



Springwell Alternative Academy Spalding Pupil Premium Report 2019

Context

During the academic year 2018-19 we closed Springwell Lincoln City Academy (SLCA) and opened four new Free Schools. Our Spalding school has been set up primarily by staff and students from the Boston site of SLCA. This Pupil Premium report explores the impact of the PP spending in Boston, and then in Spalding.

Intent: SLCA Pupil Premium Strategy Statement (Sept 2018)

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Aspirations, self-belief and confidence – following a permanent exclusion from school pupils come to Springwell with low self esteem and little belief that they can be successful. There is a need for them to believe that they can achieve and have high expectations of themselves in order to develop the skills to succeed for lifelong learning and reintegration to mainstream education.	
B.	Unidentified learning needs leading to difficulties accessing the curriculum – pupils frequently come to Springwell following an exclusion from school and have not been assessed for unmet learning needs. This often means they have had difficulties accessing an age appropriate curriculum resulting in a lack of engagement and behaviour issues.	
C.	Social Emotional and Mental Health difficulties – many of our pupils have experienced challenges during early development such as trauma, attachment difficulties or other emotional difficulties that have impacted on their ability to regulate their emotions and responses within the classroom or school environment. Many of the pupils have a statutory assessment underway in order to secure appropriate education provision to meet these needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance – many of our pupils eligible for pupil premium are well below the target of 95% good attendance. This makes it more difficult for them to make the accelerated progress they need to make in order to close the gap with their peers.	
E.	Family situations and vulnerability – many pupils are supported through Early Help, TAC, CIN and CP. Lots of our families need a high level of support and additional home-school liaison work to ensure they are able to maintain appropriate routines and boundaries in the home to enable their children to have a successful daily transition in to school.	
1. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.	Pupils have improved Boxall and Doyles scores Reduction in Serious Incidents/RPIs
B.	Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as	All Pupils to have pupil profile Increased levels of engagement and learning behaviours (Doyles)

	deliver appropriate interventions to ensure pupils make expected/accelerated progress	Pupils making expected levels of progress
C.	Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others	Reduction in FTEs Reduction in RPIs
D.	Attendance of PP pupils improves	Reduce the number of persistent absentees amongst pupils eligible for PP Overall centre attendance improves
E.	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	Improved attendance at FLD Signs of Safety scaling from parents/carers (admissions to review meeting)

Implementation: PP spending 2018-19

Area	Area of spending and aims	Cost	Linked to outcomes...	Impact and considerations for next year
Literacy	To be able to provide individual intervention and reading books for reading and spelling (Toe by toe, Hornet Literacy Primer and Word Wasp) and staffing for these one-to-one interventions	£1,500		Toe by Toe, Hornet Literacy Primer and Word Wasp have had limited impact on literacy levels (with the exception of one EAL student) and feedback from staff and students has not been positive – the programmes are seen as un-engaging by students. Different literacy intervention programmes are being investigated for next year.
	To provide online subscriptions to programmes to support pupils to make accelerated progress in reading and writing, including accelerated reader and bug club.	£500 AR £900 BC		Accelerated Reader has been purchased during this year and we have begun the process of launching and embedding it in practice – there is no evidence of impact with our own students yet, but research evidence suggests it is particularly effective with pupils from disadvantaged backgrounds. This needs to be fully embedded and developed next academic year. Bug Club continues to engage students in primary.
	To be able to provide a selection of engaging reading material to develop a love of reading across the setting. Pupils to be involved in selecting reading material of interest to them.	£500		All classes had a small budget to develop their own class libraries – this has been the first strand of our work to develop a culture of reading in school. Students have reacted positively to being involved in helping purchase books. All primary and KS3 have embedded daily free-choice reading time, which has been shown

				repeatedly in research evidence to improve reading competence and confidence.
Mathematics	To purchase WRAT5 test to inform baseline, and Sandwell test to support diagnostic assessment in maths	£420 WR £200 SA		Staff have found Sandwell test extremely useful in providing diagnostic information that can inform curriculum planning and next steps. This has improved the personalisation of the mathematics curriculum. WRAT5 testing has been used to take baselines and measure the impact of mathematics interventions. We have not had significant numbers of mathematics interventions this year due to our curriculum focus on literacy and SEMH.
	To purchase an online subscription to KS3 Maths resources to improve the quality of teaching in all maths classes	£400		Staff feedback is positive about the quality of the resources, and the impact that has on the quality of their maths lessons (which is particularly important as we do not have any Maths specialists in school). Student outcomes are not yet good for Maths. This is a long term area for development.
SEMH interventions	To send staff on training and purchase resources for SEMH interventions	£1,200		Member of staff who was trained up in drawing and talking has unfortunately left.
	To provide time for intervention staff to participate in training in counselling and listening approaches	£600		Staff are positive about the impact this training has had on their skill development. This training has only been completed towards the end of the school year, so we are yet to see any specific impact in terms of pupil outcomes.

