

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Springwell Alternative Academy Lincoln |
| Number of pupils in school | 63 places |
| Proportion (%) of pupil premium eligible pupils | 53% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2023 |
| Date this statement was published | Sept 21 |
| Date on which it will be reviewed | Sept 22 |
| Statement authorised by | Lisa Ashcroft Day |
| Pupil premium lead | Sarah Jorgensen |
| Governor / Trustee lead | David Reed |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £ 17,970 |
| Recovery premium funding allocation this academic year | £ 8120 (plus £5816 for school led tutoring 2021-22) |
| 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 | £31906 |

Part A: Pupil premium strategy plan

Statement of intent

A high proportion of our children are classed as being disadvantaged. It is our intent that all children are given the academic and 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 being disadvantaged does not act as a barrier to this.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Students' low literacy levels: 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 and incarceration.</p> <p>See literacy changes lives ...</p> <p>https://cdn.literacytrust.org.uk/media/documents/2008_11_15_free_research_-_Literacy_changes_lives_2008_offending_behaviour_JYS9ScS.pdf</p> |
| 2 | <p>Difficulties relating to students' social, emotional and/or mental health: All of the disadvantaged (and non disadvantaged) students who attend Springwell have identified SEMH needs as part of their SEND profile, which have prevented them from achieving success in a mainstream environment.</p> |
| 3 | <p>Historically poor attendance: The majority of our disadvantaged students have had attendance below 95% in their previous school.</p> <p>See Government's literature, just one day off can hamper children's life chances...</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> |

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 |
|--|--|
| All students make progress in reading in the time they are with us | To be reflected in students' increased reading scores/ engagement with reading. Assessments on entry and every term via Accelerated Reader STAR / WRAT5 assessments / teacher assessments |

| | |
|--|--|
| | |
| All students working at RWI phonics level improve their phonetic understanding in the time they are with us. | For students on RWI programme, progress is seen for all students. |
| Ensure all children have access to SEMH interventions required to support their individual needs. Both in and/or outside of class. | Student progress data inc Boxall and overall progress data RAG show that interventions are effective. |
| Ensure all children and families receive personalised support if attendance falls below 90% | Use of the Attend framework to support pupils where attendance is a concern Overall attendance figures remain favourable compared to AP average and all pupils' attendance tracked and supported effectively. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Allocation of budget: £12,840 (£5000 for AR and myon, £7840 towards cost of aEVP)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Introduce use of Accelerated Reader for all children with a reading age above 6 | https://www.evidence4impact.org.uk/interventions/1024?# | 1 |
| Introduction of new aEVP to support the development of teaching and learning including for ECTs. Through CPD programme for all and targeted support where appropriate. QA quality of teaching during new timetabled reading sessions to include; learning to read, reading to learn, reading roads and reading for pleasure. | “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” eef | 1 |

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

Allocation of budget: £ 5000 + £ 5816 towards cost of TA and school led tutoring

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Delivery of pre teaching and overlearning to all students as required to support learning in the classroom.</p> | <p>All pre-learning activities are aimed at helping students to develop levels of curiosity and interest before they learn new material. Pre-learning can introduce vocabulary, ideas and so on to help students hit the ground running.</p> <p>Pre-learning can set up the condition where the main lesson actually becomes a period of over-learning. The same cognitive and neural mechanisms that support over-learning during a lesson therefore also support the efficacy of pre-learning. This may be especially useful for learners with low prior knowledge, students with poor working memory,</p> <p>In a recent paper in Nature Neuroscience (January 2017), researchers found that even brief periods (up to 20 minutes) of over-learning after a task led to improved performance.</p> <p>This occurred because the over-learning resulted in a more stable neural state, which was less prone to disruption by the arrival of new information.</p> | <p>1</p> |
| <p>Introduce new STAR reading test on entry to inform AR ZPD and appropriate interventions</p> | <p>Assessment in Special schools and AP https://www.challengepartners.org/sites/default/files/files/Assessment%20in%20Special%20Schools%20and%20AP%20settings.pdf</p> | <p>1</p> |
| <p>Embed use of diagnostic bksb assessments (English and Maths) to target individual gaps both in lessons and in interventions.</p> | <p>“The purpose of assessment data must be to inform and improve practice to deliver better outcomes for pupils.</p> <p>In order to plan, teach for and measure learner progress, teachers need a clear understanding of starting points and accurate strategies to monitor performance. This is critical where learners have specific needs that render mainstream summative measures ineffective. Baselines tell us about prior learning upon which we can build progress.” (FLÓREZ & SAMMONS, ASSESSMENT FOR LEARNING EFFECTS & IMPACT, 2013</p> | <p>1</p> |
| <p>Appointment of a TA for 1 year to provide back fill to enable secondment for existing staff member to deliver Pillar 3- school led tutoring. (165 hours)</p> | <p>Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | <p>1</p> |

