

Springwell Leeds Academy

Pupil Premium Strategy Statement 2019-20

| 1. Summary information | | | | | |
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| School | Springwell Leeds Academy | | | | |
| Total Pupils | 260 (rising to 340 through 2019-20) | PP Eligible | 197 (rising to 270 based on current trend) | Funding | £215,600 |
| 2. Context | | | | | |
| <ul style="list-style-type: none"> Throughout the 3 year development of Springwell Leeds Academy the proportion of pupils receiving Pupil Premium (PP) funding has remained reasonably consistent between 75%-80% At the beginning of 2019-20, this is 75% In previous years, PP funding has been used successfully to ensure that progress of PP students is at least as good as the smaller non PP population. The strategy has broadly been to use PP funding to: <ul style="list-style-type: none"> Supplement staffing levels to ensure that ratios of staff to pupils remain high Provide targeted interventions from specialist services Ensure that all students received a free breakfast and lunch during each day in the Academy | | | | | |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | |
| In school barriers | | | | | |
| <ul style="list-style-type: none"> The vast majority of our PP children enter the Academy with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations. Accessing the curriculum at a developmentally appropriate level and the need for additional support to build towards independently achieving this progress on their learning journey. Many of our learners have obstacles to their individual learning based on their ability to communicate, social and emotional development or in their ability to interact with others. Independence, confidence, self-esteem, resilience, problem solving and life skills need support to enable the learners to access their environment and community, raising aspirations about what they can achieve in life. | | | | | |

External barriers

- All pupils within our academy have Social, Emotional and Mental Health (SEMH) needs, which are outlined in a full Education Health and Care (EHCP) plan.
- Despite their EHCPs, many students entering the academy have undiagnosed or unmet needs or needs that are not fully understood meaning that there is often additional assessment needed during or soon after transition
- Many of our pupils join the academy after being out of education for a period or have historically low attendance in their previous educational settings. We work with our families to develop a better understanding of the importance of good attendance and the impact on academic and social achievement
- Between 2016 and 2019, Springwell Leeds Academy has been in a period of expansion, developing from 98 students to 293 during that time. Pupil premium funding therefore in 2019-20 will likely be lower than the number of students in the academy entitled to it as the figure is calculated based on previous years' numbers.

4. Desired outcomes

- Our Pupil Premium learners are, over time, achieving good progress from their different starting points.
- High staff to pupil ratios play an important part throughout the academy. These ensure that pupils are properly supported and that their learning can be personalised to meet the individual needs of all PP pupils. This approach is helping to ensure that all pupils have an opportunity to reach their potential.
- We have invested in our staff teams to develop a greater range of therapeutic interventions to enable a large number of students have access to this type of help and support
- Although we have reduced the amount of support delivered by experts through commissioned services, we will still offer some expert help to support needs beyond those which can be met through wave one and two provision.,
- This growing range of therapeutic support offered will play a pivotal role in the development of our learners socially, emotionally and academically helping individuals to continue to reduce behaviour incidents and increase attainment.
- We will track the impact of all of the interventions and monitor children individually and in cohorts within our pupil progress and review meetings

5. Monitoring Outcomes

- A range of measures has been developed to ensure that we clearly understand the progress that of all of our students are making. These measures include:
 - Academic progress in Mathematics and English
 - Outcomes in standardised tests
 - Reading age
 - Attendance at school
 - Progress against EHCP targets
 - SEMH progress
 - Overall progress – which incorporates all of the above measures and contextualises the progress of each student based up their educational priorities and starting points
- These measures will be used to evaluate the progress of PP students compared to non PP students
- As the proportion of PP students in the Academy is much higher than average and makes up the large majority of students in the Academy, the effects of general investments in staffing and other such whole school measures on PP students are difficult to disaggregate from the wider impact on the school population

| 6. Planned expenditure | | | | |
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| Academic Year | | 2019-20 | | |
| The section below demonstrates how Springwell Leeds Academy is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | |
| Quality of provision for all | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence / rationale for this choice | Staff Lead | When will you review implementation |
| 1. Ensure pupils are supported effectively in all classes by ensuring quality first teaching for all | <ul style="list-style-type: none"> Continue to develop teaching to ensure that all staff become SEMH specialists whatever their role Maintain high staffing ratios in classrooms Ensure care team capacity to provide interventions and support is available | Quality first teaching under the Springwell Pillars of teaching ensures that all students have: <ul style="list-style-type: none"> SEMH needs met Academic needs met Effective behaviour management in place An effective classroom team around them A nurturing environment in which to work | EP and Site Principals | End of year review of progress against range of measures: <ul style="list-style-type: none"> Academic progress in Mathematics and English Outcomes in standardised tests Reading age Attendance at school Progress against EHCP targets SEMH progress Overall progress <i>PP allocation: Contribution to staffing and CPD budget</i> |

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| <p>2. A developing and widening range of therapeutic interventions to support the SEMH needs of students.</p> | <ul style="list-style-type: none"> • Investment in training and development of staff to enable in house delivery of therapeutic support e.g. <ul style="list-style-type: none"> ○ Theraplay ○ Thrive • Recommence /commissioning of expert services: <ul style="list-style-type: none"> ○ Speech and Language ○ Educational Psychologist ○ Councillor ○ Occupational Therapist | <p>The academy has students with a wide range of complex SEMH needs. Whilst an increasing range of needs can be met through a developing workforce there is still a need to secure expert support to provide all the required interventions.</p> <p>The approach this year is to recommence or continue to use some commissioned services to support students whilst continuing the in staff development investment will also give access to training, CPD and support for staff that will develop expertise within the team, creating a more sustainable model moving forward.</p> | <p>Exec SENCO</p> | <p>Six Monthly review of ATS panel and impact evaluation.</p> <p><i>PP allocation: £70k total spend on services</i></p> |
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| Desired Outcome | Chosen action / approach | What is the evidence / rationale for this choice | Staff Lead | When will you review implementation |
|--|---|---|------------|--|
| <p>3. Embedding of Nurture principals into all settings.</p> | <p>As part of the development of nurture provision - ensuring all students have access to good quality free school meals and nurture breakfast.</p> <p>Focus on embedding the 6 principals of Nurture into all settings</p> | <p>Maslow's hierarchy of needs – readiness for learning is more likely if physical needs are first met.</p> <p>Many of our students arrive at school without breakfast and some do not have regular, healthy meals at home.</p> | <p>SJ</p> | <p>Continual monitoring of new catering contracts – quality</p> <p><i>PP allocation: Contribution to £250k catering budget</i></p> |