

Pupil premium strategy statement – Springfield Pupil

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Springfield Pupil Referral Unit.
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	53.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Colin Douro
Pupil premium lead	Emma Gannon
Governor / Trustee lead	Stuart Boothman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,158.00
Recovery premium funding allocation this academic year	£9643.00
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	£80,800.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our most disadvantages; along with all of our students. Our students face disadvantages due to previous exclusions, gaps in academic knowledge, SEMH needs alongside socio-economic disadvantage. We aim for our students to make strong progress in the following areas:

- Academic attainment.
- Progression to further and higher education
- Employability
- Social opportunities

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.

At the heart of our approach is ensuring that our offer is able to meet the needs of all students through the delivery of high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Our focus on developing our nurture offer; along with outreach and bespoke one to one intervention sessions, will support students to recover from the disruption to education caused by the covid pandemic and enable them to achieve realistic and aspirational outcomes socially, emotionally and academically.

We will also provide disadvantaged pupils with support to develop independent life and social skills through our daily pshce programme whilst and continuing to ensure that high-quality careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Through baseline assessment we have identified that the majority of our students attending Springfield have attainment levels lower than the national average for their key stage. This is due to a range of factors; missed SEMH diagnoses, previous exclusions, gaps in education and socio- economic disadvantage.
2	The high level of SEMH needs, identified through Boxall Profiles and further undiagnosed needs; means that many of our students face significant barriers to positive engagement with their education.
3	Historic low attendance levels mean that many students need additional support to attend school on a regular basis, which aims to further exacerbate gaps in knowledge.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils entered for GCSE subjects. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
Early intervention, through the usage of nurture provision, outreach sessions and ELSA support to ensure that students needing greater support are enabled access an appropriate curriculum.	Identified students make strong SEMH progress, achieve appropriate outcomes or are able to access GCSE curriculum after a period of intervention.
Disadvantaged pupils show greater ability to make SEMH progress which will enable them to begin to broaden their curriculum offer.	Greater number of academic outcomes students to include GCSE and Btec qualifications. Inclusion of cultural capital opportunities scheduled in curriculum plans.

<p>Disadvantaged pupils are better prepared for career progression FE and / or HE opportunities through intervention, experiences and curriculum.</p>	<p>All disadvantaged pupils are able to access careers intervention with specialist advisor. Careers work interwoven into Btec and pshce subject delivery.</p> <p>By the end of 2024/25, higher number of disadvantaged pupils are progressing to higher or further education.</p>
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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)

Budgeted cost : £10000

Activity	Evidence that supports this approach	Challenge addressed
CPD for teaching assistants to embed strategies to support students to access learning. Increased number of teaching assistants with ELSA qualification.	https://www.tandfonline.com/doi/full/10.1080/08856257.2019.1615746 The role of teaching assistants in inclusion, education and achievement in students with special educational needs.	1,2
Recruitment of a team of Teaching Assistants to enhance learning opportunities.	https://www.tandfonline.com/doi/full/10.1080/08856257.2019.1615746	1,2
Skilled base of nurture experts to undertake training to broaden curriculum offer for nurture through Forrest school and mountain bike training, Rosenshine's principals training and nurture based ELSA teaching assistant.	https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf https://www.highspeedtraining.co.uk/hub/what-is-a-forest-school/#:~:text=Forest%20School%20can%20increase%20a,risks%20depending%20on%20their%20environment.	1,2,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outreach team to support students to make rapid SEMH progress to enable reintegration into the school environment.	One to one personalised and targeted sessions ensure that students continue to make academic progress which support is offered on SEMH strategies.	1,2,3
Engaging with the school tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils who are not making expected academic progress and have been impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated member of staff to support the inclusion team to carry out activities to support an improvement in attendance, through following school systems and supporting visits, phone calls and paperwork completion.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3
Development of the nurture provision to address SEMH needs which act as a barrier to accessing learning and to becoming a successful member of wider society.	https://www.researchgate.net/publication/48177718 The effectiveness of nurture groups on student progress Evidence from a national research study	1,2,4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2022 to 2023 academic year.

A skilled intervention worker was temporarily appointed to deliver semh and academic interventions during the year 2022 – 2023. The interventions delivered were dependent on the need of the individual student. Students requiring intervention were identified through department meetings and data tracking. If students were not making any sub levels of progress intervention was delivered in one to one and, on occasion, two to one sessions.

15 students engaged in academic and semh interventions. The aims of semh interventions was to provide rapid support for students to address any barriers to engagement in lessons and then continue on to provide academic intervention. Work was provided by subject teachers and the aim was to cover content missed, address gaps in learning and provide exam technique support. These students went on to make the following number of sub levels progress in the subjects which they received intervention for:

20% of students made 1 sub level of progress.

33% of students made 2 sub levels of progress.

20% of pupils made 3 sub levels of progress.

6% of pupils made 4 sub levels of progress.

Students who did not make any sub level of progress were hindered by a lack of consistency in their attendance in school and consequently their attendance to the intervention sessions.

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