

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 Spalding
Pupils in school	68 places, 78 children on roll at some point in academic year 2019-20
Proportion of disadvantaged pupils	61%
Pupil premium allocation this academic year	£
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 age in the time they are with us.	Reading age assessments on entry and exit.	
All disadvantaged students in primary improve their phonetic understanding in the time they are with us.	Phonics assessments on entry and exit.	
All disadvantaged students receive appropriate support for identified SEMH issues, leading to improvements in SEMH.	Individual provision maps Boxall assessments on entry and exit	
Disadvantaged students with historically poor attendance improve their attendance in the time they are with us.	Attendance data.	

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 age assessment data.	Low literacy levels	CPD ineffective – QA plan in place	JSG Head of School		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	CPD ineffective – QA plan in place	JSG Head of School		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	CPD ineffective – QA plan in place	JSG Head of School		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.	Pupil provision maps. Reading age assessment data.	Low literacy levels	Staff with appropriate skills – SENDCo training plan and budget	GG SENDCo		Interim review July 2021; Strategy review July 2022
Ensure all children have access to SEMH interventions required to manage their individual needs.	Pupil provision maps. Boxall assessments.	SEMH difficulties	Staff with appropriate skills – SENDCo training plan and budget	GG SENDCo		Interim review July 2021; Strategy review July 2022
Ensure all children and families receive personalised support if attendance falls below 95%.	Attendance data.	Low attendance.	Family engagement and complicating family situations – role of pastoral TA	GK Pastoral Manager		Interim review July 2021; Strategy review July 2022

Review: last year's aims and outcomes

Aim	Outcomes and progress made
Improve phonetic understanding and reading age of all students.	Introduced more robust phonics and reading age assessments so that this could be tracked properly, higher percentages of children made progress in both metrics when compared to teacher assessment data from last year.
Improve our SEMH intervention offer.	<p>Streamlined intervention strategy so that: (1) high quality teaching from the class teacher was prioritised and fewer children were being removed from class; (2) where an identified need could not be met in class, individual or small group intervention was offered; (3) out of class interventions were only used when independent evaluation had demonstrated they worked in contexts similar to ours (4) interventions were regularly reviewed and impact evaluated.</p> <p>Individual provision maps show that all children who required additional support received some form of intervention offer. Boxall assessment data shows that all interventions being offered had a broadly positive impact on SEMH measures.</p>
Improve attendance.	Overall attendance improved when compared to previous academic year. The average improvement in attendance was 17%. 57 students this year had been persistently absent at their previous school, and only 22 continued to be while with us.