

Part B: Review of outcomes in from 2020-2021

Pupil premium strategy outcomes

Headline Information

For the academic year 2020-2021, Springwell Special Academy received £112,682 of additional funding. The academy used the funding as follows:

- **Whole School:** to tackle barriers to learning by building the capacity of parents to support children in the home and to ensure that pupils in receipt of pupil premium maintain high levels of attendance.
- **Key Stage:** to support pupils to manage and maintain age appropriate friendships and to ensure that the progress of KS3 and KS4 pupils in receipt of pupil premium in maths is at least equal to that of their peers
- **Group or pupil specific:** to significantly improve the outcomes of identified pupils through 1:1 interventions and support pupils to cope with environmental factors that lead to strong emotional reactions.

Impact:

- Pupils and their families have high levels of support from key stage Pastoral Welfare Leads and Pastoral Support Workers. In an end of year survey relating to support during the pandemic, 95.2% of responses agreed or strongly agreed that staff have been available when their child or they needed help.
- The overall attendance gap between pupils in receipt of PP and non-PP is below 3% with attendance of 86.2% being broadly in line with the last 5 years' average in spite of the pandemic.
- Pupils are better equipped to maintain age appropriate friendships. The number of physical interventions required has decreased each term during 2020-2021. Incidents of physical bullying have shown an 82% reduction from term 1a to term 3b. Incidents of verbal bullying have reduced by 93% during the same period.
- 92% (34/37) of KS3 PP pupils and 80% (20/25) of KS4 PP pupils made good or better progress in maths.
- Half termly pupil progress meetings identified pupils in need of targeted interventions; these were swiftly implemented and showed a positive impact. 100% of pupils in receipt of a school based intervention made good or better progress.

<u>Detailed information</u>	
Objective	Progress summary & evidence
1. Tackle barriers to learning by building capacity of parents to support children in the home	<p>Each key stage is now supported by a Pastoral Welfare Lead and Pastoral Support Worker. These professionals have received a range of training including becoming safeguarding leads, supporting Early Help referrals and processes and supporting Looked After Children.</p> <p>Planned targeted parenting courses have been deferred due to COVID restrictions though families were fully supported throughout the pandemic and continued to offer intensive support and guidance.</p> <p>In a parental survey relating to pastoral support during the pandemic:</p> <ul style="list-style-type: none"> • 98% of responses agreed or strongly agreed that communication from Springwell was regular, clear and effective. • 95.2% of responses agreed or strongly agreed that staff have been available when their child or they needed help • 93% of responses agreed or strongly agreed that the school demonstrated positive awareness of children's mental health and wellbeing.
2. Ensure pupils in receipt of pupil premium maintain high levels of attendance beyond Key Stage 3	<p>Pastoral Welfare Leads have ensured that attendance data has not been impacted by the pandemic. Pastoral Welfare Leads conduct a range of proactive strategies to encourage high attendance including first day absence phone calls, home visits including bringing pupils to school when appropriate and conducting return to school interviews with pupils. Attendance figures show that.</p> <ul style="list-style-type: none"> • Whole school attendance 2020-2021 was 86.8% • PP pupil's attendance for 2020-2021 was 86.2%, compared to 89.1% for non-PP pupils • PP 5-year average attendance is 87.8% meaning the 2020-2021 PP attendance figure of 86.8% is broadly in line.
3. Support pupils to manage and maintain age appropriate friendships in school and beyond the school gate.	<p>Pastoral Welfare Leads have ensured consistent monitoring of incidents throughout the year using SchoolPod. This data is analysed regularly and targeted interventions put in place in response to the data ensuring that incidents of dysregulation, specifically relating to peer relationships, reduce over time. The data shows us that:</p> <ul style="list-style-type: none"> • Due to new and consistent recording the number of logs greatly increased ensuring that interventions are targeted and proactive.

	<ul style="list-style-type: none"> • During the 2020-2021 academic year the number of physical interventions reduced term on term, 1072 in the Autumn term, 862 in the Spring term and 747 in the Summer Term. • Incidents of verbal bullying greatly decrease each half term showing an 82% decrease (A1:169, A2:126, S1:53, S2:73, Su1:56, Su2:30) • Incidents of physical bullying greatly decrease each half term showing a 93% reduction (A1:68, A2:53, S1:23, S2: 21, Su1:13, Su2:5)
<p>4. Ensure the progress of Key Stage 3 pupils in receipt of pupil premium in maths is at least equal to that of their peers</p>	<p>The Maths TLR holder has supported non-specialist maths teachers in the provision offering training and targeted support to ensure pupils make good or better progress in maths. Progress was monitored on a half termly basis via pupil progress meetings meaning that interventions were implemented for identified pupils. The academic data shows us that:</p> <ul style="list-style-type: none"> • The average percentage of KS3 pupils making good or better progress in maths was 80.5% (41 of 45 pupils) • The vast majority of pupils in KS3 were PP: 37 of the 45 pupils (83%) • 92% (34/37) of PP pupils made good or better progress compared to 87.5% (7/8) of non-PP pupils.
<p>5. Ensure the progress of Key Stage 4 pupils in receipt of pupil premium in maths is at least equal to that of their peers</p>	<p>The Maths TLR holder has supported non-specialist maths teachers in the provision offering training and targeted support to ensure pupils make good or better progress in maths. Progress was monitored on a half termly basis via pupil progress meetings meaning that interventions were implemented for identified pupils. Regular short assessments were completed for Year 11 pupils to ensure that grades were accurate. The academic data shows us that:</p> <ul style="list-style-type: none"> • The average percentage of KS4 pupils making good or better progress in maths was 84% (26 of 31 pupils) • The vast majority of pupils in KS3 were PP: 25 of 31 pupils (81%) • 80% (20/25) of PP pupils made good or better progress compared to 100% (5/5) of non-PP pupils. This percentage difference was due to a small number of persistent absence and anxiety issues.
<p>6. Significantly improve the progress of identified pupils through the 1:1 interventions</p>	<p>Pupils with a literacy or numeracy need were identified via pupil progress meetings, the SENDCo or via weekly curriculum meetings. Targeted interventions were implemented for literacy and numeracy; class staff were upskilled in reading interventions using the FreshStart package. Interventions took place in the classroom and</p>

	<p>a number of specialist practitioners conducted additional interventions outside of the classrooms. As a result:</p> <ul style="list-style-type: none"> • Pupils identified were assessed and offered a literacy or numeracy intervention • Additional interventions were offered to pupils in school during the period of national lockdown • 100% of pupils in receipt of a reading intervention made good or better progress, including several pupils who made several years' progress in a targeted 3-month intervention.
7. Support pupils to cope with environmental factors that lead to strong emotional reactions	<p>Pastoral Welfare Leads and Pastoral Support Workers worked collaboratively with class based colleagues to ensure that pupils are able to manage their emotions. Staff received training in the Motional software and have used the resulting data to implement a range of strategies. Pastoral Support Workers continue to offer Thrive assessments and interventions.</p> <p>A range of sensory resources have been purchased to help pupils regulate their emotions and following whole school training all classrooms display and use a zones of regulation board. Staff are confident in the restorative justice principles. As a result, incidents of dysregulation continue to decrease with SchoolPod data showing that the number of physical interventions required in the 2020-2021 academic year decreased year on year.</p>

Externally provided programmes

Programme	Provider
RWI Fresh Start	Ruth Miskin Training

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

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