

# Pupil premium strategy statement – Spring Common Academy

This statement details our school’s use of pupil 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	46.88% (2/12/25)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	30/11/25
Date on which it will be reviewed	September 2026
Statement authorised by	Leigh Aitken
Pupil premium lead	Shari Welsford (David Horne 2022-2025)
Governor / Trustee lead	Julie Perry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,170
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£124,170

# Part A: Pupil premium strategy plan

## Statement of intent

At Spring Common Academy, we are committed to ensuring that all pupils, including those who are disadvantaged and eligible for Pupil Premium, access a curriculum that is child-centred, solution-focused and ambitious. Our intent is that every learner develops the communication, independence, emotional resilience and holistic skills required to participate in, and contribute positively to, their family, school and community both now and in adulthood.

We recognise that disadvantaged pupils often face additional barriers that can widen gaps in learning, wellbeing and long-term outcomes. Our Pupil Premium strategy is designed to close these gaps by ensuring disadvantaged pupils make at least good developmental progress and benefit from equitable access to high-quality specialist provision.

### Our Strategy Priorities for Closing the Gap

We will use Pupil Premium funding to:

- **Remove barriers to learning**, particularly those relating to communication, emotional regulation, engagement and access to learning environments.
- **Secure consistently high-quality teaching** through structured communication, developmental learning frameworks and adaptive pedagogy across all curriculum pathways.
- **Provide targeted and personalised support** aligned with pupils' developmental routes (PMLD, SLD, ASC and Preparing for Adulthood), ensuring disadvantaged pupils receive timely and effective intervention.
- **Strengthen pastoral support and family engagement**, improving wellbeing, attendance, and readiness to learn, and reducing inequalities in access to specialist services or support at home.
- **Invest in staff expertise**, ensuring Pupil Premium funding enhances the specialist knowledge and approaches that directly improve outcomes for disadvantaged learners.

### Key Principles Guiding Our Approach

1. **Quality-first teaching is the most effective way to close the gap.**  
Pupil Premium funding will support leadership capacity, coaching and training to ensure teaching is consistently adaptive, evidence-informed and matched to developmental need.
2. **Communication is the foundation for learning, independence and lifelong outcomes.**  
Funding will strengthen the consistent use of AAC, Makaton and total communication across all phases so that disadvantaged pupils have an equitable voice and improved access to learning.
3. **Progress for our learners is developmental, holistic and personalised.**  
Pupil Premium will enhance our capacity to deliver high-quality, targeted interventions that accelerate progress across curriculum pathways and support EHCP outcomes for disadvantaged pupils.

4. **Social, emotional and wellbeing needs underpin academic progress.**  
 Funding will enable high-quality sensory regulation, trauma-informed practice, emotional literacy support and access to therapeutic approaches so that gaps in readiness to learn are reduced.

### Our Commitment

We will ensure that every element of our Pupil Premium strategy is precisely aligned to pupils' developmental needs, grounded in robust evidence and monitored rigorously for impact. By enhancing communication, wellbeing, access and high-quality teaching, we will continue to close the gap for disadvantaged learners and secure the best possible long-term outcomes for every child. We will review this strategy termly through leadership monitoring, governor scrutiny, pathway assessment data and analysis of attendance, behaviour and communication assessments.

## Challenges

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

Challenge number	Detail of challenge
1	Significant expressive and receptive communication difficulties, requiring consistent use of AAC and structured communication approaches from staff trained in support children with SLD and Autism to develop their communication. Due to high staff turnover Spring Common requires a whole school approach to strengthening communication.
2	Many pupils eligible for Pupil Premium require highly personalised sensory and engagement approaches, including sustained co-regulation and staff attunement, to achieve readiness to learn
3	Pupils require carefully sequenced and developmentally appropriate phonics and early literacy teaching adapted and matched to cognitive stage.
4	Emotional regulation, anxiety, trauma and behaviour needs present barriers to sustained engagement and attendance.
5	Variation in staff skill and confidence in delivering highly specialised SEND pedagogy.

