PUPIL PREMIUM STRATEGY - Springwell Alternative Academy 2020-21

Comparative Data

Pupils on roll

Sep 2020	KS2		KS3		KS4		Total	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP
No. & %	5 (63%)	3 (38%)	10 (91%)	1 (9%)	22 (79%)	6 (21%)	37 (79%)	10 (21%)

Attendance & Progress

2018-2019	KS1		KS2		KS3		KS4		Total	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Attendance	99.2%	94.1%	84.6%	96.9%	74.9%	62.4%	59.6%	67.8%	67.3%	74.2%
English	R 100% W 100%	NA NA	R 90% W 85%	R 90% W 90%	R 43% W 43%	R 40% W 40%	R 56% W 40%	R 50% W 57%	R 60% W 49%	R 59% W 50%
Maths	50%	NA	90%	90%	43%	40%	48%	64%	66%	53%

*New, robust assessment policy introduced in January 2021.

Additional Barriers to Attainment

KS2	KS3	KS4
External Barriers		
● Difficulties in the family home related to routine,	● Difficult home lives and conflict with parents and	● Pupils are often responsible for their own routines (including use of electronics and engagement with

sleep patterns and the management of socially invalid behaviours are tricky to separate from the needs of the child. ● Intergenerational trauma means that some parents in KS2 are not equipped to support their children's welfare. ● Some parents have perceived negative experiences of working with external agencies. ● Prior to joining Springwell, many pupils have been isolated from their peers in their mainstream school settings as a result of 1:1 sessions. ● Pupils have limited awareness of safety and exhibit risk taking behaviours.	siblings increases cognitive load for pupils. ● Pupils become vulnerable to inappropriate peer groups as social acceptance becomes a priority. ● Inappropriate sleep patterns, lack of effective hygiene routines and inappropriate support for puberty result in pupils' basic care needs being addressed in the school environment. ● Pupils have often been subject to multiple home moves, time in temporary accommodation and overcrowded living circumstances.	social media) which can lead to extreme fatigue and poor attendance ● Socially isolated pupils seek peer validation and acceptance via antisocial behaviour, inappropriate peer groups and gang-related activity ● Self-medication is used by some pupils as a means of coping with heightened anxiety, mental state control and experiencing dopamine based highs ● Substance misuse can lead to significant breakdowns in home and community relations, illegal activity and increases in risk-taking behaviours
In-school Barriers		
● Historic trauma triggers can result in extreme presentations of dysregulation. ● Significant childhood trauma has led to under-developed brain systems that affect children's capacity for attention, learning, concentration and kindness. ● Hyper arousal results in pupils requiring regular sensory, physiological and play based stimulation to reduce anxiety levels. ● Pupils struggle to build relationships with adults and peers. ● Unstable interactions are commonplace, requiring high levels of adult support to resolve and repair damaged relationships.	● Children have lived through adverse childhood experiences that have caused significant SEMH development. ● Poor attendance in previous schools have left gaps in knowledge. ● Pupils struggle to acknowledge areas of need and use diversion and defence strategies to avoid support. ● Anxiety surrounding self-perception as a learner, and perceived social recognition of being 'different' has led to pupils rejecting education ● Pupils place inappropriate levels of value on peer acceptance, resulting in an inability to focus on learning	● Significant gaps in knowledge leads to embarrassment and a reluctance of engage in learning ● Pupils focus on presentation of work, and find minimal 'mistakes' challenging ● Pressure relating to final exam accreditation increases anxiety ● In order to control the anxiety linked to their aspirations, some pupils will sabotage their own progress ● Peer acceptance and interaction can become the priority for some pupils whilst at school

Priorities for 2020-2021

Whole School	Key Stage	Group or Pupil Specific
Tackle barriers to learning by building the capacity of parents to support children in the home.	Ensure at least 60% of pupils in KS3 make good progress in English and math.	Significantly improve the progress of identified pupils through 1:1 interventions.
Ensure pupils in receipt of pupil premium maintain high levels of attendance beyond KS3.	Ensure the progress of KS4 pupils in receipt of pupil premium in maths and writing is at least equal to that of their peers.	Support pupils to cope with environmental factors that lead to strong emotional reactions.
Support pupils to manage and maintain age appropriate friendships in school and beyond the school gate.		

