

# Pupil Premium Strategy Statement:

1. Summary information						
<b>School</b>	Springwell Learning Community Pupil Premium Action Plan					
<b>Academic Year</b>	2018/19	<b>Total PP budget (Special &amp; AA)</b>	£171,754	<b>Date of most recent PP Review</b>	Sep 2018	
<b>Total number of pupils <i>Springwell Special</i></b>	91	<b>Number of Special pupils eligible for PP funding</b>	66	<b>Funding</b> £76,620	<b>Date for next internal review of this strategy</b>	Jan 2019
<b>Total number of pupils <i>Springwell AA</i></b>	77	<b>Number of AA pupils eligible for PP funding</b>	88	<b>Funding</b> £95,125 <i>(figure based on lagged funding)</i>	<b>Date for next internal review of this strategy</b>	Jan 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<ul style="list-style-type: none"> <li>The vast majority of our PP children enter our Learning Community at various stages of their school life with attainment levels that are significantly below their peers nationally.</li> <li>Accessing the curriculum at a developmentally appropriate level and the need for additional support to build towards independently achieving this progress on their learning journey.</li> <li>Many of our learners have obstacles to their individual learning based on their ability to communicate, social and emotional development or in their ability to interact with others.</li> <li>Independence, confidence, self-esteem, resilience, problem solving and life skills need support to enable the learners to access their environment and community, raising aspirations about what they can achieve in life.</li> <li>Neuroscience and research into the impact of trauma and insecure attachment on children and young people is ever developing and consequently new strategies are emerging in the light of research. It is incumbent on us to keep up with and pilot these strategies to enable our learners to have opportunities to emerge into confident young people.</li> </ul>	
<b>External barriers</b>	
<ul style="list-style-type: none"> <li>All pupils within our Special Academy have a full EHC plan with statement of SEN need and places at both academies are commissioned by Barnsley Local Authority and therefore all pupils are placed in the academies in line with SEN and Fair Access protocol. In some circumstances places at the two academies can be commissioned from other local authorities and directly by schools.</li> <li>Attendance – families are encouraged to develop a better understanding of the importance of good attendance and the impact on academic and social achievement.</li> </ul>	

### 3. Desired outcomes

- Our Pupil Premium learners develop socially and emotionally and consistently achieve outstanding progress from their starting points.
- Interventions continue to play a fundamental role in ensuring learning is personalised and meets the individual needs of all our PP learners. This ensuring all pupils have an opportunity the reach their potential.
- Due to the positive impact of the 2017-2018 PP allocation, we will continue to spend in many of the same areas next academic year with a few changes to reflect our continued drive to raise standards and attainment and to meet to individual needs of our special learners.
- We are investing in sensory integration, therapy, interventions, movement and performance to enhance the curriculum, technology, Forest School and the introduction of the farm which will support the development of communication, interaction, cooperation, confidence and build resilience.
- The therapy team will continue to play a pivotal role in the development or our learners socially, emotionally and academically helping individuals to continue to reduce behaviour incidents and increase attainment.
- We will continue to track the impact of all of the interventions and monitor children individually and in cohorts within our pupil progress and assess, plan, do, review meetings.
- iPads and the innovative use of technology continue to be used creatively and as a tool to help focus, engage and make a positive contribution to the Learning Community's work to close the gap between progress of our pupils with their mainstream peers, particularly with their reading and writing.

### 4. Planned expenditure

Academic year

2018/19

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
<p>Sensory integration and its connection to trauma:</p> <p>Our pupils' underdeveloped sensory systems are addressed to bridge the sensory developmental gaps and assist in bringing our pupils into the window of tolerance and support self-regulation.</p>	<ul style="list-style-type: none"> <li>• Just Right State training</li> <li>• 3 x SAI (Sensory Attachment Intervention) level 1 training</li> <li>• OT intervention</li> <li>• Sensory resources</li> <li>• Sarah Lloyd training</li> <li>• Thrive resources</li> <li>• Neuroscience: Understanding our Brains</li> <li>• Sensory Intervention time.</li> </ul>	<p>Sensory processing refers to taking in information through the senses. All children have neurological processes that help them organise the information coming in from their environment along with sensations from their bodies. Many of our pupils find it difficult to use this information to respond appropriately to the environment —including sounds, lights, textures, motion, and gravity. when a child is consistently having difficulty maintaining a level emotional state or engaging appropriately in activities, the child may be overstimulated (environment provides more stimulation than the child can handle through sensory integration) or under stimulated (environment does not provide enough stimulation for the child).</p>	<p>LML KDL LDL</p> <p>Supported by key support staff</p>	<p>Mid and end of year analysis of data will show improvement in pupil's sensory development, having a positive impact of behaviour and engagement.</p> <p><b>Proposed PP Expenditure: £13,635</b></p>

