Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 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	68%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020-2023
Date this statement was published	Sept 21
Date on which it will be reviewed	Sept 22
Statement authorised by	Lisa Ashcroft Day
Pupil premium lead	Steve Cumberworth
Governor / Trustee lead	Donna Underwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,975
Recovery premium funding allocation this academic year	£ 3625 (plus £4230 for 2021-22 for school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 21830

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.

Challenges

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

Challenge number	Detail of challenge
1	**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 and incarceration. See literacy changes lives … https://cdn.literacytrust.org.uk/media/documents/2008_11_15_free_research_-_Literacy_changes_lives_2008__offending_behaviour_JYS9ScS.pdf
2	**Difficulties relating to students' social, emotional and/or mental health**: 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.
3	**Historically poor attendance**: The majority of our disadvantaged students have had attendance below 95% in their previous school. See Government's literature, just one day off can hamper children's life chances… https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances

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 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: £10,150 (*5000 for AR and myon, 5150 towards cost of aEVP)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce use of Accelerated Reader for all children with a reading age of above 6	https://www.evidence4impact.org.uk/interventions/1024?#	1
Introduction of new aEVP to support the development of teaching and learning including for ECTs. Through CPD programme for all and targeted support where appropriate. 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: £*4230 towards school based tutoring programme*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of pre teaching and overlearning to all students as required to support learning in the classroom.	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. 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,	1

	In a recent 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. 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.	
Introduce new STAR reading test on entry to inform AR ZPD and appropriate interventions	Assessment in Special schools and AP https://www.challengepartners.org/sites/default/files/files/Assessment%20in%20Special%20Schools%20and%20AP%20settings.pdf	1
Embed use of diagnostic bksb assessments (English and Maths) to target individual gaps both in lessons and in interventions.	"The purpose of assessment data must be to inform and improve practice to deliver better outcomes for pupils. 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." (FLÓREZ & SAMMONS, ASSESSMENT FOR LEARNING EFFECTS & IMPACT, 2013	1
Appointment of a TA for 1 year to provide back fill to enable secondment for existing staff member to deliver Pillar 3- school led tutoring. (120 hours)	Evidence 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1

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

Allocation of budget: £ *7450 towards classroom mini bus (£30,000 over 3 years)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	"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 See Intervention menu for evidenced based interventions.	2

promote inclusion of children with SEMH needs	SEMH toolkit… 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	
Ensure all children and families are allocated a family support worker to support the family around attendance and safeguarding

Children who miss school are at a higher risk of being groomed by gangs and other risky behaviours. | See Government's literature, just one day off can hamper children's life chances… https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances

"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." ChildProtectionCompany | 3 |
| Purchase of school classroom bus. To support students who are unable to access the school building due to SEMH needs. | See Government's literature, just one day off can hamper children's life chances… https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances | 1,2,3 |

Total: £ 21830 *(plus funds from other budgets including the staffing budget, including topping up the school led tutoring programme from £4230 to £5640)*
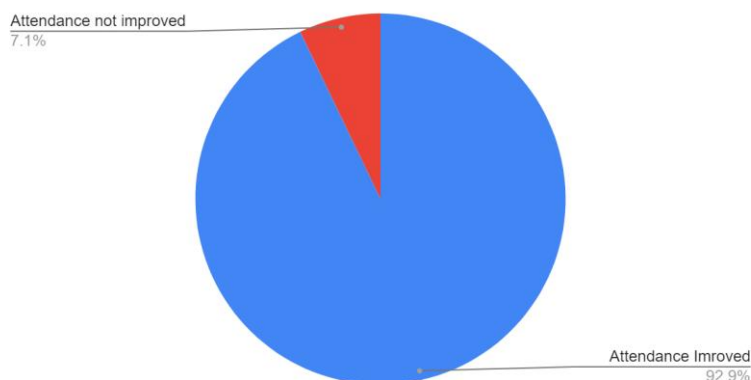
Part B: Review of outcomes in the previous academic year
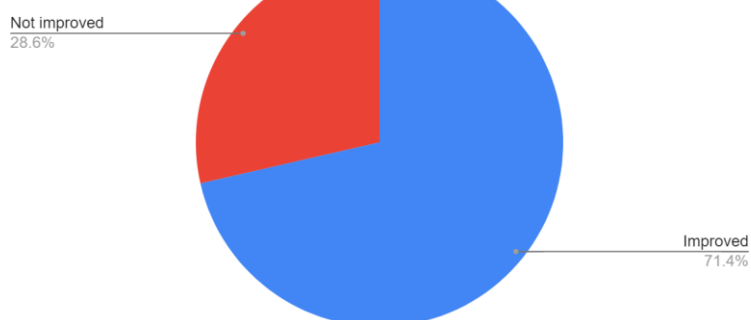
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Changes in the Attendance of Disadvantaged Pupils - Mablethorpe

