



Pupil Premium Strategy Statement 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Springfield School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	28.97% (31)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	March 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Matthew Selsdon, Deputy Headteacher
Pupil premium lead	Matthew Selsdon
Local Academy Board Lead	John Beckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,013
Recovery premium funding allocation this academic year	£41,599
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	£85,612

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise there are additional barriers to achieving outcomes for this cohort of children. We identify these in two ways:

- Barriers associated to the pupils' socio-economic disadvantage, these may be recognised in our specific cohort or more broadly as risks for disadvantage pupils who have Severe or Profound and Multiple Learning Difficulties
- Barriers relating to the pupils' Special Educational Needs that feature throughout the specific cohort of pupils in our schools. For example:
 - A high proportion of our pupils in the School entitled to the Pupil Premium require a high level of support to develop learning behaviours and increase their engagement with learning. Therefore, one of our focuses is on Positive Behaviour Support; training and additional support in classes.
 - Families of pupils entitled to the Pupil Premium have required support to access Short Breaks and other out of school activity, therefore we aim to ensure sufficient capacity for staff to have the necessary impact with the pupils and their families, supporting in individual circumstances and ensuring access to wider (after school and holiday club) opportunities.
 - A small number of our pupils entitled to the Pupil Premium require Augmented Alternative Communication devices and or switches to interact with the world around them and develop early communication skills. We have therefore focused specific elements of the Pupil Premium Grant on these resources.

Our teachers and school leaders have a forensic knowledge of each pupil who attends our school. This includes their cognition and learning needs, academic development, barriers to learning and social factors. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as professional learning, or high-quality teaching or increased capacity for experienced teachers or senior leaders to focus on our priority areas.

There is no gap in our progress measures between our full cohort of pupils and those who are identified as being entitled to attract the Pupil Premium Funding (disadvantaged pupils). We plan to continue this trend. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery:

Ensuring high quality teaching and learning, including effective multi-agency working by all teachers by increasing the capacity of our senior and middle leaders to support colleagues, deliver induction and further professional learning for all colleagues.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils can require additional support and focus to develop their Literacy, language and communication skills. 100% have Education, Health and Care Plan Outcomes relating to Language and Communication skills. Whilst the types of barriers to developing language and communication skills vary, they all require expertise and resource (human and other) to develop their key skills.
2	Information about our pupils, as detailed in their Education, Health and Care Plans explains the nature of the Severe and Profound and Multiple Learning Difficulties the pupils have. To develop the necessary skills and knowledge to achieve their EHCP Outcomes and to develop in line with the wider curriculum they require highly skilled teachers and support staff who can work effectively with families, within multi-agency teams and who specialise in educating pupils with SLD and PMLD.
3	Our assessments and observations with pupils show that disadvantaged pupils can have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This includes without support, less pupils accessing after school and holiday club provision.
5	Our knowledge of pupils indicates that specific disadvantaged pupils within our cohort at Springfield School require additional support to develop personal skills, e.g. independently accessing community facilities, appropriate interaction skills, independent travel and employment-based skills.
6	Our knowledge of our disadvantaged pupils shows a significant number require occupational therapy and physiotherapy programmes. Our work with families of disadvantaged children informs us that they face additional barriers to deliver such programmes at home, increasing the importance of quality and frequency when in school.

7	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
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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
Improved progress for disadvantaged pupils in developing their Language and Communication skills, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. Disadvantaged pupils will continue to achieve their EHCP Outcomes at a rate of at least equivalent to non-disadvantaged pupils.
Improved progress for pupils across all aspects of their Pupil Progress document including in Language and Communication, Literacy, Mathematics and in their personal, social, health, citizenship and emotional development. This includes development of sensory regulation strategies.	Assessment of progress against their EHCP Outcomes shows there is no gap between disadvantaged pupils and their peers in our school by the end of our strategy in 2024/25. PERMA assessments measure improved positive learning behaviours and quality of life.
Specific disadvantaged pupils will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through progress and achievement of specific EHCP outcomes and through observations and discussions with pupils and their families showing increased confidence and independence. PERMA assessments measure improved positive learning behaviours and quality of life.
Pupils and families will receive appropriate targeted support either by the school, through being signposted, or through the school working effectively with other agencies. This will include access to activities beyond the school day.	Annual anonymised summary will evidence specific impact for pupils and their families and show an increase in access to out of school activities.

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: **£19,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced middle leader mentoring new to special teacher with regards to understanding pupils' Special Educational Needs, the school curriculum and our approach to teaching and learning.</p> <p>(£3,500)</p>	<p>Sutton Trust 'What Makes Great Teaching' reviewed over 200 pieces of research to identify the strongest evidence of improving attainment. It found two factors with the strongest evidence of improving attainment: teacher's content knowledge, including their ability to understand how pupils think about a subject; and quality of instruction. These principles are within the foundation of our approach to curriculum delivery.</p>	<p>1, 2 and 3</p>
<p>Increase in time for the Communication Learning and Teaching Team to monitor effective Total Communication strategies and lead staff training.</p> <p>Introduction of appropriately resourced communication groups to target specific areas of development.</p> <p>Further develop training in Makaton and BSL.</p> <p>(£7,500)</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p>Speech and Language Therapists working alongside Communication Teaching Team to develop communication for all.</p>	<p>1 and 3</p>
<p>Increase in Senior Leader Time to oversee the Literacy Learning and Teaching Team; support middle leaders to train staff and ensure consistent delivery of Essential Letters and Sounds.</p> <p>(£8,000)</p>	<p>The Education Endowment Foundation recognises that Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Phonics has a positive impact overall particularly for children from disadvantaged backgrounds. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>Embedding new practice using ELS.</p>	<p>1 and 2</p>

