

## Pupil premium strategy statement

### School overview

**Important note:** as an Alternative Provision school, we work with a highly transient school population. The data below is based on the total of all the students who were with us at some point in the academic year 2019-20.

Metric	Data
School name	Springwell Alternative Academy Mablethorpe
Pupils in school	63 places
Proportion of disadvantaged pupils	67%
Pupil premium allocation this academic year	£34,108
Academic year or years covered by statement	2020-2023
Publish date	September 2020
Review date	
Statement authorised by	Lisa Ashcroft Day – Executive Principal
Pupil premium lead	Sarah Jones – Executive Vice Principal
Governor lead	

### Disadvantaged pupil barriers to success

**Students' low literacy levels:** The overwhelming majority of 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.

**Difficulties relating to students' social, emotional and/or mental health:** All of the 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.

**Historically poor attendance:** The majority of our disadvantaged students have had attendance below 95% in their previous school.

### Strategy aims for disadvantaged pupils

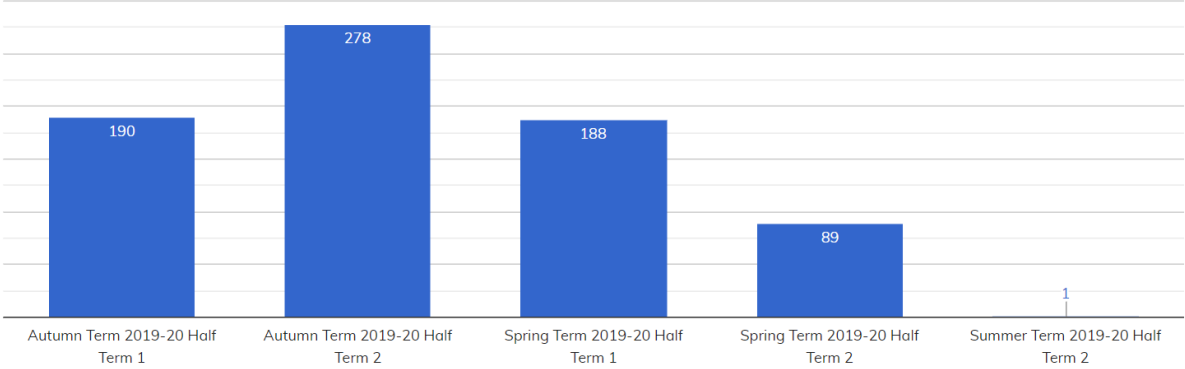
Aim	Evidence of impact	Target date
All disadvantaged students improve their reading accuracy and comprehension in the time they are with us.	Reading accuracy and comprehension (standard scores) assessments on entry and every term	Ongoing for all students
All disadvantaged students in primary improve their phonetic understanding in the time they are with us.	Phonics RWI assessments on entry and every term	Ongoing for all students
All disadvantaged students receive appropriate support for identified SEMH issues, leading to improvements in SEMH.	Individual provision maps Boxall assessments on entry and exit	Ongoing for all students
Disadvantaged students with historically poor attendance improve their attendance in the time they are with us.	Attendance data.	Ongoing for all students

## Teaching priorities for current academic year

Aim	Evidence of impact	Barriers this addresses	Potential challenges and mitigation	Person responsible	Projected spending	Target review date
Improve the extent to which students are supported to develop a love of reading.	Pupil and parent voice. Reading SS assessment data.	Low literacy levels	Effective CPD required – QA plan in place	Head of School / sendco		Interim review July 2021; Strategy review July 2022
Improve the quality of teaching of whole class phonics lessons and phonics interventions.	Phonics assessment data from class groups and interventions.	Low literacy levels	Effective CPD required – QA plan in place	Head of School / sendco / primary lead		Interim review July 2021; Strategy review July 2022
Improve the quality of teaching in regards to reading and comprehension.	QA on planning and delivery. Reading assessment data. Pupil voice.	Low literacy levels	Effective CPD required – QA plan in place	Head of School / sendco		Interim review July 2021; Strategy review July 2022
Ensure all children have access to additional reading and/or phonics intervention if not reading at chronological age level. Both in and/or in class.	Pupil provision maps. Reading assessment data.	Low literacy levels	Staff with appropriate skills – SENDCo, Intervention TA CPD	SENDCo / primary lead		Interim review July 2021; Strategy review July 2022
Ensure all children have access to SEMH interventions required to manage their individual needs. Both in and/or in class.	Pupil provision maps. Boxall assessments.	SEMH difficulties	Staff with appropriate skills – SENDCo, teachers and TAs ITA as required	SENDCo		Interim review July 2021; Strategy review July 2022
Ensure all children and families receive personalised support if	Attendance data.	Low attendance.	Family engagement and complicating	Pastoral Manager		Interim review July 2021; Strategy review July 2022

attendance falls below 95%.			family situations – role of pastoral TA			
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**Review: last year's aims and outcomes**