Attendance not improved
7.1%

Attendance Imroved
92.9%

Attendance
Springwell Mablethorpe Not Disadvantaged

Not improved
28.6%

Improved
71.4%

The vast majority of children improved their attendance with us compared to their previous setting. On average disadvantaged students were more likely to have made more progress in improving their attendance than their non disadvantaged peers. Of the relatively small number of pupils who did not improve their attendance there were significant mitigating factors for example moving out of county but remaining on roll for a considerable period of time while an appropriate school placement was obtained (3 pupils) and parental decision to refuse the placement while challenging the mainstream decision to PX. These pupils account for 50% of the non disadvantaged pupils whose attendance did not improve and 100% of the disadvantaged non improvers.

Improvements in Teacher Reading Assessment Grades
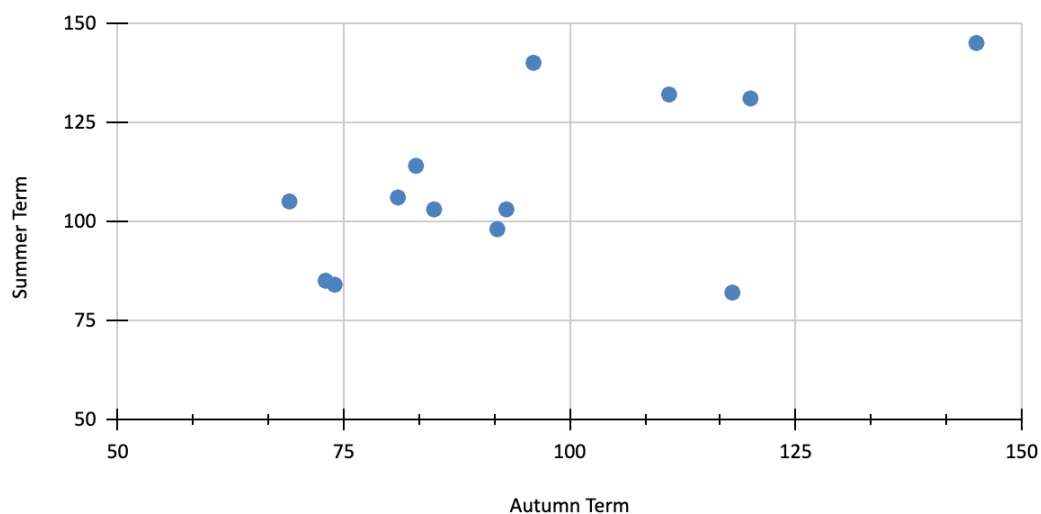Springwell Mablethorpe

