

# Pupil premium strategy statement - Springwell Mablethorpe Alternative Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The Recovery Premium Grant finished at the end of the 2023-2024 academic year.

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   | Springwell Alternative Academy Mablethorpe |
| Number of pupils in school  | 63 places                                  |
| Proportion (%) of pupil premium eligible pupils   | 71%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-26                                    |
| Date this statement was published   | Sept 24                                    |
| Date on which it will be reviewed   | Sept 25                                    |
| Statement authorised by   | Lisa Ashcroft Day                          |
| Pupil premium lead  | Jack Williamson                            |
| Governor / Trustee lead   | School Link Governor                       |

## Funding overview

| Detail  | Amount               |
|---|----------------------|
| Pupil premium funding allocation this academic year   | £ 26,882             |
| Recovery premium funding allocation this academic year  | withdrawn from 24-25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 26,882             |

# Part A: Pupil premium strategy plan

## Statement of intent

*A high proportion of our children are classed as being disadvantaged. It is our intent that all children are given the academic and SEMH skills in order to make a successful transition to their next school, either mainstream or special, or are equipped to succeed in post-16 education and/or training. This plan is designed to ensure that being disadvantaged does not act as a barrier to this. Due to the extremely high transient nature of our setting and the barriers our children typically come to us with, our focus remains on progress around SEMH needs, reading and attendance.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Students' low literacy levels:</b> The overwhelming majority of disadvantaged (and non disadvantaged) students join us with a reading age below their chronological age. This creates a barrier to academic success across all curriculum areas. Low literacy levels are also highly correlated with an increased likelihood of future exclusion and incarceration.</p> <p>See literacy changes lives ...</p> <p><a href="https://cdn.literacytrust.org.uk/media/documents/2008_11_15_free_research_-_Literacy_changes_lives_2008_offending_behaviour_JYS9ScS.pdf">https://cdn.literacytrust.org.uk/media/documents/2008_11_15_free_research_-_Literacy_changes_lives_2008_offending_behaviour_JYS9ScS.pdf</a></p> |
| 2                | <p><b>Difficulties relating to students' social, emotional and/or mental health:</b> All of the disadvantaged (and non disadvantaged) students who attend Springwell have identified SEMH needs as part of their SEND profile, which have prevented them from achieving success in a mainstream environment.</p>   |
| 3                | <p><b>Historically poor attendance:</b> The majority of our disadvantaged students have had attendance below 95% in their previous school.</p> <p>See Government's literature, just one day off can hamper children's life chances...</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p>   |

## 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   |
|--|--|
| All students make progress in reading in the time they are with us   | To be reflected in students' increased reading scores/ engagement with reading. Assessments on entry and every term via Accelerated Reader STAR / WRAT5 assessments / teacher assessments                          |
| All students working at RWI phonics level improve their phonetic understanding in the time they are with us.                       | For students on RWI programme, progress is seen for all students.  |
| Ensure all children have access to SEMH interventions required to support their individual needs. Both in and/or outside of class. | Student progress data inc Boxall and overall progress data RAG show that interventions are effective.  |
| Ensure all children and families receive personalised support if attendance falls below 90%.                                       | Use of the Attend framework to support pupils where attendance is a concern<br>Overall attendance figures remain favourable compared to AP average and all students' attendance tracked and supported effectively. |

## 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)

Allocation of budget: £4360 (plus funds from staffing budget)

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embed use of Accelerated Reader for all children with a reading age of above 6   | <a href="https://www.evidence4impact.org.uk/interventions/1024?#">https://www.evidence4impact.org.uk/interventions/1024?#</a> | 1                             |
| EVP to support the development of teaching and learning including for ECTs. Through CPD programme for all and targeted support where appropriate.<br><br>QA quality of teaching during new timetabled reading sessions to include; learning to read, reading to learn, reading roads and reading for pleasure. | “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” eef                     | 1                             |

