

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	47% (22)
Academic year/years that our current pupil premium strategy plan covers	2022-2023* *1 year plan due to small & fluctuating numbers on roll
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	LGB
Pupil premium lead	Lydia Harrison
Governor / Trustee lead	George Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,685
Recovery premium funding allocation this academic year	£12,986
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	£33,671

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC). **Springwell Alternative Academy only receives pupil premium for the pupils who access long term support.** It does not receive pupil premium for pupils on 'Day 6' provision.

Of the 317 local authorities in England, Barnsley is the 38th most deprived area in England (2019 Index of Multiple Deprivation). This is an average score based on 7 different 'domains' of deprivation. Of the 317 local authorities the domain measures are shown below:

- Income deprivation: 43rd most deprived
- Employment deprivation: 27th most deprived
- Education, skills & training: 15th most deprived
- Health, deprivation & disability: 22nd most deprived
- Crime: 31st most deprived
- Barriers to housing & services: 311th most deprived
- Living environment: 304th most deprived

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

The aim of our PP strategy is to identify and implement strategies that help to reduce the attainment gap between the most and least disadvantaged pupils at our school and, therefore, in our community. We have placed a strong emphasis on securing foundations in literacy and numeracy as we believe that our disadvantaged pupils require most support in these key areas. Furthermore, we believe that these skills are crucial for preparing children for life beyond school.

At Springwell, we ensure that the Pupil Premium Grant has the most benefit for those with the greatest disadvantage. Our intention is to build capacity and maximise our impact. The barriers and challenges disadvantaged pupils face are complex and varied - indeed, there is no single difficulty faced by all. However, we identify barriers that we believe are particularly relevant to our disadvantaged children in our context.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: "School Funding and Pupil Premium 2019" available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).
- Our combined professional experience of what works best for pupil in alternative provision

Recovery Premium

In 2020/21, the government announced it will provide a per-pupil premium to all state funded schools to support pupils to recover from the impact of the coronavirus pandemic on their education. The government states: *Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.*

While the pandemic and two national lockdowns had an impact on every pupil at our school, we recognise that some pupils were and continue to be affected more than others. The purpose of this strategy is to ensure that we

use our thorough assessment and knowledge of our pupils to use practice and interventions to support the recovery process.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Although weekly attendance is consistently above national averages it is still not good enough and pupils excluded from mainstream settings have increasing low levels of absence on arrival.
2	Friendships Many of our disadvantaged pupils become socially isolated from their mainstream peers and, as a consequence, form inappropriate relationships in the community. Within the classroom, pupils place inappropriate levels of value on peer acceptance and attempts to impress can lead to socially invalid behaviours.
3	Literacy / numeracy Intergenerational trauma and disadvantage means that not all pupils have grown up in vocabulary or text rich environments. Poor attendance in previous schools has then exasperated gaps in knowledge, which leads to embarrassment in the classroom and a reluctance to engage. Parents' negative perceptions of education and the value of external support are passed to pupils.

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
Attendance The attendance of pupils from disadvantaged families is at least equal to that of their non disadvantaged peers.	<ul style="list-style-type: none"> ● Attendance and persistent absence rates start to improve on national averages ● The overall gap between the attendance of those eligible for PPG (55.86%) and those not eligible for PPG is closed (77.15%). ● Pupils' with low attendance in their previous setting make month on month improvements once their place has been agreed ● Pupils who previously good rates of attendance maintain them after transition

<p>Friendships Pupils are supported to manage and maintain age appropriate friendships in school and beyond the school gate.</p>	<ul style="list-style-type: none"> ● SchoolPod data shows a reduction in incidents of dysregulation linked to challenging peer relationships ● Staff use trauma informed approaches to enable pupils to reflect on incidents and repair relationships ● Crucial elements of the PSHE curriculum are brought forward before issues arises ● An increasing number of pupils access enrichment activities that support them beyond the school day
<p>Literacy and numeracy Pupils make accelerated progress in both literacy and numeracy as teachers address gaps in learning closing the gap between their mainstream and non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● Pupils with significant needs and gaps are identified quickly ● Targets are ambitious and are set with accelerate progress in mind ● Identified pupils receive literacy or numeracy interventions according to need

