



Springwell
Leeds

**Pupil Premium
Statement 2021-22**

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Springwell Academy Leeds (Multiple Site)
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	80%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	29/09/2021
Date on which it will be reviewed	29/09/2022
Statement authorised by	Scott Jacques
Pupil premium lead	Shona Crichton/Mary Ruggles
Governor / Trustee lead	Ken Morton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,485

Recovery premium funding allocation this academic year	£ 53,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (This is a contribution towards total spend)	£246,555

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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Springwell Leeds Academy we strive to provide the best possible care and education that we can for children and young people with Social, Emotional, and Mental Health needs. All of our young people have complex special educational needs relating to SEMH with 80% of our young people facing the additional challenges associated with disadvantaged backgrounds. We put Unconditional Positive Regard at the centre of how we work with our children and see strong relationships as the key to our success – with our children and young people, parents, carers and the wider community. The wellbeing of our students is our top priority; we emphasise our core values of honesty, tolerance and respect.

We believe that all our pupils can, with the right support, be empowered to succeed and we are creating individual and personalised pathways for our students that are built around their varied needs. This personalised approach will help them achieve improved outcomes and prepare them for a positive next step into continuing education, work or training.

In order to achieve this we have developed a curriculum that is underpinned by a therapeutic approach and provides opportunities for academic progression as well as vocational learning, whilst being engaging, creative and innovative. We implement pedagogy at wave 1, 2 and 3 that is identified as best practice in SEMH needs education globally and from across the country. We work with national and international experts to ensure our staff are best trained to support our children.

We believe that working closely with our families and carers is vital for the success of our children and welcome their support and involvement. We aim to build relational wealth in young people and families that in turn builds the emotional resilience to tackle both social and educational challenges.

From our holistic assessment data, quality assurance processes, and evaluation of the current interventions used to support disadvantaged students, we see that when students that are engaged in sustained targeted provision with appropriate therapeutic intervention they make good progress against EHCP outcomes, academic outcomes, and SEMH development depending upon differing starting points.

The key principles in our strategy to address the challenges faced by disadvantaged students are summarised below:

- High Quality Wave 1 provision that is designed to address the specific needs of students with SEMH difficulties. This includes a grounding in relational approaches, trauma informed practice and unconditional positive regard.
- Targeted wave 2 and 3 academic and therapeutic support that targets individual need
- Investment into support around the child and family to ensure families are able to support school to encourage good attendance and actively meet the needs of children and young people in the home and in the wider community

Challenges

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

Challenge number	Detail of challenge
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1	<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.
2	<ul style="list-style-type: none"> 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.
3	<ul style="list-style-type: none"> 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.
4	<ul style="list-style-type: none"> 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.
5	<ul style="list-style-type: none"> 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.
6	<ul style="list-style-type: none"> 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
7	<ul style="list-style-type: none"> 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

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
<ul style="list-style-type: none"> Our Pupil Premium learners are, over time, achieving good progress from their different starting points. 	<ul style="list-style-type: none"> Pupils will make progress in line personalised pathways and their individualised key performance

	indicators.. Including progress
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	towards meeting EHCP outcomes.
<ul style="list-style-type: none"> • Ensure that pupils are properly supported and that their learning can be personalised to meet the individual needs of all PP pupils. 	<ul style="list-style-type: none"> • Curriculum design provides students with individual learning plans that enable students to meet academic and SEND targets <ul style="list-style-type: none"> • Therapeutic approaches support learners to self regulate and engage in school successfully by demonstrating learning ready behaviours. • All students have access to a trusted adult support the development of healthy attachments • Appropriate staffing levels ensure students have access to highly skilled individuals to support a calm and purposeful environment in which to learn
<ul style="list-style-type: none"> • All students have the therapeutic support needed to ensure they are able to meet targets outlined in EHCP with regards to social, emotional and mental health needs. 	<ul style="list-style-type: none"> • Students access a full and enriched bespoke curriculum focused on developing SEMH skills. This includes opportunities for students to practice and apply social skills and develop resilience in a classroom environment, with a variety of peers of different ages, and within the wider community. <ul style="list-style-type: none"> • Therapeutic approaches support learners to self regulate and engage in school successfully by demonstrating learning ready behaviours in a variety of contexts. • Wave 3 intervention is accessed by those students who have been identified as needing additional support.

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: £ [42,818 without team teach and accelerated reader]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching CPD from Independent thinking (£9000)</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,6
<i>Phonics Training (£1000)</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,4,6
<i>Numicon resources and training. (£2000)</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,4,6
<i>Accelerated Reader Training (£1894.40)</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,4,6
<i>Team Teach Training costs for trainers and associated licences</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,5
<i>Subscriptions Book club (£150) Lexi Reading (£1774)</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,4,6
<i>Dyslexia course for 3 middle leaders (£11,000)</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,6
<i>Leadership Development Courses (£5000)</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,6
<i>Tlr 3 x 9 (£11,000)</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,5,6

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

Budgeted cost: £ [102,142.80]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:2:1 academic tutoring (Equivalent of 2 scale 2)</i> £19,595</p>	<p>Education Endowment Fund research Progress data QA evidence (Internal and external)</p>	<p>2,3</p>
<p>Mable Therapy £40 per credit, 4 credits needed per assessment and 1 credit per additional session. 269 credits purchased totalling £10,763.13</p> <p>Literacy interventions TLR2 £27,870</p> <p>Multisensory alphabet and dictionary work (for students who can't sequence the alphabet (to develop automaticity and develop spelling skills)</p> <p>Memory training routines (for those with identified working memory deficits)</p> <p>Reading and spelling pack routines (students work with words they have learned through the programme to revisit and embed)</p> <p>Cursive writing practise (to help develop accurate letter formation along with speed)</p> <p>Reading, spelling and dictation in structure (working</p>	<p>Education Endowment Fund research Progress data QA evidence (Internal and external)</p> <p>Education Endowment Fund research Progress data QA evidence (Internal and external)</p>	<p>2,3,6</p>

with words in context)		
Numeracy Interventions	Education Endowment Fund research	2,3,6

