

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	64
Proportion (%) of pupil premium eligible pupils	70% (45)
Academic year/years that our current pupil premium strategy plan covers	2023-2024* *1 year plan due to small & fluctuating numbers on roll
Date this statement was published	November 2023
Date on which it will be reviewed	
Statement authorised by	LGB
Pupil premium lead	Natalie Myers
Governor / Trustee lead	George Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,800
Recovery premium funding allocation this academic year	£29,602
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	£71,402

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

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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](#).
- Education Endowment Foundation Great Teaching Evidence Review, 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
- The SEND and AP Improvement Plan, available [here](#).

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 many pupils improve their attendance based on their attendance on arrival, it is still not good enough and the pupils require high levels of intervention and support to build resilience and routine.
2	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.
3	Transitions Often our disadvantaged pupils have had negative experiences in mainstream education. After successive years of absence, exclusions and culminating in permanent exclusions, pupils often arrive at the AA with a poor view of education and their place in it.

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 and are at least inline with national averages ● Pupils with low attendance in their previous setting make week on week improvement once their place has been agreed ● Pupils with previously good rates of attendance maintain them after transition
Literacy and numeracy Pupils make accelerated progress in both literacy and numeracy as teachers address gaps in learning closing the gap between their	<ul style="list-style-type: none"> ● Pupils with significant needs and gaps are identified quickly ● Targets are ambitious and are set with accelerated progress in mind ● Identified pupils receive literacy or numeracy interventions according to need

<p>mainstream and non-disadvantaged peers.</p>	
<p>Transitions Pupils have a clear plan for their transition from the AA to their next step in education and staff prepare pupils to enable this to be successful.</p>	<ul style="list-style-type: none"> ● Pupils are allocated to a pathway on entry once all data is gathered, this may be a return to mainstream, an application for an EHCP or post 16 learning. ● Staff ensure pupil’s curriculum offer matches the desired outcome and supports progress in key areas of attendance, academic and SEMH development. ● Leaders have developed close links with external providers to widen the curriculum offer for pupils is personalised to the individual. ● All pupils have a positive post 16 destination and NEETs figure is reduced.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit additional high quality staff in key TA roles to support pupils using the temp to perm approach.	EEF Great Teaching Evidence Review: Create a Supportive Environment through promoting interactions and relationships with all pupils that are based on mutual respect, care, empathy and warmth. This enables Great Teaching to happen.	1, 2, 3

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

Budgeted cost: £32,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund an additional 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.	1, 3

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

Budgeted cost: £29,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Fund a Pastoral Welfare Lead (PWL) to be based at the main Kendray Provision but work across all sites.</p> <p>This role will be responsible for overseeing attendance and behaviour, supporting families and liaising with external agencies.</p>	<p>EEF: wider strategies. The teaching of social and emotional skills is essential for children's development and linked to positive outcomes in later life.</p> <p>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.</p> <p>EEF: Improving behaviour in schools guidance report</p>	<p>1, 3</p>
<p>School stock: purchase additional non-fiction books, plays and topic based books.</p> <p>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.</p> <p>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>
<p>Widen the Curriculum through the use of placements for pupils at external provision such as DVPDC, Swinton Lock and Barnsley College</p>	<p>The SEND and AP Improvement plan: states that destination planning should be built in from the earliest stages.</p>	<p>1, 3</p>
<p>Fund transport for pupils to support them in accessing their personalised offer</p>	<p>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.</p> <p>School data tracking shows the positive impact transport can have on pupil attendance.</p>	<p>1, 3</p>

Total budgeted cost: £71,402

Pupil Premium Strategy Review 2022-2023

Activity	Impact
<p>Attendance The attendance of pupils from disadvantaged families is at least equal to that of their non disadvantaged peers.</p>	<ul style="list-style-type: none"> Attendance and persistent absence rates remained lower than the national average despite the extensive work that was undertaken throughout the academic year. Monies supported some of our disadvantaged pupils to access a taxi. Two of these students improved their attendance from 42% to 76% and 52% to 77% showing the impact of this support.
<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. Specifically verbal bullying incidents fell from 110 in Aut 21/22 to 5 in Summer 22/23, physical bullying fell from 45 incidents to 5 incidents and racist incidents from 60 to 5 in the same time frame. Staff now use trauma informed approaches to enable pupils to reflect on incidents and repair relationships, significant training in this was given by colleagues from Positive Regard. Very few pupils were able to access enrichment activities that support them beyond the school day due to building constraints.
<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"> 70% of pupils made progress in English. 62% made progress in Maths. 100% made progress against their EHCP targets.