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)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver training to ensure maintained fidelity to and confidence in our chosen phonics scheme.	EEF toolkit highlights both Phonics and Reading Comprehension as having high impact for low cost, showing an impact of +5 and +6 respectively.	3

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

Budgeted cost: £14772

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a Pastoral Welfare Lead (PWL) to be based at the main Kendray Provision but work across all sites.	EEF: wider strategies. The teaching of social and emotional skills is essential for children's development and linked to positive outcomes in later life.	2

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

Budgeted cost: £19118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a Pastoral Welfare Lead (PWL) to be based at the main Kendray Provision but work across all sites. This role will be responsible for overseeing attendance and behaviour, supporting families and liaising with external agencies.	EEF: wider strategies. The teaching of social and emotional skills is essential for children's development and linked to positive outcomes in later life. The Gov.uk document 'Improving school attendance: support for schools and local authorities' sets out a range of guidance in managing attendance and persistent absence. EEF: Improving behaviour in schools guidance report	1, 3

<p>School vehicle to complete home visits for persistent absentees and encourage back to school.</p>	<p>Previous positive impact on pupil attendance and analysis of strategies from other similar settings.</p>	<p>1,4</p>
<p>Train all staff in the use of the Secure Base Model to ensure classrooms are nurturing and support regulation.</p>	<p>Beek and Schofield 2004 demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.</p>	<p>1,2`</p>
<p>School stock: purchase additional non-fiction books, plays and topic based books. Pupils: Allow pupils to choose and keep books that they can take home</p>	<p>According to EEF reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p>	<p>2</p>

Total budgeted cost: £34390

Pupil Premium Strategy Review 2021-2022

Activity	Impact
<p>Attendance</p> <ul style="list-style-type: none"> The school funded a Pastoral Welfare Lead (PWL) who was based at the main Kendray but worked across all sites overseeing attendance and behaviour, supporting families and liaising with external agencies and supporting pupils with their SEMH needs 	<ul style="list-style-type: none"> At 2020/21 year end there was a 12.7% attendance difference between disadvantaged and non disadvantaged pupils. Through the work and support of the PWL, in term 3 of 2021/22 there was only a 3.16% difference between disadvantaged and non disadvantaged pupils, significantly narrowing the gap.
<p>Resilience for Learning</p> <ul style="list-style-type: none"> The school funded a Pastoral Care Worker (PCW) to provide proactive and targeted support to pupils. 	<ul style="list-style-type: none"> In 2021-22, those pupils not eligible for PPG had on average 18.7 incidents of socially invalid behaviour each. Those eligible for pupil premium had on average 7.9 incidents of socially invalid behaviour each (inc. day 6).
<p>Friendships</p> <ul style="list-style-type: none"> The school funded a Pastoral Care Worker (PCW) to provide proactive and targeted interventions for identified pupils. 	<ul style="list-style-type: none"> In 2021-22 those pupils eligible for pupil premium were each responsible for, on average, 1.55 incidents of verbal or physical aggression towards peers. Those not eligible for pupil premium were each responsible for, on average, 2.2 incidents of verbal or physical aggression towards peers.
<p>Literacy and numeracy</p> <ul style="list-style-type: none"> The school delivered targeted intervention packages to identified pupils. Interventions were delivered by class teams but supported by specialist intervention tutors and the subject leads The English lead delivered a series of training events to all staff to ensure they were confident in their delivery of reading. 	<ul style="list-style-type: none"> Pupils make accelerated progress in both literacy and numeracy as teachers address gaps in learning closing the gap between their mainstream and non-disadvantaged peers. <p>In the Primary AA, 100% of pupils made good or accelerated progress in maths and reading, 33% in writing.</p> <p>In the upper school, of pupils following an academic pathway, 74% made good or accelerated progress in maths, 79% in reading and 84% in writing.</p> <p>Of pupils following a nurture pathway, 78% made good or accelerated progress in maths, 61% in reading and 72% in writing.</p> <p>Of pupils following a personalised pathway, 57% made good or accelerated progress in maths, 29% in reading and 57% in writing</p>