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

Allocation of budget: £ 8250 towards classroom minibus (£30 000 over 3 years)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Ensure all children have access to appropriate SEMH interventions required to manage their individual needs. Both in and/or outside of class. That are effective in supporting SEMH progress. See the toolkit of evidence based interventions to promote inclusion of children with SEMH needs</p> | <p>“There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. They are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.” Eef</p> <p>See Intervention menu for evidenced based interventions.</p> <p>SEMH toolkit...</p> <p>https://www.babcockldp.co.uk/babcock_ldp/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf</p> | <p>2</p> |
| <p>Ensure children and families receive support from the Pupil and Parent support team as needed to support attendance and safeguarding</p> <p>Children who miss school are at a higher risk of being groomed by gangs and other risky behaviours.</p> | <p>See Government’s literature, just one day off can hamper children’s life chances...</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p>“Being excluded from mainstream school puts children in an automatically vulnerable position. However, when other factors come into play – for example, lack of family support, poverty, and peer pressure – there is an even greater risk that children will turn to gangs.”</p> <p>ChildProtectionCompany</p> | <p>3</p> |
| <p>Purchase of school classroom bus. To support students who are unable to access the school building due to SEMH needs.</p> | <p>See Government’s literature, just one day off can hamper children’s life chances...</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> | <p>1,2,3</p> |

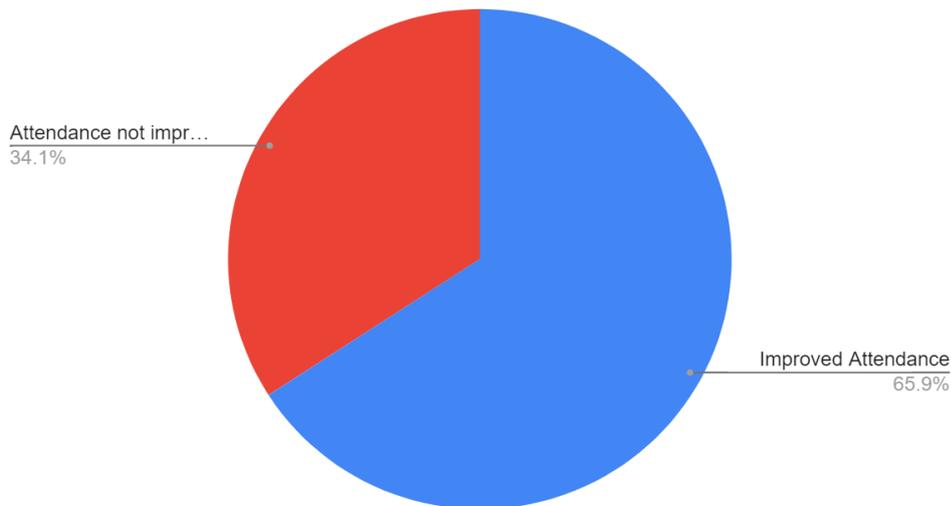
Total: £ 31906 *(plus funds from other budgets including the staffing budget, including topping up the national tutoring programme budget from £5816 to £7755)*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

