

Pupil premium strategy statement 21-22

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 | Springhead School |
| Number of pupils in school | 91 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Beth Cargill |
| Governor lead | Alison Matthews |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £41,185 |
| Recovery premium funding allocation this academic year | £10,730 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £51,915 |

Part A: Pupil premium strategy plan

Statement of intent

Our Moral Purpose

The moral purpose focuses on five key aspects of our pupils' lives:

- Respect
- Self-determination
- Inclusion
- Fostering relationships
- Learning

The moral purpose represents a commitment to our pupils that can be expressed as a promise in each case.

- **Respect** – we undertake to listen to you, to enable you to speak for yourself as far as possible, and to speak up for you when you want us to
- **Self-determination** – we will enable you to make choices about your life
- **Inclusion** – we will enable you to take your place in the community
- **Relationships** – we will enable you to be with different groups of people and to choose your friends
- **Learning** – we will enable you to learn by allowing you to explore, experiment, rehearse and do things by yourself even though you will make mistakes.
- We aim to raise the attainment and progress of disadvantaged pupils and their peers and are specifically vigilant that pupils in receipt of PP are able to access learning as well as non PP pupils. We have small classes and provide a high level of support to ensure PP pupils access teaching and learning. All staff including class teachers are aware of pupils in receipt of PP and work collaboratively with pupils to support their individual needs and outcomes. All lessons are differentiated and learning personalised to individual need.
- We aim to support pupils within this group to make progress with their communication, independence skills, developing their emotional resilience and Mental Health and their physical development. Each pupil within school has a Communication Profile (based on the Bill of rights for Communication) to support their individual method of communication. We have a strong ethos in ensuring that all pupils have a voice and are listened to. There is a strong pupil voice through Student Council and a range of communication strategies throughout the school. We are vigilant in ensuring that pupils progress with their physical development by following their personal therapy programmes and through access to specific areas within school (including access to our onsite Hydro pool and offsite swimming) and outdoor provision.
- We aim to ensure that all pupils (including those in receipt of Pupil Premium) enjoy a positive attitude to school life, including full attendance and participation in enrichment activities. The behaviour, attendance and participation in school life is monitored to ensure parity with non PP peers. We have a music therapist and also Music curriculum lead to support the love of learning through music. We provide enrichment opportunities through outdoor learning, pet therapy and sensory interventions. We work together with families through the school Planners and regular parental contact. We use Evidence for learning to record pupil progress.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Emotional Resilience and Mental Health |
| 2 | Appropriate outdoor provision |
| 3 | Physical development opportunities |

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 |
|---|--|
| Pupils develop skills to support their own emotional resilience and Mental Health | <p>Pupils will have access to a range of trained staff and mix of deep pressure, sensory resources to support times of anxiety, stress and support their emotional resilience.</p> <p>Pupils will show a positive response to the resources either independently or through adult provision.</p> <p>Behaviour incidents will continue to show a decline.</p> |
| Pupils will access a range of appropriate outdoor provision | <p>An increase in appropriate outdoor provision both for use as part of Teaching and Learning time and children and young people's playtime.</p> <p>Pupils will be part of reviewing and requesting equipment within the outdoor provision.</p> <p>One member of staff will have completed the Beach Leader training and begin to deliver sessions</p> |
| Pupils to have access to an increasing range of communication devices | <p>Communication continues to be a strength for all pupils and building on a strong pupil voice.</p> <p>Access to communication resources will have increased and is being used throughout the school.</p> |
| Pupils have access to resources and support for their physical development | <p>Pupils will show an increasing range of access to different physical resources.</p> <p>Pupils will develop the confidence to try new activities</p> |

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, Interventions and Wider Strategies (including resources)

Budgeted cost: £ 51,915

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------|--------------------------------------|-------------------------------|
| Deep Pressure Training and resources | £7,500 | 1 |
| Sensory resources and interventions | Music Therapy – £8,202 | 1 |
| Outdoor resources | £15,437 | 1,2 and 3 |
| Communication resources and training | £5,000 | 1 |
| Physical Development support | ATA swimming 75% - £15,777 | 3 |

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.

All pupils continued to make good or better progress against their own individual next steps and their EHCP outcomes. Pupils evidence is shown on their Evidence for Learning profile and through all the work published on the website and social media.

Improved attendance rates for individual pupils (see attendance records)

Fewer incidents of behaviour causing harm (see CPOMS records)

Pupils tell us that they felt supported in regard to managing fears about COVID 19 and are able to continue to learn (see summative assessments/see EFL records)

Families attend Chat 'n Chill sessions (either in person or VIRTUALLY) (see register of attendance)

99% of families attend or make a contribution to Annual review meetings (see Annual review minutes)

Families tell us they feel supported (see CPOMS; Home-school books; Annual review minutes; Parents evening records)