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

Budgeted cost: £30,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific work for pupils in Key Stage 4 to focus on independently accessing community facilities, including some independent travel and work experience.</p> <p>(£5,500)</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p> <p>Our internal evidence supports targeted individual support to develop pupils' independence and work experience skills.</p>	5
<p>Targeted work on Phonics resources and delivery.</p> <p>(£9,500)</p>	<p>The Education Endowment Foundation recognises that Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Phonics has a positive impact overall particularly for children from disadvantaged backgrounds. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p>	1 and 2
<p>Additional support for pupils with OT and Physio Needs</p> <p>(£20,285)</p>	<p>The Education Endowment Fund recognises that teaching assistant interventions have moderated impact for moderate cost. By targeting the coordination of additional support staff work with pupils who require OT and Physiotherapy we expect to see significant improvements in outcomes in these areas for our disadvantaged pupils.</p>	6

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

Budgeted cost: £36,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional training and support to develop the necessary Positive Behaviour Support strategies to support specific pupils and the introduction of PERMA [Quality of Life] assessment. (£11,300)	The Education Endowment Foundation recognising Metacognition and self-regulation as having very high impact on pupil progress, for very low cost.	1, 2 and 3
Specific Pastoral, Safeguarding and Family support for individual children linked to personal or family circumstances. (£13,000)	Education Endowment Fund: Best evidence impact recognises that levels of parental support and engagement are a key factor in the potentially increasing gap between disadvantaged pupils and their peers.	4 and 7
Families will have increased access to support including school-based sessions and workshops. (£1,027)	Research by Contact a Family (Forgotten Families Report) states the impact of isolation on families with disabled children across the UK, shows that social, emotional and financial isolation is resulting in mental health problems, such as anxiety, depression or breakdown, for nearly three quarters of families with disabled children. This effects engagement and outcomes for pupils.	2, 4 and 7
Improve offer of, and access to out of school activities and clubs. (£7,000)	Sutton Trust survey on Extracurricular inequality shows there are significant inequalities between social classes and income levels in the extent to which parents are able to engage their children in extra-curricular enrichment activities.	4 and 7
Enhanced sensory regulation equipment for pupils with enhanced sensory	Education Endowment Foundation 'Improving Behaviour in Schools' (2021) states that a child that strug-	3

<p>needs, including autism. (£4,000)</p>	<p>gles with sensory processing will often find it difficult to process and act upon information received through the senses.</p> <p>This reinforces our observations that support for pupils with sensory needs can be enhanced with resources such as weighted jackets, trampettes, peanut balls.</p>	
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Total budgeted cost: £85,612

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal assessments during 2022/23 indicated that disadvantaged pupils' academic outcomes were in line with their non-disadvantaged peers in most areas and slightly higher in the area of communication.

Effective mentoring from a middle leader and Assistant Head, provided very good support for new to special teacher with regards to understanding pupils' Special Educational Needs, the school curriculum and our approach to teaching and learning. This resulted in high standards being achieved and very good pupil progress.

The focus on effective monitoring of Total Communication strategies, staff training and Communication groups has increased the consistency of delivery across the school, specifically related to the use of AAC boards within classes, in different rooms and more generally around the school. The very close working with the Speech and Language Therapists has ensured that cross class Communication groups are focussed and well-planned enabling pupils to have different opportunities to work on their communication skills with peers at a similar level. Specific support for pupils related to signing has increased both comprehension and expression following staff attending Makaton and BSL training. Pupils achieved 81% of their Communication targets.

Considerable work by the Assistant Head and the Literacy Learning and Teaching Team ensured a clear introduction to and consistent delivery of Essential Letters and Sounds. Throughout the year, training was devised and delivered to all class staff and new Phonics resources have been used effectively, particularly to increase the progress of phonic knowledge and reading. Time spent focussing on assessment ensured accurate knowledge and formation of targeted next steps in learning. Pupils achieved 88% of their Literacy targets.

Pupils in Key Stage 4 to increased their use of community facilities including the Leisure Centre, shops, cafes and the cinema.

Occupational therapy and physiotherapy programmes including purchasing of resources enabled pupils to maintain and develop their current physical and independence skills. Specific time has been allocated for some staff support in the hydrotherapy pool and to support pupils with effectively using their walkers and electric wheelchair. This is well evidenced in annual review reports.

The introduction of the PERMA [Quality of Life] assessment which is completed three times a year, has enabled a focus on areas of support and targets for individual pupils following discussions around what is relevant for each young person at that time. This is used effectively alongside PBS [Positive Behaviour Support] strategies, with staff reflecting on functions of behaviour, supported by the PBS Team and SLT as required. Pupils achieved 83% of their PBS targets. Individual classes have had access to sensory regulation equipment for pupils with enhanced sensory needs, including autism.

Throughout the different strands of the Pupil Premium funding, pupils entitled to Pupil Premium are achieving at the same rate as their peers across the school.