

Pupil premium strategy statement – Spring Common Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	68 pupils = 32 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	15.11.23
Date on which it will be reviewed	15.11.24
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	£79,535.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£79,535.00

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.

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.	Earwig assessment data displays progress in all areas of literacy and numeracy. (Reading, writing, number, geometry and measure) Assessment progress measured against EHCP outcomes and learning journeys.
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: £ 15,000 (to support leadership release time to support)

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, mentoring and coaching:</p> <p>Numeracy TLR to ensure sequential, high-quality practice</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>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>is embedded in the curriculum.</p> <p>Literacy TLR manager to ensure DfE phonics scheme is embedded in the curriculum. (Continued target)</p>	<p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	<p>1,2</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 19979

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.</p> <p>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 to have access to planned social learning opportunities</p> <p>Focusing on core EHCP outcomes and developing social skills, and preparation for adult hood.</p> <p>Additional TA cost - £5000</p>	<p>The education endowment fund state that the use of regular, targeted interventions lead by a teaching assistant improve attainment.</p> <p>Using appropriate, engaging materials have shown to be effective in closing the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>1,4,5,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 44000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>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.</p>	<p>3</p>
<p>Training Year 9–11 pupils to use public transport.</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>4, 5, 6</p>
<p>Wider educational opportunities – including access to</p>	<p>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.</p>	<p>4,5,6</p>

the gym and horse riding	These opportunities often have positive impact on EHCP progress	
To develop staff understanding of communication needs, directly impacted by an autism diagnosis. This to include training and coaching.	<p>Regular CPD supports staff to fully understand the communication needs of their students.</p> <p>Supported by the National autistic society, we aim to maintain our autism accreditation in November 2024. This is achieved by regular consultation, implementing feedback, whole school CPD and continuous reflection.</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/research-communication</p>	1, 2, 3, 5

Total budgeted cost: £ 78979

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessment data for 2022/ 23 displayed the following information:

Year 2 to Year 11 review of **EHCP outcomes**

Pupil premium and LAC

Number of pupils: 77

Communication:

% exceeding expectations 39%

% meeting expectation 56 %

% not meeting expectations 5%

Reading

% exceeding expectations 40%

% meeting expectation 53%

% not meeting expectations 7%

Writing

% exceeding expectations 39%

% meeting expectation 55%

% not meeting expectations 6%

Number

% exceeding expectations 43%

% meeting expectation 47%

% not meeting expectations 10%

When considering our EARWIG assessment tool. The below table displays average improvement in % for pupil premium students, non-pupil premium students and the group as a whole

Spring Common Academy

GROUP ASSESSMENT PROFILE

YEAR 2022 / 2023

WHOLE SCHOOL

	SCORE (or IMPROVEMENT) AVERAGE		
	GROUP	Pupil Premium	Others
Communication	24%	30%	17%
Mathematics	17%	21%	12%
English	24%	31%	17%

Students accessing MathsWhizz as a numeracy intervention made the following progress (average)

Pupil premium students

Average improvement (years) = 0.28

Average maths age (years) = 7.53

Non – pupil premium students

Average improvement (years) = 0.33

Average maths age (years) = 7.18

Earwig is the primary assessment tool for Spring Common Academy. The data, shows that pupil premium students, generally made greater improvement than non-pupil premium students. This differs from the previous year, where there was marginal differences between the groups.

During May 2023, the school implemented a new reading assessment tool (Salford reading test version 2). This assessment tool provides a greater depth of understanding to our students reading levels. All students that are able to access the test now have a reading and comprehension age. This data is available on request.

The MathsWhizz data suggests that all pupils have made progress with their maths skills. However, there is little difference in improvement between pupil premium and non-pupil premium students. MathsWhizz is a self-sufficient intervention for students working on a formal pathway.

The purposefulness and suitability of MyLexia is currently being reviewed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
MathsWhizz numeracy	MathsWhizz
MyLexia	MyLEXia

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- Optional educational psychologist
- Coffee morning

The impact of that spending on service pupil premium eligible pupils

This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.*
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.*

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.