</p>	<p>SLT have used publications such as what works best for children with literacy/mathematical difficulties and EEF guidance to look at the effectiveness of intervention schemes and how these can be matched to the needs of our learners.</p> <p>SEMH toolkit (sse) recommends                      Theraplay                      Think good feel good                      Friends for life                      Anxiety gremlin</p>	<p>DHOS to monitor impact of provision for each pupil on a termly basis</p> <p>Impact of each intervention measured through teacher assessment or Boxall /doyles data</p>	<p>MB /SP</p> <p>SP / SJ</p>	<p>July 20</p>
<p>D. The attendance of PP children improves</p>	<p>Pastoral Manager (Attendance and Targeted Intervention) will be involved with families who's attendance falls below 85%.                      Attendance officer to work closely with families through school attendance panel meetings (SAP) to identify any issues and overcome them to get pupils back in to school and attending regularly                      Celebrate attendance at centre assemblies and develop rewards and trophies</p>	<p>When students improve their attendance rates, they improve their academic prospects (ref-attendance works)</p> <p>Students who live in communities with high levels of poverty are four times more likely to be chronically absent (ref – attendance works) being absent had a slightly more negative association with outcomes for disadvantaged pupils, compared to their more affluent peers (ref NFER)</p>	<p>Attendance will be monitored daily in centres and weekly by attendance manager and pastoral team. Any absence will be addressed immediately.</p>	<p>MB / Pastoral Manager / LB</p>	<p>July 20</p>



<p>E. Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD.</p>	<p>Keyworkers to have regular contact and make home visits to engage with hard to reach families. Consider use of Theraplay to strengthen relationships within the home</p> <p>Develop FLD to encourage parents to attend and to be part of reviewing their child's progress. Transport arrangements to be made for individual families where this is a barrier</p>	<p>Where a child's basic care needs are being met and relationships at home are positive children are more likely to be able to regulate emotions and be settled within school which will allow them to make progress.</p> <p>Where families are involved in a child's education and engaging positively with school children are more likely to be successful at school and make good progress.</p>	<p>Regular review of cases at pupil welfare meetings. Home visits to be logged on cpoms</p> <p>Regular review of parental engagement and attendance at FLD. Parental voice through feedback at FLD and surveys.</p>	<p>SJ</p> <p>MB</p>	<p>July 20</p>
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**5. Review of expenditure**

<p>Previous Academic Year</p>	<p>2019/20</p>
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**i. Quality of teaching for all**

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost</p>
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<p>A. Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.</p>				
<p>B. Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/ accelerated progress</p>				
<p>C. Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others</p>				



<p>D. Attendance of PP pupils improves</p>				
<p>E. Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD</p>				



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>A. Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.</p> <p>B. Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/ accelerated progress</p> <p>C. Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others</p>				





<p>D. The attendance of PP children improves</p> <p>E. Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD.</p>				
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**6. Additional detail**

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