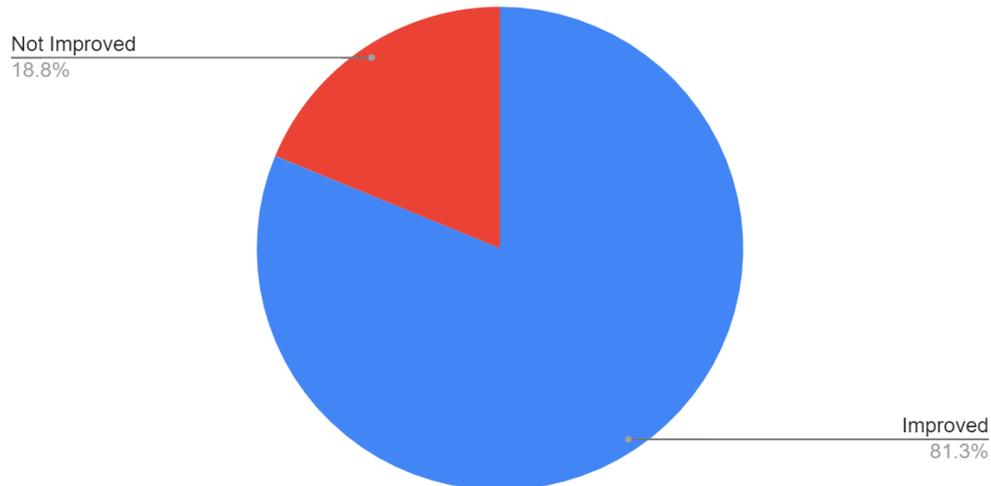
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attendance of Disadvantaged Students



Attendance

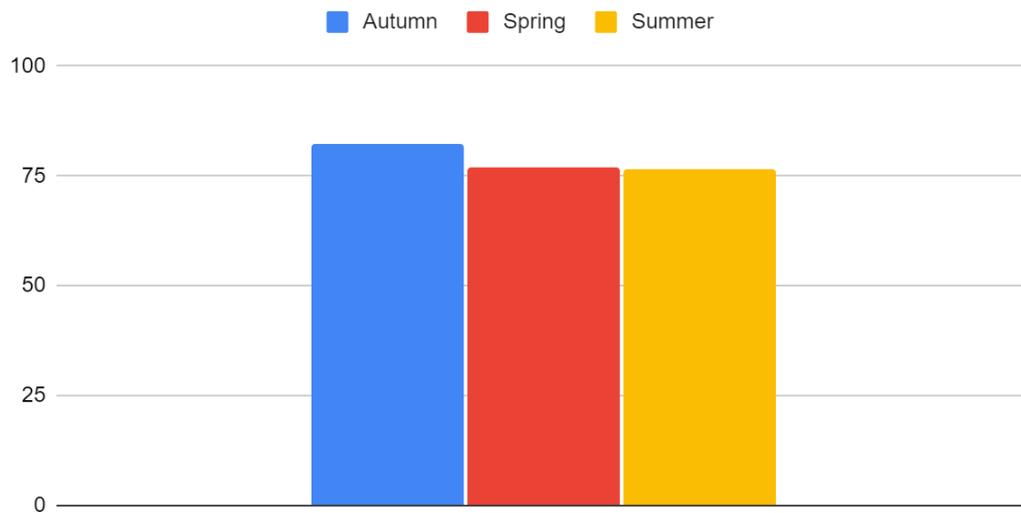
Springwell Lincoln Not Disadvantaged



The majority of disadvantaged and non disadvantaged children improved their attendance with us compared to their previous setting. More non disadvantaged students improved their attendance than disadvantaged students.

