**Pupil premium strategy statement:**

|  |
| --- |
| 1. **Summary information**
 |
| **School** | Springwell Lincoln City Academy |
| **Academic Year** | 2017/18 | **Total PP budget** | 138,996 | **Date of most recent PP Review** | Sept 17 |
| **Total number of pupils** | 252 | **Number of pupils eligible for PP** |  | **Date for next internal review of this strategy** | July 18 |

|  |
| --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
 |
|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | **Aspirations, self-belief and confidence** –following a permanent exclusion from school pupils come to Springwell with low self esteem and little belief that they can be successful. There is a need for them to believe that they can achieve and have high expectations of themselves in order to develop the skills to succeed for lifelong learning and reintegration to mainstream education. |
|  | **Unidentified learning needs leading to difficulties accessing the curriculum** – pupils frequently come to Springwell following an exclusion from school and have not been assessed for unmet learning needs. This often means they have had difficulties accessing an age appropriate curriculum resulting in a lack of engagement and behaviour issues. |
| **C.** | **Social Emotional and Mental Health difficulties** – many of our pupils have experienced challenges during early development such as trauma, attachment difficulties or other emotional difficulties that have impacted on their ability to regulate their emotions and responses within the classroom or school environment. Many of the pupils have a statutory assessment underway in order to secure appropriate education provision to meet these needs |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | **Attendance** – many of our pupils eligible for pupil premium are well below the target of 95% good attendance. This makes it more difficult for them to make the accelerated progress they need to make in order to close the gap with their peers. |
| **E.** | **Family situations and vulnerability** – many pupils are supported through Early Help, TAC, CIN and CP. Lots of our families need a high level of support and additional home-school liaison work to ensure they are able to maintain appropriate routines and boundaries in the home to enable their children to have a successful daily transition in to school. |
| 1. **Desired outcomes**
 |
|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education. | Pupils have improved Boxall and Doyles scores Reduction in Serious Incidents/RPIs |
|  | Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/accelerated progress | All Pupils to have pupil profileIncreased levels of engagement and learning behaviours (Doyles)Pupils making expected levels of progress |
|  | Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others | Reduction in FTEsReduction in RPIs |
|  | Attendance of PP pupils improves | Reduce the number of persistent absentees amongst pupils eligible for PPOverall centre attendance improves |
|  | Families feel supported by keyworker (pastoral team) and support their child’s education by contributing to review of targets and attending events such as FLD | Improved attendance at FLDSigns of Safety scaling from parents/carers (admissions to review meeting) |

|  |
| --- |
| 1. **Planned expenditure**
 |
| **Academic year** | **2017/18** |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| 1. Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.
 | Nurture group provision with high staff to pupil ratio.Use of visual timetables and working walls Bespoke curriculum with opportunities for trips/visits and a range of sport and outdoor activities.Reward strategies and weekly centre assemblies to celebrate and share success | When a child feels safe and cared for and has their basic needs met they are more likely to feel positive about themselves as a learner and make progress.A bespoke curriculum matched to the interests of the children with opportunities to access a range of activities will engage children and allow for opportunities for them to be successful. Recognising and rewarding success will build children’s self-esteem and allow them to feel successful as a learner.  | Through QA programme to include termly lesson observations and learning walks. Regular review of activities offered linked to feedback from pupils through pupil voiceRegular review of rewards across the centres | APPWPW | July 18 |
| 1. Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/

accelerated progress | Baseline assessments (WRAT4) to identify learning needs. High staff to pupil ratio to allow for delivery of intervention Lead practitioners to work with staff to share good practice | Where learning needs are identified staff are able to differentiate the curriculum appropriately and ensure appropriate intervention is in place to support the child to make progress |  Weekly meetings with pastoral managers to monitor admissions and ensure assessments are complete.Observation of Teaching Assistants and QA of class provision mapping and intervention  | LA-D HOC/SENDCO | July 18 |
| 1. Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others
 | Theraplay * Within the classroom
* Pastoral team to use theraplay principles in work with families