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

Allocation of budget: £13,441 (plus funds from staffing budget)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Delivery of pre teaching and overlearning to all students as required to support learning in the classroom.</p> <p>Revisit interventions menu to ensure they meet all student need and are appropriately resourced</p> | <p>All pre-learning activities are aimed at helping students to develop levels of curiosity and interest before they learn new material. Pre-learning can introduce vocabulary, ideas and so on to help students hit the ground running.</p> <p>Pre-learning can set up the condition where the main lesson actually becomes a period of over-learning. The same cognitive and neural mechanisms that support over-learning during a lesson therefore also support the efficacy of pre-learning. This may be especially useful for learners with low prior knowledge, students with poor working memory,</p> <p>In a paper in Nature Neuroscience (January 2017), researchers found that even brief periods (up to 20 minutes) of over-learning after a task led to improved performance.</p> <p>This occurred because the over-learning resulted in a more stable neural state, which was less prone to disruption by the arrival of new information.</p> | 1                             |
| <p>STAR reading test on entry to inform AR ZPD and appropriate interventions</p>  | <p>Assessment in Special schools and AP</p> <p><a href="https://www.challengepartners.org/sites/default/files/files/Assessment%20in%20Special%20Schools%20and%20AP%20settings.pdf">https://www.challengepartners.org/sites/default/files/files/Assessment%20in%20Special%20Schools%20and%20AP%20settings.pdf</a></p>   | 1                             |
| <p>Embed use of diagnostic BKSB assessments (English and Maths) to target individual gaps both in lessons and in interventions.</p>   | <p>“The purpose of assessment data must be to inform and improve practice to deliver better outcomes for pupils.</p> <p>In order to plan, teach for and measure learner progress, teachers need a clear understanding of starting points and accurate strategies to monitor performance. This is critical where learners have specific needs that render mainstream summative measures ineffective. Baselines tell us about prior learning upon which we can build progress.”</p> <p>(FLÓREZ &amp; SAMMONS, ASSESSMENT FOR LEARNING EFFECTS &amp; IMPACT, 2013</p>   | 1                             |
| <p>Contribution to TA 1 salary to provide back fill to enable existing staff member to deliver Pillar 3- school led tutoring.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">Evidence</a> shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>  | 1                             |

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

Allocation of budget: £9081

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Ensure all children have access to appropriate SEMH interventions required to manage their individual needs. Both in and/or outside of class. That are effective in supporting SEMH progress. See the toolkit of evidence based interventions to promote inclusion of children with SEMH needs</p> <p>Sensory profiling for students to create sensory intervention packages tailored to their needs</p> <p>Introduction of cubie as a personalised SEMH intervention</p> | <p>“There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. They are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.” Eef</p> <p>See Intervention menu for evidenced based interventions.</p> <p>SEMH toolkit...</p> <p><a href="https://www.babcockldp.co.uk/babcock_1_d_p/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf">https://www.babcockldp.co.uk/babcock_1_d_p/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf</a></p> <p>See testimonials</p> <p><a href="https://cubbie.ie/not-just-for-autism/">https://cubbie.ie/not-just-for-autism/</a></p> | 2                             |
| <p>Ensure all children and families are allocated a family support worker to support the family around attendance and safeguarding</p> <p>Children who miss school are at a higher risk of being groomed by gangs and other risky behaviours.</p>  | <p>See Government’s literature, just one day off can hamper children’s life chances...</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p> <p>“Being excluded from mainstream school puts children in an automatically vulnerable position. However, when other factors come into play – for example, lack of family support, poverty, and peer pressure – there is an even greater risk that children will turn to gangs.”</p> <p>ChildProtectionCompany</p>  | 3                             |
| <p>Costs towards the purchase of school classroom bus. To support students who are unable to access the school building due to SEMH needs.</p>   | <p>See Government’s literature, just one day off can hamper children’s life chances...</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p>   | 1,2,3                         |

**Total: £ 26,882 (plus funds from other budgets including the staffing budget)**

## 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 2022-23 academic year.

*At Springwell Alternative Academy we use Attendance, Boxall progress and academic progress (including reading) as our 3 key performance indicators. 2023-24 The vast majority of pupils made either effective or highly effective progress for their pathway. For the purposes of the pupil premium report this has been broken down into the 3 KPIs however students in pathway 1 for example may not need to make progress in all 3 areas to be making effective progress. For some students we may need to focus on attendance before considering SEMH or academic progress.*

*There is a comprehensive CPD package in place for all staff at all levels. Reading CPD forms part of the long term CPD strategy with opportunities built into revisit with staff throughout the year. The library and electronic library is used effectively but remains a focus for ongoing development. STAR reader tests enable baselining and ensuring students access texts appropriate to their age and reading ability. The teaching of reading (learn to read, reading roads and reading for pleasure) are established and QA of this is an ongoing focus. RWI CPD is a priority for new staff working with primary children.*

*Every student's attendance is tracked weekly and appropriate support is targeted to families where attendance and/or pattern of attendance is a concern. This will remain a priority for our students. The classroom minibuss continues to be effective in targeting students who find attending school regularly difficult.*

*The vast majority of students make SEMH progress in the time they are at Springwell and this remains the backbone of what we do. This will remain a focus for our work and we will continue to make use of current research and make innovative decisions.*

|       | % of pupils making SEMH Progress PP | % of pupils making SEMH Progress Non PP | % of pupils making Reading progress PP | % of pupils making Reading progress Non PP | % of pupils making progress in attendance Non PP | % of pupils making progress in attendance PP | % of pupils making progress with phonics Non PP | % of pupils making progress with phonics PP |
|-------|-------------------------------------|---|--|--|--|--|---|---|
| 23-24 | 61%                                 | 56%                                     | 66%                                    | 56%  | 60%  | 73%  | 75%   | 100%  |