No improvement shown
25.0%

Improved
75.0%
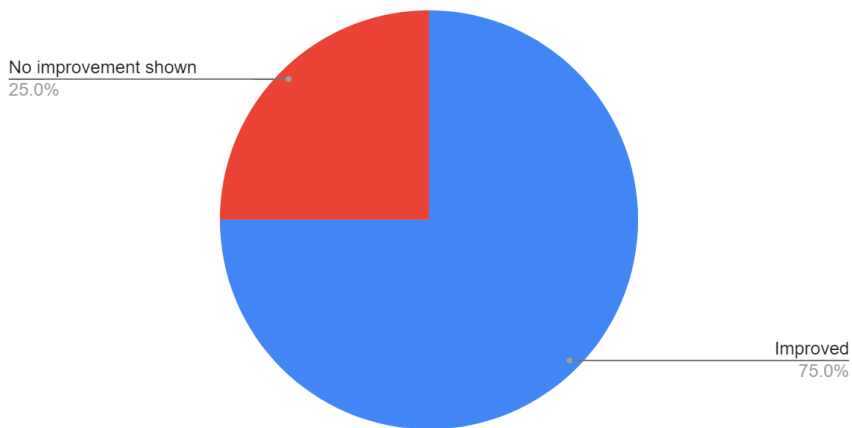
There was only 1 non-disadvantaged primary pupil soTeacher Reading Assessment Grades were not included

75% of disadvantaged primary students made progress in teacher reading assessments. The impact of covid and the subsequent disruption to placements and the 'normal' testing and assessment schedule meant that whilst appropriate interventions took place for all pupils a minority of pupils adjustments were made regarding the timing and format of the assessments
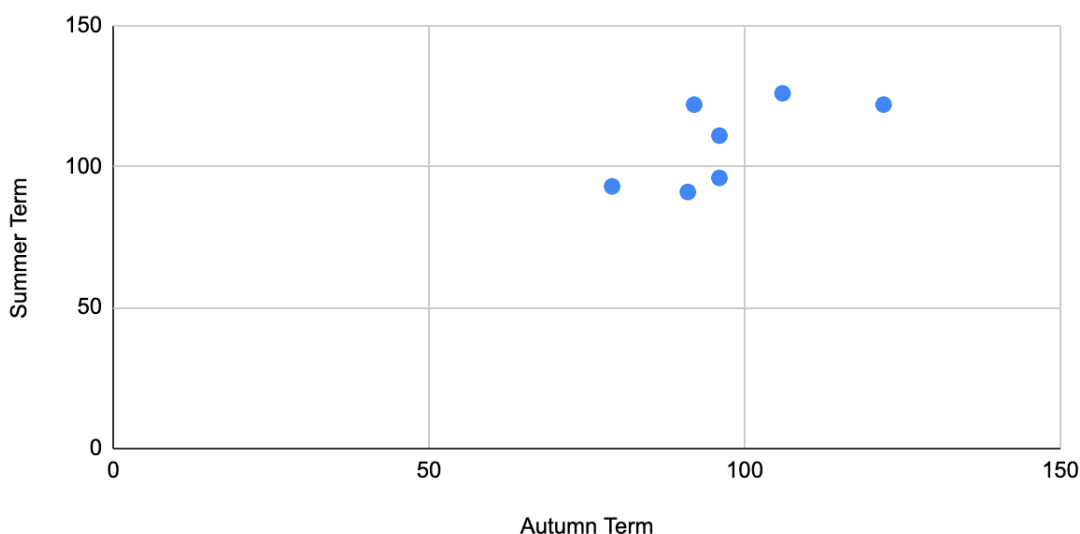
Improvements in WRAT Single Word Reading over the year
Springwell Mablethorpe Disadvantaged Students