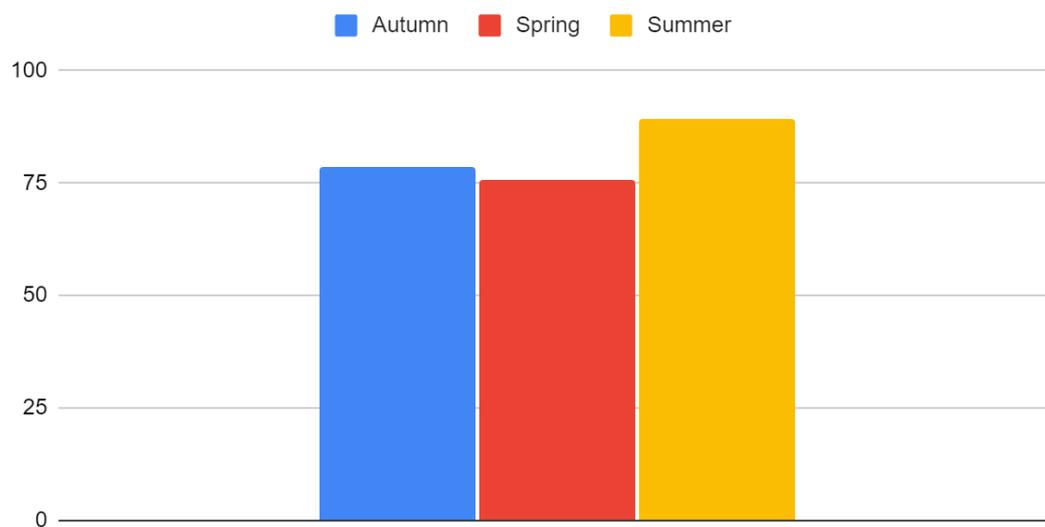
Average Boxall Developmental Score

Springwell Lincoln Disadvantaged



Average Boxall Developmental Score

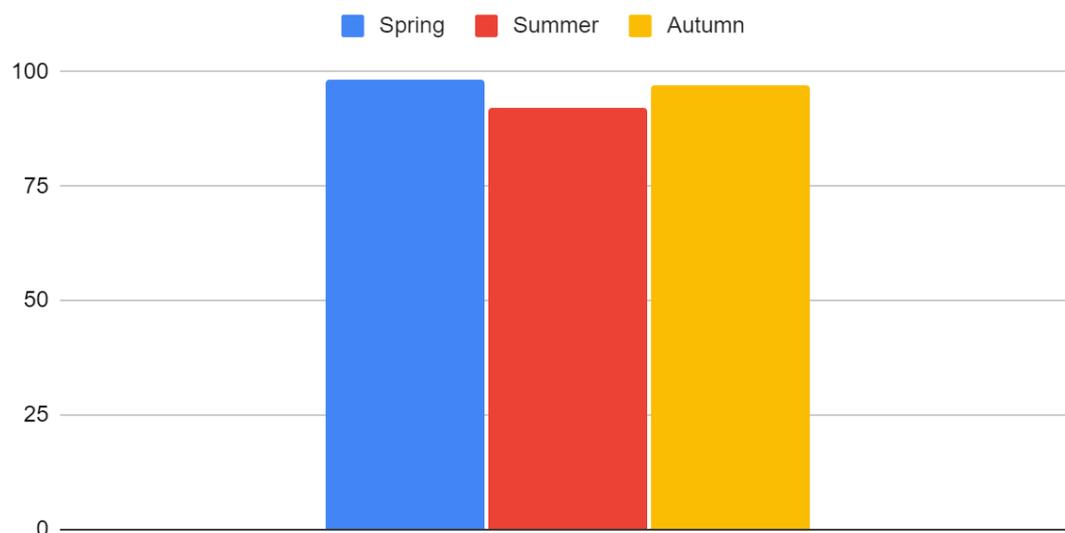
Springwell Lincoln Not Disadvantaged



On average, non disadvantaged students made SEMH progress and disadvantaged didn't. Potentially the impact of COVID lockdowns and home learning has had a greater impact on disadvantaged children's SEMH needs - particularly when readjusting to school expectations and routines.

Average WRAT5 Single Word Scores

Springwell Lincoln Disadvantaged



Data for WRAT5 reading only available for 1 not disadvantaged student so not included

WRAT5 reading data has shown that disadvantaged students' reading was lowest following periods of home learning and this did improve after sustained time back in school.