Aim	Outcomes and progress made												
<p>Pupils to feel positive about school, believe in themselves and make progress within their pathway to allow them to be successful and where appropriate return to mainstream education.</p>	<p><b>Data for the year 19-20 taken up to the point the school closed to most students due to pandemic</b></p> <p>In terms of the Doyles Reintegration scale (our main measure for mainstream readiness) 55% of pp children made progress against their Doyles. 75% of non pp children made progress in the same time frame.</p> <p>Boxall diagnostic 55% of pp children made progress (average reduction of 6.4) 38% of non pp children made progress against this measure.</p> <p>Boxall developmental - pp children made on average + 14.5 points progress vs -1.1 points progress for non pp children.</p> <p>RPIs show a reduction from Autumn term 2 onwards despite an increase in student numbers.</p>  <table border="1"> <caption>RPI Values by Term</caption> <thead> <tr> <th>Term</th> <th>RPI Value</th> </tr> </thead> <tbody> <tr> <td>Autumn Term 2019-20 Half Term 1</td> <td>190</td> </tr> <tr> <td>Autumn Term 2019-20 Half Term 2</td> <td>278</td> </tr> <tr> <td>Spring Term 2019-20 Half Term 1</td> <td>188</td> </tr> <tr> <td>Spring Term 2019-20 Half Term 2</td> <td>89</td> </tr> <tr> <td>Summer Term 2019-20 Half Term 2</td> <td>1</td> </tr> </tbody> </table>	Term	RPI Value	Autumn Term 2019-20 Half Term 1	190	Autumn Term 2019-20 Half Term 2	278	Spring Term 2019-20 Half Term 1	188	Spring Term 2019-20 Half Term 2	89	Summer Term 2019-20 Half Term 2	1
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<p>Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/accelerated progress</p>	<p>All Pupils have pupil profile that identifies their SEMH and learning needs. Boxall profiling leads to informed personalised targets and strategies. This is reviewed at least 3 times a year, often more frequently, by the class team and parents/ guardians.</p> <p>See above for Boxall, Doyles and RPI data for a measure of improvement in behaviour / engagement in lessons.</p> <p>Overall progress measure* although less likely to be at green (highly effective progress) pp are also less likely to be at amber, with 59% making effective progress. No students were at red (cause for concern).</p> <table border="1" data-bbox="786 671 1718 847"> <thead> <tr> <th>Autumn Term</th> <th colspan="4">Mablethorpe</th> </tr> <tr> <th>Progress</th> <th>R</th> <th>A</th> <th>Y</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>Not PP</td> <td>0</td> <td>16</td> <td>46</td> <td>38</td> </tr> <tr> <td>PP</td> <td>0</td> <td>18</td> <td>59</td> <td>23</td> </tr> </tbody> </table> <p>*overall progress measure takes into account attendance, SEMH measures and academic progress and is tailored to the child's individual pathway.</p>	Autumn Term	Mablethorpe				Progress	R	A	Y	G	Not PP	0	16	46	38	PP	0	18	59	23
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	<p>Reading – an increase in standard score indicates closing the gap between reading age and chronological age. On average, both pp and non pp children made progress in reading. Non pp children made more progress with reading comprehension and pp children made more progress with single word reading / reading accuracy.</p> <table border="1" data-bbox="788 384 2168 624"> <thead> <tr> <th data-bbox="788 384 994 488">Mablethorpe</th> <th data-bbox="994 384 1601 488">Average increase WRAT5 Sentence comprehension standard score</th> <th data-bbox="1601 384 2168 488">Average increase WRAT5 Single Word Reading standard score</th> </tr> </thead> <tbody> <tr> <td data-bbox="788 488 994 555">PP</td> <td data-bbox="994 488 1601 555">4.4 (8)</td> <td data-bbox="1601 488 2168 555">4.6 (7)</td> </tr> <tr> <td data-bbox="788 555 994 624">Non PP</td> <td data-bbox="994 555 1601 624">13 (8)</td> <td data-bbox="1601 555 2168 624">0.25 (8)</td> </tr> </tbody> </table>	Mablethorpe	Average increase WRAT5 Sentence comprehension standard score	Average increase WRAT5 Single Word Reading standard score	PP	4.4 (8)	4.6 (7)	Non PP	13 (8)	0.25 (8)
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Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others	See above data demonstrating a reduction of RPIs from the same time period in the previous year.									
Attendance of PP pupils improves	<p>From Autumn term to Spring term attendance for non pp children fell from 76.9% to 72.9%. PP children also fell (from 79.3% to 75.1%) however pp children’s attendance was better than non pp children in both terms. All these figures are above the national average for AP/ PRU attendance in 2018-19 which stands at 64.7%.</p> <p>The national average for AP/ PRU settings in 2018-19 for persistence absenteeism was 74.6%. At the point the school closed due to pandemic, pp recipient was 63.9% and non pp recipient was 61.1%</p> <p>Compared to the national average figures these attendance figures are favourable, however attendance remains a priority for next year.</p>									

<p>Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD</p>	<p>From Dec 2018 to Dec 2019 attendance to our Family Learning Day increased by 56%. (Easter and Summer FLDs were unable to take place due to the pandemic and student progress was instead discussed over the phone with parents).</p> <p>Parents carers are invited in to complete admissions meeting and their voice is collected, they are invited in at least 3 times a year to discuss progress and next steps. Every effort is made to support parents to attend or share their views. Parent voice is also collected as part of meetings such as TAC, CIN, CP, PSP, admissions and meetings to agree next steps.</p>
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