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Numicon Breaking Barriers Numicon Big Ideas Numeracy Ninja Hegarty Maths Timestable rockstars, £19,595	Progress data QA evidence (Internal and external)	
PSHCE Experiential budget across all 3 sites. (£15,000)	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,3,4,5,6,7
Science TLR3 £7,017 on top of a teachers salary Sublime Science - £777.60 per site £9349.80	Education Endowment Fund research Progress data QA evidence (Internal and external)	2,3,6

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

Budgeted cost: £ [186316]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

<p>High staff to student ratios 3:1 to ensure we are able to mitigate risks outlined in individual pupil risk assessments and maintain a safe, calm and purposeful environment</p> <p>Not costed as from budget</p>	<p>Education Endowment Fund research Progress data QA evidence (Internal and external)</p>	<p>2,3,4,7</p>
<p>Play Therapist</p> <p>£21,867</p>	<p>Education Endowment Fund research Progress data QA evidence (Internal and external)</p>	<p>1,2,3,4</p>
<p>Theraplay</p>	<p>Education Endowment Fund research</p>	<p>1,2,3,4</p>

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<p>Principles</p> <p>Level 1 + MIM (4 day course) - £950 Level 1 + MIM with Group Training (5 day course) - £1,140 to £1,150 Group Theraplay (2 day course) - £420-£475 Level 2 + MIM (3 day course) - £850 - £900</p>	<p>Progress data QA evidence (Internal and external)</p>	
<p>Thrive Training</p> <p>Thrive Practitioner training £1,500 per delegate. x3 Course Leader for Family Thrive £556 per delegate. x6</p>	<p>Education Endowment Fund research Progress data QA evidence (Internal and external)</p>	<p>1,2,3,4,5,6,7</p>

Occupational Therapist £325 per day. Commissioned for 58 days this academic year totalling £17,958.	Education Endowment Fund research Progress data QA evidence (Internal and external)	6
Mental Health Practitioner £24,863	Education Endowment Fund research Progress data QA evidence (Internal and external)	4,6
Applied Psychologies commissioned EP £545 per day. 30 days commissioned this academic year totalling £16,350.	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,3,4,5,6,7
YES project £55 per day per student 0 students attending yet from South site 3 students attending from East site 8 students attending from North site £20,000 budget	Education Endowment Fund research Progress data QA evidence (Internal and external)	4,6
2 X Scale 4 community based Teaching	Education Endowment Fund research Progress data	1,2,3,4,5,6

Assistant Mid scale £18,300 on cost +23% totalling £22,509	QA evidence (Internal and external)	
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Positive Regard Consultant £30,436 on costs +23% totalling £37,436	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2,3,4,5,6,7
TLAP £74.50 per session 2 students attending from East site 1 student attending from South site 2 students attending from North site £6000 budget	Education Endowment Fund research Progress data QA evidence (Internal and external)	6,7
Building Futures £4000 1 attending from East site	Education Endowment Fund research Progress data QA evidence (Internal and external)	6,7
MAP £4000 1 attending from East site	Education Endowment Fund research Progress data QA evidence (Internal and external)	6,7

Total budgeted cost: £ [331,276.40]

With a contribution of £246,555 from the pupil premium and recovery premium funding to support the projects above.

Detail	Amount
Pupil premium funding allocation this academic year	£193,485

Recovery premium funding allocation this academic year	£ 53,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (This is a contribution towards total spend) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£246,555

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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 2020 to 2021 academic year.

Guidance on evaluation for 2020-21 impact states:

“Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.”

Outcomes at KS4 were the strongest that the Academy has achieved since opening:

Headline statistics KS4 Outcomes:

	2019	2020	2021	BM
Count of Year 11 cohort (Total number of pupils)	42	47	46	n/a
% Achieving a Strong Pass (5+) in English & Maths GCSEs	0%	2%	7%	0%
% Achieving a Standard Pass (4+) in English & Maths GCSEs		0.5 % 13 % 20 %		0%
% of pupils with at least 1 qualification		88%		
% Achieving English Language GCSE Pass (Any grade)		50%		

% Achieving English Any Qual Pass (Any grade)		71%		
% Achieving KS4 Maths GCSE Pass (Any grade)		60%		
% Achieving KS4 Maths Any Qual Pass (Any grade)		69%		

BM = Trust wide performance bench marks

Other performance indicators (all students)

	BM	2021
% Achieving At / Above Study Programme Overall	68%	78%
% Achieving At / Above SEMH	58%	72%
% Achieving At / Above Reading component	56%	77%
% Achieving At / Above Writing component	54%	81%
% Achieving At / Above Maths component	55%	72%
% Achieving At / Above Attendance component	65%	66%
% Achieving At / Above EHCP component	80%	83%

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Results and outcomes across a broad range of measures show improvement. Due to the COVID-19 disrupted year that all schools have experienced, attributing any of this to the impact of pupil premium would be problematic. Therefore, the usual more detailed review of the planned PPG plan for 2020-21 is not available, as assessment of impact of what was planned would not be meaningful.

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
None	

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	None