

SCA Pupil premium strategy 2022-25

Statement 2022-23

This statement details Spring Common Academy'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	Spring Common Academy
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	77 PP 39%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 22
Date on which it will be reviewed	July 2023
Statement authorised by	Alex Tomkins Headteacher
Pupil premium lead	Sam Buck
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,815.00
Recovery premium funding allocation this academic year	£16,040
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	£101,855

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 do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

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 high-quality teaching. 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through continued development of a adaptive curriculum for pupils that have been worst affected, including non-disadvantaged pupils.

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 make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress can be lower across subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that our disadvantaged pupils have language comprehension difficulties.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have 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.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	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.

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
PP students (and non-disadvantaged students) make at least expected progress in literacy and numeracy.	<p>Earwig assessment data displays progress in all areas of literacy and numeracy. (Reading, writing, number, geometry and measure)</p> <p>Assessment progress measured against EHCP outcomes and learning journeys.</p>

PP students (and non-disadvantaged students) improve attainment in reading	Assessment of pupils reading skills shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers. This data will be gathered through reading folders and diagnostic testing.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2022/23, disadvantaged pupils are progressing to further education/appropriate placements at the end of KS5 in the same numbers as their peers.

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: **£51,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP pupils have access to high quality teaching of literacy and numeracy.</p> <p>First-hand, high-quality teaching to be achieved via increased training for staff,</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>1,2</p>

<p>mentoring and coaching:</p> <p>Numeracy TLR to ensure sequential, high-quality practice is embedded in the curriculum.</p> <p>Literacy TLR manager to ensure DfE phonics scheme is embedded in the curriculum. (Continued target)</p>	<p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	
<p>To develop a finding out culture to ensure teaching strategies, curriculum and approaches are delivering impact</p>	<p>High quality, first hand teaching, implementing cognitive and metacognitive strategies ensure skills are mastered over time and explored through a variety of contexts.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	<p>1,2,3,5</p>

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

Budgeted cost: £ 14,979

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>2 x weekly literacy interventions (MyLexia). Developing students reading comprehension, fluency, grammar and word study.</p> <p>£1289</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	<p>1,2,3</p>
<p>2 x weekly numeracy interventions (MathsWhizz).</p> <p>£3690</p>	<p>Providing structured interventions to provide maths support in key stages 2 and 3 leads to improved maths attainment. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf?v=1666106801</p>	<p>1</p>
<p>PP pupils on our Semi-formal pathway (SLD) having access to small group working. This time focusing on core EHCP outcomes and developing skills of attention and interest</p>	<p>The education endowment fund state that the use of regular, targeted interventions lead by a teaching assistant improve attainment. Using appropriate, engaging materials have shown to be effective in closing the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,4,5,6</p>

Additional TA cost - £5000		
Additional personal devices needed for communication for individual PP pupil needs £5000	Having the right tools and equipment is important to allow pupils with communication difficulties to communicate with those around them	1,3,5,6

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

Budgeted cost: **£43,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Training Year 9–11 pupils to use public transport.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4, 5, 6
Wider educational opportunities – including access to the gym and horse riding	For many of our PP children wider opportunities are limited in their home-life. Often due to lack of money or capacity in the family.	4,5,6

	These opportunities often have positive impact on EHCP progress	
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Total budgeted cost: £108,070

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 2021 to 2022 academic year.

Our internal assessment data for 2020/21 displayed the following information.

Attainment in English and Maths, for pupil premium pupils and non- pupils

Year 2 to Year 11

Non-Pupil premium

Number of pupils: 135

% exceeding expectations: 17

% meeting expectations: 78

% not meeting expectations: 5

Pupil Premium

Number of pupils: 63

% exceeding expectations: 23

% meeting expectations: 69

% not meeting expectations: 8

This is in relation to EHCP outcomes and learning journey targets.

When considering our Earwig assessment tool. The below table shows average improvement in % for Pupil premium and others.

June 2022	Score %(or average improvement)		
Earwig assessment	Group	Pupil Premium	Others

Communication	17%	21%	13%
Mathematics	15%	19%	12%
English	18%	21%	14%
Science	9%	11%	6%

The data shows there is little significant difference in attainment between pupil premium and non-pupil premium students. It is our belief this is due to the nature and complexity of our students.

Using the Salford reading test, pupil premium students that undertook reading interventions made on average an improvement of +0.59 years over an academic year. We are currently awaiting data for non-pupil premium reading scores.

Through assessment data, students undertaking MathsWhizz interventions made an improvement in their maths age by 0.2 years. This figure has been effected by the consistency and regularity of interventions. This is a target to be addressed in the 2022/23 academic year.

During the 2021/22 year, Spring Common is still in recovery from Covid 19. Some students struggled to return and engage with school and required phased returns, remote learning interventions.

School data states non-pupil premium students had an average attendance of 88.77%, whilst pupil premium students had an average of 84.59%. Again, this shows no significant difference.

Externally provided programmes

Programme	Provider
MathsWhizz Numeracy	MathsWhizz
MyLexia	MyLexia