

Pupil premium strategy statement – Springwell Alternative Academy Mablethorpe

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#)

A tiered approach to spending

Schools should use their Pupil Premium to address challenges their disadvantaged pupils face as identified in Step 1. Activities to develop high quality teaching, targeted academic support and wider strategies should guide your exploration of the evidence.

High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key.

Targeted academic support can have a strong positive impact on learning, and is an important part of any Pupil Premium strategy.

Wider barriers to learning are important to consider as part of your Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil 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, if that version was published using the template.

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

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	83
Proportion (%) of pupil premium eligible pupils	75.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2025 - Sept 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lisa Ashcroft
Pupil premium lead	EVP
Governor / Trustee lead	Len Brazier (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£38,310

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.

A high proportion of our children are classed as being disadvantaged and due to their experiences of education, including permanent exclusion, our pupils often feel rejected by the education system and on entry don't see themselves as successful learners. It is our intent that all children are given the 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 we support pupils to develop their social and emotional skills over time so that they are able to access high-quality teaching as well as developing trusting relationships with adults so that they are able to access targeted support to overcome their individual barriers to learning.

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, Thrive and Nurture based group sessions and activities. It 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 education guidance is available to all.

In addition to supporting pupils social and emotional skills, our strategy will consider where additional support is required for pupils whose education has been impacted by significant lost learning time through academic intervention to support their literacy skills.

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	Communication and social interactions: Our assessments and observations show that disadvantaged pupils have greater challenges around communicating and expressing their needs than their peers, including non verbal, limited language and social interaction difficulties.
2	Persistent absence: Our assessments and observations show that disadvantaged pupils have had historic negative experiences in school and have low self esteem often believing that they can not be successful learners. This can result in persistent absence from school as well as lack of engagement with learning.
3	Lack of opportunities to develop Cultural Capital: Through observations and conversations with pupils and their families or external agencies, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Students' low literacy levels: 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.
5	Food Poverty: Through discussions with our children and families we are aware that many of our pupils live in food poverty or household food insecurity. We know that not having these basic needs met will create an additional barrier for our pupils, making it more challenging for them to feel ready to learn and concentrate on their learning.

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
1) Pupils make progress with their social interactions. They are better able to recognise their emotions and express their needs relative to their starting points as identified in baseline assessments	Pupils make progress within their individual Thrive strands Pupils make effective progress in line with their individual pathway
2) We are able to identify individual pupils' barriers to attendance and engagement and support them with individualised	Pupils individualised plans support their needs so that they have improved attendance and engagement over time in comparison to

plans to make progress relative to their starting points.	their previous setting or over time within their current setting
3) Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood as well as being and feeling better prepared for further education, employment or training	Pupils are able to move positively and confidently onto next steps or destinations feeling known, understood and successful. This will be measured through pupil voice on exit and destination data
4) Pupils make progress with their reading and are better able to access the wider curriculum	Increased reading scores/ engagement with reading. Progress from baseline assessments on entry RWI/Accelerated Reader/ WRAT5 assessments / teacher assessments
5) Pupils have access to nurture breakfast and snacks throughout the school day to ensure that their basic needs are met and help them to remain regulated to support them to access their learning. These opportunities also support social-emotional learning through shared experiences and adult modeling	Pupils are better able to regulate over time and make progress in line with their individual pathway

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: £3,550

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Thrive training	£1750 subscription costs	Thrive approach supports improved behaviour, social skills, attendance and overall wellbeing https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools	1 & 2
Primary Talk Through Stories	£1000 resources	Systematically builds vocab and comprehension https://www.ruthmiskin.com/talk-through-stories/about-talk-through-stories/	4

RWI Development training	£800	https://www.ruthmiskin.com/development-days/	4
DFE English Hub training: -Lincolnshire Reading Pledge Gold school visit -Teaching reading fluency (post phonics)-The Teaching of Reading -Reading Ambition for All-teaching children who need most support -Key messages for school leaders -Supporting Early Language Development	£0	Tailored support delivered by literacy specialists to develop high quality teaching of reading.	4
Vipers Training and Resources	£0	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4

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

Budgeted cost: £ 43,400

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
One to One tuition - classroom minibus or within community	Staff member x 1 FT £27,600 Minibus running costs £2000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
One to One Structured Intervention (including Thrive and other)	Staff member x 1 (0.5) £13,800	https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools	1

