

Pupil premium strategy statement – Spring Common Academy 2024-25

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	202
Proportion (%) of pupil premium eligible pupils	49.25% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	17/12/24
Date on which it will be reviewed	1/12/25
Statement authorised by	Rebecca Greig Dave Horne
Pupil premium lead	Dave Horne
Governor / Trustee lead	Tabitha Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,480 (forecast)
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>) *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.	£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>	£120,480 (forecast)

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 an 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 and independence, 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 2024/25, 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.

1. 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>Teaching and Learning TLR to ensure sequential, high-quality practice is embedded in the curriculum, including Teaching & Learning Action plan and associated staff time.</p> <p>Teaching and Learning TLR manager (£3390) to ensure DfE phonics scheme is embedded in the curriculum. (Continued target)</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>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	1

		1,2

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:</p> <p>Learning to Read: "The Simple View of Reading" National Center on Improving Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3
<p>2 x weekly numeracy interventions (MathsWhizz).</p> <p>£3690</p>	<p>Providing structured interventions to provide maths support in key stages 2,3 and 4 leading 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1
<p>PP pupils to have access to planned social learning opportunities, overseen by Assessment & PP TLR holder</p>	<p>The education endowment fund state that the use of regular, targeted interventions led 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>	1,4,5

<p>(£3390, inc in headline fig)</p> <p>Focusing on core EHCP outcomes and developing social skills, and preparation for adult hood. E.g. via 'Boys Club' and 'Girls Club' social intervention groups.</p> <p>Additional staffing cost - £13,390</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_search&search_term</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,111

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 (such as Sensory Integration and Sensory Circuits equipment). 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. Some pupils benefit from accessing Sensory Circuits/Sensory Integration activities This is reflected in school behaviour data, plans, policies and sensory profiles.</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>4, 5</p>
<p>Wider educational opportunities – including access to Forest School, work experience, the gym, horse riding and the PAT Therapy Dog (which visits school weekly)</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>These opportunities often have positive impact on EHCP progress and opportunities when students leave and take their next steps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>4,5</p>

<p>To develop staff understanding of communication needs, directly impacted by an autism diagnosis. This to include training and coaching, supported by Autism & Communication & Interaction TLR holder (£3390 inc in headline fig)</p>	<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>	<p>1, 2, 3, 5</p>
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Total budgeted cost: £120,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessment data for 2023/2024 displayed the following information:

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

Pupil premium and LAC

Number of pupils: 71

Reading

% exceeding expectations 45%

% meeting expectation 49%

% not meeting expectations 6%

Writing

% exceeding expectations 44%

% meeting expectation 50%

% not meeting expectations 6%

Number

% exceeding expectations 42%

% meeting expectation 52%

% not meeting expectations 6%

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

GROUP ASSESSMENT PROFILE

YEAR 2023 / 2024

WHOLE SCHOOL

Pupil Premium compared with Others	AVERAGE		
	GROUP	Pupil Premium	Others
Communication	31%	33%	29%
Mathematics	19%	21%	17%
English	22%	24%	20%

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

Pupil premium students

Average maths age improvement (weeks) = 15.1

Non – pupil premium students

Average maths age (weeks) = 20

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.

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

My Lexia is running effectively for academic year 2024-2025.

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)

<p><i>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</i></p>
<ul style="list-style-type: none"> - Optional educational psychologist - Coffee morning
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>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.</p>

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.