# A picture containing circle, screenshot, graphics, colorfulness  Description automatically generatedPupil premium strategy statement – Springfield School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 1. **Crewe**
2. Primary = 116
3. Secondary / Sixth Form - 106
4. **Total Pupils = 222**

Wilmslow Primary = 25Secondary / Sixth Form = 11Total Pupils = 36 (+2)260 Total Pupils  |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2025 |
| Date this statement was published | 1st September 2023 |
| Date on which it will be reviewed | 1st July 2025 |
| Statement authorised by | Lisa Hodgkison  |
| Pupil premium lead | ALL SLT  |
| Governor / Trustee lead | Lyndsey O Connell  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £71,175 |
| Recovery premium funding allocation this academic year | £ |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £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* | £71,175 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Pupil Premium funding is additional funding to enable schools to provide greater support for children eligible for free school meals (FSM).At Springfield, the barriers to learning for our pupils are developmental or related to associated syndromes rather than as a result of social background in most cases. A quarter of our pupils are in receipt of Pupil Premium. Most of our pupils have additional communication and social interaction learning needs, these areas form the basis of targeted interventions.Pupil Premium funding has been utilised also to employ an Outreach Liaison Support, part of this role is to engage families in improving social and educational outcomes for their child.   This is a designated role for providing early intervention for families in relation to accessing appropriate support and services to ensure a consistent, child centred approach to learning. Families are given opportunities to engage in informal and structured  learning opportunities through a programme of coffee mornings.Activities for all families to continue pupils learning at home. For parents of children in receipt of Pupil Premium funding, additional support is provided.The remainder of the grant is spent on priorities identified by teaching teams for individual pupils. Evidence is gathered through data and termly pupil progress meetings.In the past the money has been spent on:* Additional staffing to provide more 1:1 sessions
* Speech and language support (SALT)
* Play therapy
* Music therapy
* Assisted communication technology
* CAMHS support
* Helping pupils to access after school and extra-curricular provision, providing transport to and from clubs
* Support for Parents and carers through outreach work
* Supporting focussed targeted behaviour support
* Work placements and internships

Springfield school closely monitors the progress and development of all pupils and we are pleased to report that “**Pupils in receipt of the pupil premium generally achieve at comparative levels to their peers and many exceed their peers.”** |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Social, emotional and educational learning needs of pupils are severe and complex, as evidenced through assessments and observations and as detailed in Education Health Care Plans. |
| 2 | Assessments and observations show that, due to their significant diverse learning needs, our pupils’ abilities to communicate and express their needs – non-verbal, limited language and understanding, social interaction difficulties – are significantly greater than their peers |
| 3 | Assessments and observations show that, due to their significant diverse learning needs, our pupils generally have greater challenges around attention, concentration and motivation to learn. |
| 4 | Through regular discussions, we have identified that our families require additional support for their children re issues with anxiety, attachment, sleep, eating, communication and behaviour. |
| 5 | 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.  |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment and progress for disadvantaged pupils in all areas of learning and development, relative to their starting points as identified through baseline and ongoing assessments. | Demonstrated by our end of year assessments, observations and detailed pupil progress records at the end of our strategy in 2024/25.Staff provide high quality teaching evidenced through lesson observations, learning walks, and pupil progress data, measured over time from their individual starting points and as identified through assessments and achievement of EHCP termly outcomes. |
| To ensure that all pupils needs are well met in terms of their well-being. | Sustained high levels of well-being demonstrated by:· staff expertise in identifying needs· having necessary resources in placeEvidenced through discussions with pupils and families, behaviour logs, observations and sensory integration programmes. |
| Disadvantaged pupils have reduced anxieties, greater confidence, independence and self-help skills to help them engage more with the wider community and prepare for adulthood. | Through observations and discussions with pupils and their families.Parent comments during termly outcome planning meetings, EHCP reviews, family survey and end of year report feedback. |
| Targeted support and interventions enable pupils to use a range of communication systems to aid their understanding and to develop expressive communication skills and be successful in their learning. | Through achievement of EHC plan termly outcomes. Pupils are safe, happy and secure; are resilient to change; able to communicate; make choices; and are mentally healthy. |

## 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: £ *10,000*

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| **Full staff CPD Programme**  | To enable staff to meet the needs of pupils as the population of the school changes.  | Targeted intervention | £10,000 | **High impact**Staff has the training to be able to meet the needs of the pupils.Staff have ongoing support for CPD.  |  |

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

Budgeted cost: £ *40,000*

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| **Activities selected.** | **What this does?** | **Targeted Pupils.** | **Cost.** | **Impact** | **Challenge Number**  |
| **S**upport for pupils to access new services within the Behaviour Support and Therapy Centre.**Including:****Play Therapy** **Massage and Positive Touch****Lego Therapy** **Sensory Integration** **Ceramics Therapy**  | Will allow the curriculum offer to be expanded. All pupils on PP will be assessed to see if they can benefit from these additional therapies.  | Pupils in primary and secondary – targeting specific PP pupils.  | £20,000Elsa trained TA Trained Counsellor Lego Therapist  | Pupils will have access to targeted support in these areas. Individual impact can be accessed | 1 & 2  |
| **Work / independence placements for key stage 4 & 5 students** | To support personalised work experience placements & related equipment / transport costs, including introducing AIM accreditation.  | Targeted intervention | £5000 | **High impact**Pupils to have access to a range of work placements which promote a range of personal skills which promote and independence. Plus increase the range of accreditation routes. | **3** |
| **Additional staffing support** | The provision of additional support to develop pupils’ basic skills.  | All key stages dependingupon need | £6000 | **High impact**Pupils have more opportunities to work 1:1 and in small groups. | **1** |
| **Using iPad & other assisted technology to aid pupil communication and motivation** | To provide alternative ways of communication & promoting pupil learning & engagement.  | All key stages and targeted to specific pupils | £4000 | **High impact**Greater access and opportunity to use information communication technology to promote communication and enhance motivation & engagement. | 4 |
| **Support for students on the Supported Internship programme**  | Light touch support for students while on placement & on independent travel to and from work, including providing work related equipment. | Key stage 5 targeted interventions. | £5,000 | Ensuring students on the BTG programme are suitably equipped for their work roles and where possible able to travel with greater independence. | 3 |

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

Budgeted cost: £ *19,000*

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| **Support to parents / carers by providing the services through the Outreach Work.**  | A service offering advice, training, guidance to families who may require support. | All key stages depending upon need and targeted intervention. | £10,000 | **High impact**Specific support to parents/carers in order for families to further support their children. Supports engagement of parents/carers. | 1, 2 & 3 |
| **Supporting participation & access to our Sport Club & termly After School Clubs.** | Supports the provision of 6 termly After School Clubs and a sports club. Provide transport to & from home from Clubs. | Key stage 2 and above. Targeted to specific pupils. | £4000Staff payment of basic pay plus 1/2 | Giving opportunity for pupils to engage and enjoy a range of out of school interests and activity clubs. | 3 |
| **Educational visits & ‘away from home’ residential experiences** | To provide away from home experiences offering a range of new & challenging activities.  | Educational visits in the Primary and Secondary departments.Targeted to specific pupils. | £5000 | **High impact**Pupils further develop their independence, literacy, communication and opportunities to learn outside the classroom and apply skills in a functional way. | **1,2,3**  |

**Total budgeted cost: £** *69,000*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *Please see previous documents*  |