<p>Literacy and numeracy interventions: Increased success and progress of all PP and LAC with deeper underlying barriers to learning.</p>	<ul style="list-style-type: none"> <li>• Scale 4 support worker employed to work alongside the school SENCo and intervention lead.</li> <li>• SEN Interventions lead</li> </ul> <p><b>Software</b></p> <ul style="list-style-type: none"> <li>• Maths Whizz</li> <li>• Big A (Autism Specific Intervention)</li> <li>• Multi-Sensory Learning</li> <li>• Education City subscription</li> <li>• Lexia</li> </ul>	<p>The percentage of pupils reading below chronological age. Exploring the best possible strategies to close the gap and ensure all pupils make progress in numeracy and literacy.</p>	<p>LDL VHL</p>	<p>January 2019 Data analysis</p> <p><b>Proposed PP Expenditure: £33,000</b></p>
<p>To increase our pupils' reading to be more in line with their chronological age.</p>	<ul style="list-style-type: none"> <li>• Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</li> <li>• Books will be celebrated and enjoyed in school</li> <li>• Reading Intervention co-ordinator in place</li> <li>• SEN Intervention lead</li> <li>• Staff training</li> <li>• Reading/Phonics Apps</li> <li>• Catch-Up</li> </ul>	<p>When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books.</p>	<p>LDL PPN VCR</p> <p>Supported by key staff</p>	<p>January 2019</p> <p><b>Proposed PP Expenditure: £14,000</b></p>
<p>To develop pupils' social skills to reduce negative behaviours and increase pupils' cooperation and restorative skills.</p>	<ul style="list-style-type: none"> <li>• Restorative Training</li> <li>• Resourcing</li> <li>• Thrive</li> <li>• Theraplay</li> </ul>	<p>A Springwell we take a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.</p> <p>At Springwell, it is our priority to develop healthy, happy, confident children who are ready and open to learning. Recent advances in neuroscience, attachment theory and child development have provided some strategies to assist in helping us achieve this. The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach equips the staff at Springwell to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</p>	<p>Care Team</p>	<p>Data analysis will show a reduction in the number of exclusions/twilights.</p> <p>An increased confidence of staff when dealing with conflicts and bullying.</p> <p><b>Proposed PP Expenditure: £10,500</b></p>