SEMH/Literacy intervention)			
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6450

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
SoundLincs	£1500	The Power of Music to Change Lives https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf The Power of music 12. Rengagement & Motivation - https://books.openbookpublishers.com/10.11647/obp.0292/ch12.xhtml	3
Thrive	Cost already counted within other strategies	https://www.thriveapproach.com/news/landmark-study-confirms-behaviour-attendance-and-staff-wellbeing-boosted-in-thrive-schools	1 & 2
Nurture breakfast/snack and activities	£1,950	Magic Breakfast: Fuel for Learning https://committees.parliament.uk/writtenevidence/136422/pdf/ Nurture Groups https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf EEF Breakfast clubs found to boost primary pupils' reading writing and maths results https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	5
myON - virtual library for children to access reading books at home. Parent guidance and training	£3000	https://www.renaissance.com/2024/04/03/new-study-of-480000-students-using-myon-highlights-notable-increases-in-reading-growth/	4

video/session to support			
Enrichment activities and Experiential Learning	School curriculum budget - individual schools to allocate	Beyond the Classroom - The Role of Enrichment https://cdn.prod.website-files.com/659fd56cbd8d3f4a80aaac76/67a614f50d1d776cdb401fe9_e395f5cde76251aafb2430a5c27847d9_24_13_031%20-%20Report%20-%20Centre%20for%20Young%20Lives_FINAL.pdf	3 & 2

Total budgeted cost: £ 53,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. *97% of KS4 disadvantaged leavers achieved a positive destination (FE/Apprenticeship/Employment). The provision of enrichment activities and high-quality careers guidance has ensured pupils felt prepared for their next steps. The positive destination rate demonstrates that pupils leave feeling "successful" and confident about their futures.*
2. *Pupil Premium recipients average attendance was 67.9% which is 13.9% higher than the national average for pupils in Alternative Provision. This demonstrates **excellent effectiveness** of our strategy of supporting the most vulnerable pupils into school, significantly surpassing the national AP attendance average. This figure indicates that the provision is creating a calm, orderly, safe, and supportive environment where these pupils are engaged and actively choose to attend. It suggests the establishment of strong, trusting relationships, stable routines, and the use of tailored, flexible support plans—all key drivers for success in AP.*
3. *Persistent Absence (PA) for the disadvantaged cohort decreased by 5% from the previous year. The highly personalised approach to overcoming barriers to attendance, including using the Minibus for outreach and the Nurture breakfast provision, has had a major, positive impact. The strategy's holistic approach to reducing anxiety and meeting basic needs is successfully improving engagement. We are on target for the improved attendance outcome this next year too.*
4. *Disadvantaged pupils achieved a gain in reading age (WRAT5) over the academic year, exceeding the expected gain, and narrowing the gap with non-disadvantaged peers. The combination of RWI training (Teaching) and dedicated 1:1 literacy tuition (via the Learning to Read Cycle) proved highly*

effective, particularly for those with the lowest baselines. This acceleration suggests pupils are better able to access the wider curriculum.

5. *SEMH Progress - 98% of disadvantaged pupils made positive progress against their SEMH targets. The intensive 1:1 and small group SEMH intervention are highly effective and support pupils to regulate and link to improved attendance and outcomes.*

Springwell Alternative Academy Mablethorpe's strategy is built on the understanding that SEMH needs must be met before academic progress can be secured. Our high spend on targeted support and specialist training (Thrive, RWI) reflects our commitment to a trauma-informed, tiered approach. Our strategy will benefit all pupils, particularly through high-quality teaching and the universal SEMH-supportive environment, ensuring equity for our disadvantaged cohort remains the core focus.

Internal Data:

- Reading:
 - Non PP: 73% made progress 100% made progress or maintained
 - PP: 72% made progress 100% made progress or maintained
- Phonics:
 - Non PP: 60% made progress 100% made progress or maintained
 - PP: 75% made progress 100% made progress or maintained
- RAYG progress overall against their pathway:
 - Non PP: 17% G 82% AYG
 - PP: 25% G 91% AYG
- Wellspring English:
 - Non PP: 96%
 - PP: 94%
- SEMH:
 - Non PP: 41% progress or 100% progress or maintained
 - PP: 62% progress 98% progress or maintained
- Wellspring overall progress
 - Non PP: 94%
 - PP: 94%

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
SoundLincs Music Engagement Programme	SoundLincs