## 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
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<p>1. Disadvantaged pupils make consistently improved expressive and receptive communication progress through high-quality, whole-school communication systems.</p>	<ul style="list-style-type: none"> <li>- Increased and sustained use of AAC, Makaton and communication aids by staff and disadvantaged pupils in lessons, therapy sessions and unstructured times.</li> <li>- EHCP communication outcomes and short-step pathway targets show good or better progress.</li> <li>-High quality communication passports.</li> <li>- Assessment data (Engagement Model indicators, SCALE communication milestones) shows incremental progression over time.</li> <li>- <a href="#">LanguageScreen   OxEd &amp; Assessment</a> will show impact data in Speech and language.</li> <li>- 90% of lesson visits show staff consistently creating and maintaining a total communication environment.</li> <li>-85% of staff will report increased skills and confidence in communication support.</li> <li>- On track to achieve the ELKLAN Communication Friendly Special Schools award with 2 teacher/SLT staff achieving level 4 in communication and 2 TA/Support staff achieving level 3.</li> </ul>
<p>2. Disadvantaged pupils make sustained developmental learning progress across their curriculum pathway (PMLD, SLD, ASC, PfA).</p>	<ul style="list-style-type: none"> <li>- New sensory curriculum pilot gives teachers and leader's confidence the curriculum is accessible, appropriately sequenced and challenging for all pupils.</li> <li>-Engagement Model, SCALES and learning pathway assessments show sustained, positive progress from starting points.</li> <li>- Annual reviews evidence that disadvantaged pupils meet or exceed expected progress relative to their developmental stage.</li> <li>- Moderation and lesson visits indicate high-quality, adaptive teaching and effective use of developmental frameworks across pathways.</li> <li>- Reviewed assessment SCALES support teachers to identify meaningful next steps for most hard to reach pupils.</li> </ul>
<p>3. Disadvantaged pupils make appropriate progress in early reading and phonics according to their cognitive stage.</p>	<ul style="list-style-type: none"> <li>- Little Wandle and Salford assessments show incremental progress over the year.</li> <li>- Increased engagement, attention and participation during shared reading activities.</li> <li>- Improved independence with reading routines (e.g., identifying symbols/words, attending to phonics sessions).</li> </ul>

<p>4. Improved emotional regulation, wellbeing and behaviour for learning among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Reduction in dysregulation incidents and behaviour logs for targeted pupils.</li> <li>- Increased positive engagement in learning tasks, sensory regulation activities and social interactions.</li> <li>- Improved attendance and readiness to learn for disadvantaged pupils with previously lower attendance or significant barriers.</li> <li>- We aim to reduce dysregulation incidents for disadvantaged pupils by 10% over the academic year and narrow the attendance gap by at least 2%.</li> </ul>
<p>5. Increased staff confidence, consistency and expertise in specialist SEND practice to directly benefit disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Lesson visits show consistent use of total communication, AAC, sensory regulation and trauma-informed approaches.</li> <li>- Staff report increased confidence through CPD evaluations and coaching feedback.</li> <li>- Improved fidelity and consistency in delivering evidence-based approaches.</li> <li>- Enhanced staff mastery in SEND pedagogy</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TLR Holder Responsibilities</p>	<p><a href="#">Protocol-for-leadership-review_final.pdf</a></p> <p>Strengthen leadership capacity and teacher mentoring ensuring consistency in curriculum pathways, communication and developmental assessment. Supports school culture and teacher retention.</p>	<p>3, 5</p>
<p>Staff CPD release, coaching and planning  ELKLAN CFSS</p>	<p><a href="#">Recruiting, Retaining, and Supporting Teachers - Evidence Summary   Education Endowment Foundatio</a></p> <p>Creates capacity for staff to access targeted internal and external CPD</p>	<p>1, 3, 5</p>

	and coaching in specialist areas. Improves staff capacity and wellbeing.	
Little Wandle phonics implementation	<a href="#">Phonics   EEF</a> DfE-approved phonics programme supporting secure progression and early reading.	3, 5
Curriculum pathway development (EY, PMLD, SLD, ASC, PfA)  Sensory Curriculum Pilot	<a href="#">Mastery learning   EEF</a> Clear sequencing improves progression, assessment reliability and personalisation.	2, 3, 5
Specialist CPD (Music, Outdoor learning, Communication, Maths, Emotional Literacy)	<a href="#">Effective Professional Development   EEF</a> Builds specialist skill sets to deliver high-impact communication, emotional regulation and therapeutic approaches	1,2,3,4,5

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

Budgeted cost: £ £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group communication/literacy/ numeracy interventions delivered by trained staff.	Improved communication leads to increased autonomy and engagement. <a href="#">Teaching Assistant Interventions   EEF</a> <a href="#">Early Talk Boost - Speech and Language UK: Changing young lives</a>	1, 2
Maths Whizz personalised numeracy intervention KS3-KS4 semi-formal	Adaptive programmes support individualised numeracy progression. <a href="#">Teachers - Maths-Whizz</a>	1, 2, 3