Detailed Information

Objective	Success Criteria	Milestones	Spending	Allocation
1. **Tackle barriers to learning by building the capacity of parents to support children in the home.**	Parents report they are equipped with the knowledge and skills to meet childrens' basic needs within the home. Internal safeguarding referrals reduce over time.	A series of targeted parenting courses are diarised across the course of the year. PWLs work to ensure the attendance of relevant families. Practical strategies and resources are implemented and monitored on a family by family basis.	PWL hours Course materials Travel allowance Incentives	£12,727 (PWL) £1000 £200 £100
2. **Ensure pupils in receipt of pupil premium maintain high levels of attendance beyond KS3.**	Attendance data is not impacted by the pandemic and remains in line with NPP peers.	Systems scrutiny and accuracy of recording and reporting will support effective benchmarking. PWLs will form part of the Attendance Working Group and identify individual and family strategies to improve attendance. Return to school interviews will be embedded for those pupils able to take ownership over their own attendance. These will support pupils to identify further attendance improvement strategies.	PWL hours Attendance incentives	£1000
3. **Support pupils to manage and maintain age appropriate friendships in school and beyond the school gate.**	SchoolPod data shows a reduction in incidents of dysregulation linked to challenging peer relationships. Parents report improved sibling relationships in the family home.	Teachers and support staff access relevant training to support the development of friendships through improved social communication. Teachers embed social communication sessions into nurture sessions to support improved peer relationships and an understanding of cause and effect.	PWC hours Training time and costs	£9,441 £500

		PP coordinator monitors impact of teaching and learning making adjustments and suggestions when required.		
4. **Ensure at least 60% of pupils in KS3 make good progress in English and math.**	Classroom monitor shows a significant increase in the number of pupils making good progress in KS3.	Detailed analysis conducted by TLR holder identifies pupils in need of additional support. Training needs analysis supports planning of specific CPD for teachers where maths is not their area of specialism. Identified strategies to target improvement are delivered over the course of the year. Specific interventions are put in place for key groups. Progress is monitored on a termly basis with adjustments made as required.	TLR holder time Training Intervention packages SENDCo oversight	£1250 £200 £100
5. **Ensure the progress of KS4 pupils in receipt of pupil premium in maths and English is at least equal to that of their peers.**	Data shows the gap between pupils in receipt of pupil premium and their peers starts to close over time. Classroom monitor shows the positive impact of specific interventions.	Detailed analysis conducted by TLR holders identifies pupils in need of additional support. Training needs analysis supports planning of specific CPD for teachers where maths is not their area of specialism. Identified strategies to target improvement are delivered over the course of the year. Specific interventions are put in place for key pupils. Progress is monitored on a termly basis with adjustments made as required.	TLR holder time Training Intervention packages SENDCo oversight TA interventions	£2250 £200 £900 £8,495 (TA hours)

6. **Significantly improve the progress of identified pupils through 1:1 interventions.**	Data analysis highlights improved numeracy and literacy outcomes	Targeted intervention packages are agreed for relevant pupils. Staff are equipped to utilise relevant intervention strategies. The impact of strategies is monitored on a termly basis.	Intervention and training packages TA 4 support iPads to support delivery	£400 £2000 £2000
7. **Support pupils to cope with environmental factors that lead to strong emotional reactions.**	Pupils report an improved ability to manage their emotions. Incidents of crisis reduce over time.	Pupils who require additional support are identified for intervention. Staff are trained to deliver appropriate interventions - sensory and restorative. Impact is monitored over time with additional feedback collected from parents and carers.	Sensory resources Neuroscience: Understanding our Brains training Sensory Intervention time	£500

Value for Money Statement

Springwell is committed to ensuring value for money in the allocation of pupil premium and closely monitors spending to ensure it is focused on the objectives set out in this plan. The school evaluates the cost and efficacy of interventions using guidance from external organisations such as the Education Endowment Fund (EEF) and, where possible, utilises high impact / low cost strategies. Interventions that have not been considered by the EEF must have a significant evidence base confirming their effectiveness. For 2020-21, costs have been allocated as follows:

Distribution of Funding

KS2	KS3	KS4	Whole School
£9,956	£11,506	£21,801	£43,263

Cost Per Child

KS2	KS3	KS4
£1,991	£1,150	£991