	Boxall online subscription and resources	£140		Boxall subscription allows staff to assess and plan for SEMH development. All students this year have made at least some progress in their SEMH development, and many have made excellent progress. Boxall allows this to be captured, and supports staff in planning the learning activities that have led to that progress.
	Nurture breakfast	£12,500		Nurture breakfast contributes to positive relationships and physical wellbeing. Feedback from staff and students is positive. Research evidence from large trials shows the positive impact of having breakfast on academic attainment and manage behaviour and emotions.
	To provide targeted one-to-one counselling intervention for students through a 6 week cognitive behaviour therapy from an expert	£12,000		Students and parents have been positive about the chance to have someone to talk to, however the impact that a counsellor can have in 6 weeks with such complex young people is limited (NICE recommend 6-12 sessions, but more if a young person has been subject to multiple traumas, as many/most of our young people have been). For next academic year we are working on ensuring students have access to as many sessions of counselling as they need, rather than be limited to 6 sessions.
	To provide access to a bespoke forest-school curriculum for a small group of KS3 students to improve engagement with education and the development of social skills and self-compassion	£750		Students, staff and parents have been positive about the impact of 6 weeks of forest school in terms of engagement with school and education, relationships between staff and students, and students' sense of self-

				worth and ability. This is something we hope to repeat, if not extend, next year.
	Access to group music lessons to provide students with positive experiences and the opportunity to engage with music and self-expression through music	£5,000		Students and staff have been positive about the sessions, however there have not been any clear or measurable outcomes for students: students and staff were unable to articulate any ways in which the sessions had benefited them.
KS4 personalised curriculum	To provide a bespoke curriculum to individual pupils including access to vocational courses through AP to promote high levels of attendance. This also includes delivery of one-to-one targeted intervention and sporting activities to support NOCN qualifications	£10,000		Spalding has had a large number of historic TI students, who have been disengaged with education and/or involved with criminal and risky behaviour to such an extent that they cannot currently be managed in school. The provision of daily tutoring in the home or a public library nearby ensures that these students continue their education. Purchasing several placements in a vocational Alternative Provision has enabled a small number to access work placements, and therefore to develop skills and experience relevant to the profession or industry they wish to join.
PP spend for specific individual pupils based on need	In the previous academic year this has funded things such as ad hoc transport, uniform for pupils returning to mainstream school, laptops, kitting out pupils with tools and equipment needed for post 16 provision	£1,250		It is very hard to quantify the impact of these individual spending decisions. Parents have been extremely positive about these decisions, often commenting that they would not be able to provide these things for their children themselves – in this way, this funding has given these students the equipment and therefore the opportunity to move on to the next phase of their education, and is therefore contributing to our core mission.

	Total spend	£47,860		

Impact: were our outcomes met?

Desired outcomes and success criteria			Actual outcomes see school evaluations and data for further detail
A.	Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.	Pupils have improved Boxall and Doyles scores Reduction in Serious Incidents/RPIs	<ul style="list-style-type: none"> School evaluation data indicates that the vast majority of students make good progress in terms of SEMH development (measured by Boxall and Doyle's) in their time with us School data shows a reduction in serious incidents and RPIs at Spalding as compared to at Boston
B.	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	All Pupils to have pupil profile Increased levels of engagement and learning behaviours (Doyles) Pupils making expected levels of progress	<ul style="list-style-type: none"> All students have pupil profiles Reduction in serious incidents, RPIs and FTEs from Boston to Spalding indicates improved levels of engagement and learning behaviours Pupils are not yet making expected levels of academic progress – this remains a focus for development
C.	Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others	Reduction in FTEs Reduction in RPIs	<ul style="list-style-type: none"> There have been reductions in both FTEs and RPIs over the year, and in terms of Spalding as compared to Boston
D.	Attendance of PP pupils improves	Reduce the number of persistent absentees amongst pupils eligible for PP Overall centre attendance improves	<ul style="list-style-type: none"> Levels of persistent absenteeism remain similar between PP and non-PP students Attendance is broadly similar to the national average for PRUs – this is a high priority area for development next year
E.	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	Improved attendance at FLD Signs of Safety scaling from parents/carers (admissions to review meeting)	<ul style="list-style-type: none"> Attendance at FLD was poor – this remains an area for development