My Lexia personalised literacy programme KS3-KS4 semi-formal	Structured literacy development supports decoding, comprehension and communication. <a href="#">Lexia Reading Core5®   EEF</a>	1,2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Team interventions for emotional regulation, trauma-informed nurture group support, and attendance.	<a href="#">EEF Social and Emotional Learning.pdf</a> Emotional readiness and wellbeing directly impact progress.	4
Parent workshops and home communication toolkits.	Strengthens home-school consistency for communication and behaviour. ( <i>Weekly core word programme</i> )	1, 4
RDA Horse Riding / Equine Therapy	Research indicates improved emotional regulation, sensory integration, balance, confidence and communication.	1, 2, 4
Sensory Readiness for Learning Circuits	Provides sensory-motor input to regulate arousal levels and improve focus to engage in learning. Supports self-regulation. Staff are equip to prepare pupil to learn.	2, 4
Sensory Toolkit / Profiling	Provides ongoing access to calming sensory regulation tools match to pupil sensory profiles; reduces dysregulation incidents.	4

**Total budgeted cost: £ 124,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Progress for disadvantaged pupils at Spring Common Academy is assessed through a combination of:

- Earwig summative assessment (literacy, numeracy and pathway-specific learning)
- Engagement Model indicators and SCALE developmental assessment
- Learning journeys and evidence linked to EHCP outcomes
- Diagnostic reading assessments (Salford Reading assessments)
- Observation, pupil voice and family feedback
- Attendance, behaviour and wellbeing data

Due to the complex needs of our pupils, national comparators for attainment are of limited relevance; however, we note that disadvantaged pupils nationally continue to be disproportionately affected by early Covid-19 disruption. Our internal analysis therefore focuses on *closing developmental gaps* between disadvantaged and non-disadvantaged pupils within our school context.

Outcome	Evidence												
A) PPG students (and non-disadvantaged students) make at least expected progress in literacy and numeracy.	<p>PPG performed strongly across Reading, Writing and Number, achieving above whole-school averages in exceeding expectations:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>% Above Expected (PPG)</th> <th>% Above Expected (Whole School)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>58%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>50%</td> </tr> <tr> <td>Number</td> <td>55%</td> <td>53%</td> </tr> </tbody> </table> <p>However, when analysing the below expected data the PPG featured 2% higher than the whole school data set in Number. Demonstrating further need to explore quality maths delivery and appropriate targeted support.</p>	Subject	% Above Expected (PPG)	% Above Expected (Whole School)	Reading	58%	50%	Writing	57%	50%	Number	55%	53%
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A) PP students (and non-disadvantaged students) improve attainment in reading	<p>Assessment of pupils reading skills shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers particularly across KS3 where the highest representation of PP is seen.</p> <p>1. Strong progress in reading age for PPG:</p>												

	<p>A number of disadvantaged pupils made clear, measurable gains in their reading age score over the assessment period. These gains range from +6 years to +0.11 months in reading and +5years to +2 years in comprehension. Evidencing accelerated progress through phonics, targeted interventions and personalised reading. Likewise, these outcomes suggest that pupils are increasingly able to derive meaning from text, narratives even when their reading accuracy remains at an early stage.</p>
<p>B) Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Our communication Lead and Assistant Headteacher worked to support Spring Common to achieve the Autism Accreditation Specialist Award being recognised by the National Autistic Society as being part of a growing community of services committed to providing the highest standard of support for autistic people.</p> <p>Staff communication training and communication core boards development across school were a feature of this work. Further developments are required to maintain a total communication environments and replenish skills due to staff turnover.</p> <p>EHCP outcomes achievement demonstrates pupils make good communication progress in areas identified as need.</p>
<p>C) Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>PPG were equality allocated places on all school trips and enrichment accessing new experiences to support confidence and independence. Including 1 of the 6 pupils attending the Belgium residential. As well as small group and individual interventions in music therapy, equine therapy, fishing for schools, PAT Dog and friendship groups which were heavily attended by PPG.</p> <p>Observations demonstrate pupils are keen to develop independence skills for adulthood and discussions with families' at annual reviews indicate learning and attainment across life skills and independence are transferring to the home.</p> <p>Attendance remains an ongoing area for development, to secure best outcomes for all our pupils. The PPG attendance sits slightly below Non-PPG peers. Last academic year whole school attendance was 86.1% this figure sits just slightly below the County's special school average.</p>

	<p>New attendance initiatives were put into place last year and already there is small measureable indicators of progress in 25-26AY whole school data which currently sits 3% over lasts with a 1.76% narrowing gap between PPG and Non-PPG.</p> <p>Further developments in tracking personal development progress have been identified and the school has rolled out the PSHE SEND association curriculum to enhance the quality of personal development. Curriculum development work in this area was supported by a School Improvement Partner.</p> <p>Work also commenced last academic year to set up the Duke of Edinburgh Award which is on track to commence as a Key Stage 4 offer in January 2026.</p> <p>To continue to strengthen personal development outcomes.</p>
<p>D) Disadvantaged pupils feel better prepared for career progression and / or FE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring support by the school to raise careers and next step aspiration.</p> <p>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.</p>

## Externally provided programmes

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

Programme	Provider

## 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***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*