<p>To enable pupils to manage emotional issues, previous trauma and attachment issues, enabling them to become more settled learners over time.</p> <p>Movement to support calming strategies and window of tolerance.</p>	<ul style="list-style-type: none"> <li>• Play Therapy</li> <li>• Art Therapy</li> <li>• Staff training on Loss</li> <li>• Resourcing</li> <li>• IRIS Connect to support embedding of SEMH expertise.</li> <li>• Theraplay</li> <li>• Mindfulness</li> <li>• Relaxation (Yoga, T'ai Chi)</li> <li>• Movement and Trauma workshop (Clare Thackrah)</li> <li>• Farm/Forest School</li> </ul>	<p>An intervention for trauma, attachment variances, poor development of self-esteem and self-expression. The therapists at Springwell foster better relationships in school and enable pupils to become settled learners.</p> <p>The IRIS Connect system is a professional development tool and uses video and audio recordings to enable teacher reflection and collaboration. This ensuring that best practice is shared across the Learning Community.</p>	<p>Therapy Team LDL VHL SWR</p>	<p>At the end of the therapy intervention, analysis will show a reduction in the number of significant incidents, whilst having a positive impact on attainment.</p> <p><b>Proposed PP Expenditure: £45,000</b></p>
<p>To increase pupils' abilities to work cooperatively in small groups.</p>	<ul style="list-style-type: none"> <li>• Lego Therapy training</li> <li>• Resources</li> <li>• Forest schools</li> <li>• Kagan Co-operative learning</li> <li>• SEAL Sessions</li> </ul>	<p>Our learners can find working cooperatively difficult and Interventions and structures that assist collaboration in the classroom help to not only build confidence, but also with engagement and outcomes.</p>	<p>JWN LML</p>	<p>January 2018 Engagement data SEAL progress Reduction in negative behaviour incidents</p> <p><b>Proposed PP Expenditure: £6,000</b></p>
<p>To enable pupils to develop confidence and speaking and listening for pupils who have little opportunity to develop these skills outside of school.</p> <p>Understanding how speech, language and communication is affected by developmental trauma and other causes and know strategies to address gaps.</p>	<ul style="list-style-type: none"> <li>• Drama workshops</li> <li>• Drama Club</li> <li>• DT Engagement</li> <li>• Talk for Writing</li> <li>• Communication on Friendly school training.</li> <li>• Elklan training</li> </ul>	<p>Using drama and performance in the curriculum develops engagement and confidence. Drama and performance recreates situations using other perspectives and reach new conclusions. Doing that collaboratively, trusting others by sharing thoughts and being open and in return being respectful through constructive criticism is what makes drama effective in developing our learners socially, emotionally and academically.</p>	<p>JWN</p>	<p>Shakespeare festival Celebration Day Regular performance Assemblies SEMH progress S&amp;L outcomes</p> <p><b>Proposed PP Expenditure: £6,610</b></p>
<p>To develop pupils' confidence in learning to make mistakes, take risks and become more confident.</p>	<ul style="list-style-type: none"> <li>• Music intervention</li> <li>• Music teacher time</li> <li>• Garageband app</li> <li>• Instruments</li> <li>• Drum tuition</li> <li>• Music club</li> <li>• Growth Mindset</li> <li>• Mindfulness</li> </ul>	<p>At Springwell, music plays a key role in developing key skills and raising confidence levels amongst our learners. The individual sessions have made music accessible to our pupils in ways that whole class teaching cannot. The significance of this is huge and can be seen in other areas of the pupil's lives within school. The offer of communication through music has made a difference to these children and most have been able to seize this in ways that has given confidence that is far reaching.</p>	<p>BHD</p>	<p>Music performance Celebration day Confidence to perform</p> <p>January 2019</p> <p><b>Proposed PP Expenditure: £10,500</b></p>

<p>To provide an enriching curriculum to enable pupils to engage through experiences otherwise not provided.</p> <p>iPads and protective covers Promethean Whiteboards to enhance teaching and learning</p>	<ul style="list-style-type: none"> <li>• Develop DofE programme</li> <li>• Educational visits</li> <li>• Open minds</li> <li>• Immersive learning displays</li> <li>• Bikes</li> <li>• Minibus</li> <li>• iPads</li> <li>• Pantomime trip</li> <li>• Hospitality programmes</li> </ul>	<p>When a child cares about the curriculum, they will enjoy and do better at it. Planning interesting, immersive lessons, with an opportunity to visit places will hook the pupils into learning, providing a reason to be at school.</p> <p>Technology can raise confidence of our pupils. Reluctant writers are more engaged and are given the opportunity to use different skills which they are more confident with. With literacy the iPads provide some amazing speaking and listening opportunities. Learners who struggle with writing therefore have the chance to express themselves in different ways. Not only will the iPads support the most vulnerable pupils, they will also stretch and challenge the higher achievers to think more critically and creatively in order to complete tasks.</p>	<p>JWN DRS</p>	<p>January 2019</p> <p>Writing Engagement Positive behaviour data</p> <p><b><i>Proposed PP Expenditure: £21,000</i></b></p>
<p>To support pupils and bridge development and social learning gaps through play.</p> <p>Play development and the use of play to build positive relationships to support cooperative learning.</p>	<ul style="list-style-type: none"> <li>• Play equipment</li> <li>• Training on Play</li> <li>• Play therapist</li> <li>• Theraplay level 1</li> </ul>	<p>Play is integral to the acquisition and development of communication skills in children. In addition to being fun, play teaches our pupils patience and understanding. Play lays the foundations for literacy.</p> <p>Through play children learn to make and practise new sounds. They try out new vocabulary, on their own or with friends, and exercise their imagination through storytelling.</p>	<p>Therapy Team</p>	<p>January 2019</p> <p><b><i>Proposed PP Expenditure: £11,500</i></b></p>
<p><b>Total pupil premium expenditure: £171,745</b></p>				