## Improvements in WRAT Single Word Reading over the year

Springwell Mablethorpe Not Disadvantaged

92% of disadvantaged students made accelerated progress in reading (measured on wrat5) compared to 57% of non disadvantaged students. Points above x=y represent a student who has improved their standard score in reading. Due to periods of home learning exposure and engagement to the enriched range of texts available to those pupils who attended school (did proportionately disadvantaged students) was not as great.
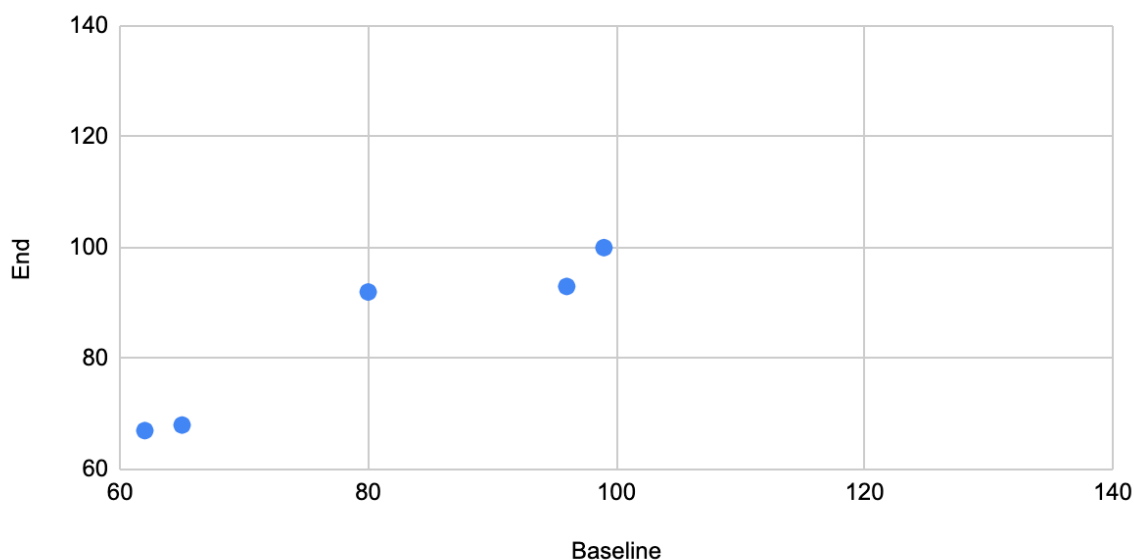
Improvements in Developmental Boxall Scores

Springwell Mablethorpe Disadvantaged Pupils
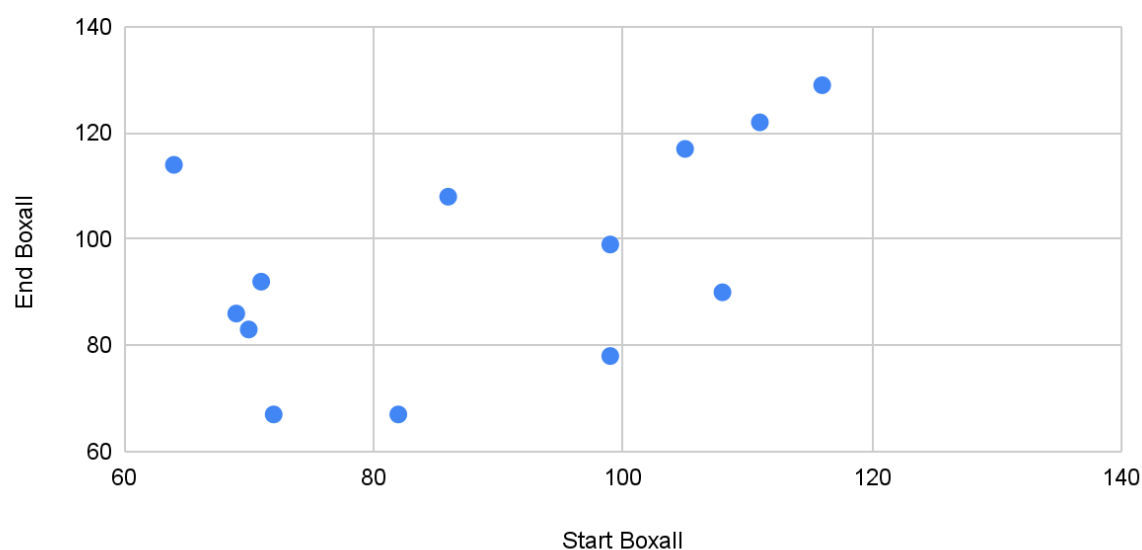
Changes in Developmental Boxall Scores

Springwell Mablethorpe Not Disadvantaged

62% of disadvantaged students made SEMH progress (evidenced through Boxall profiling) compared to 80% of non disadvantaged. Potentially covid lockdowns has had a greater impact on the SEMH needs of disadvantaged students. Points above x=y represent a student who has improved their Boxall Developmental Score.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.