

## Intent: Spalding Pupil Premium Strategy Statement (Sept 2019)

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	<b>Aspirations, self-belief and confidence</b> – 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.	<b>Unidentified learning needs leading to difficulties accessing the curriculum</b> – 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.	<b>Social Emotional and Mental Health difficulties</b> – 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 (issues which also require action outside school, such as low attendance rates)		
D.	<b>Attendance</b> – 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.	<b>Family situations and vulnerability</b> – 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 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
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 and Impact: PP spending 2019-20

Area	Area of spending and aims	Cost	Linked to outcomes...	Intended impact
<b>Literacy</b>	To be able to provide individual intervention and reading books for reading and spelling (RWI, Toe by toe, Hornet Literacy Primer and Word Wasp) and staffing for these one-to-one interventions	£1,500	A, B	Improve phonetic understanding and therefore reading outcomes
	To provide online subscriptions to programmes to support pupils to make accelerated progress in reading and writing	£500	A, B	Improve reading outcomes
	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. To continue with subscriptions to online subscription to Bug Club.	£500  £1318	A, B	Improve love and enjoyment of reading, and therefore reading outcome
<b>SEMH interventions</b>	To send staff on training to certify them to lead sessions in Drawing and Talking to support students' SEMH development	£180	A, C	To support students with expressing themselves and therefore improve SEMH outcomes
	To send staff on training and purchase resources for Build To Express	£1080	A, C	To support students with expressing themselves and therefore improve SEMH outcomes

	Boxall online subscription and resources	£180	A, C	To allow staff to evaluate SEMH progress and support the planning of activities that support SEMH development
	Nurture breakfast	£12,500	A, C	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	A, C	To provide emotional support for students who have experienced trauma beyond that which we can support through nurture provision and trauma informed practice.
<b>KS4 personalised curriculum</b>	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	£4,000	A, B, D	To support exceptionally hard to reach students to make progress and achieve a qualification in English and maths.
<b>PP spend for specific individual pupils based on need</b>	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	A, B, E	To ensure that lack of financial means does not prevent any student from accessing any opportunities we are able to provide for them.
		£35,008		