Care team to focus on de-escalation and deliver post incident reflection and learning | There is formal [research](http://www.theraplay.org/index.php/theraplay-research) documenting Theraplay’s effectiveness. Children who are withdrawn, overactive, aggressive, children on the autism spectrum, and those who are afraid of relating or attaching because of adoption, losses, or trauma can be helped by Theraplay. The appealing activities help these children “buy into” the therapeutic process and brings about change without the need for the child to talk about or express problems.  | Dena Rooering – Director of SEND to support training and implementation across the centre | LA-DPW | July 18 |
| 1. Attendance of PP pupils improves
 | Topics will interest all children and especially PP children.They will include WOW ins and exciting activities including off site visits and extra-curricular activities throughout the term.  | When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.WOW ins and exciting activities throughout the term will be fun and the children will want to be part of them.Our PP children enjoy hands on activities and outdoor learning. | Topic will be shared with parents in newsletters and work shared at FLDWow ins and pupil work will be shared with the children and parents as something to look forward to. They will be in on the website as well as shared on social media.Regular opportunities for outdoor learning. |  PW AP | July 18 |
| 1. Families feel supported by keyworker (pastoral team) and support their child’s education by contributing to review of targets and attending events such as FLD
 | Keyworkers to have regular contact and make home visits to engage with hard to reach families. Use of Theraplay to strengthen relationships within the home Develop FLD to encourage parents to attend and to be part of reviewing their child’s progress. | Where a child’s basic care needs are being met and relationships at home are positive children are more likely to be able to regulate emotions and be settled within school which will allow them to make progress. Where families are involved in a child’s education and engaging positively with school children are more likely to be successful at school and make good progress. | Regular review of cases at pupil welfare meetings. Home visits to be logged on TLC safe and 1:1 supervision with PMs and PTAs to discuss impact and next stepsRegular review of parental engagement and attendance at FLD. Parental voice through feedback at FLD and surveys.  | LA-D PW | July 18 |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| 1. Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.
 | Personalised curriculum and off site activities linked to pupil interest.1:1 support for pupils as part of alternative timetablesPersonalised rewards  | A bespoke curriculum matched to the interests of the children with opportunities to access a range of activities will engage children and allow for opportunities for them to be successful. Recognising and rewarding success will build children’s self-esteem and allow them to feel successful as a learner.  | Alternative timetables to be regularly reviewed with parents. All alternative timetables to be overseen by EVP with responsibility for behaviour  | HOCPW | July 18 |
| 1. Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/

accelerated progress | Provision mapping to show intervention in place for each individual pupil Range of interventions to support the following areas of needC&L C&I and SEMH (detailed list on PP tracking document) | SLT have used publications such as what works best for children with literacy/mathematical difficulties to look at the effectiveness of intervention schemes and how these can be matched to the needs of our learners.  | Intervention and targets for pupils will be reviewed 3 times a year on FLD with parents. HOC will have overview of the intervention in place for pupils in their own centre and will review this with teachers in pupil progress meetings following each assessment cycle.LA-D will meet with HOC once per term to monitor PP spend and provision  | HOC LA-D | July 18 |
| 1. Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others
 | Provision mapping to show intervention in place for each individual pupil including SEMH intervention Unravel – specialised Emotional & Behavioural Psychologists who provide bespoke interventions. 1.5 days per week to rotate around centres  |  Evidence based therapeutic psychological approaches including CBT, mindfulness, solution focused developments and positive psychologies | HOC to monitor impact of intervention for each pupil on a termly basisEnd of intervention report written for each pupil with pupil scaling completed before and after intervention | HOCSENDCo to collate end of intervention reports  | July 18 |
| 1. The attendance of PP children improves
 | Attendance officer will be involved with families who’s attendance falls below 85%.Attendance officer to work closely with families through school attendance panel meetings (SAP) to identify any issues and overcome them to get pupils back in to school and attending regularlyWe will celebrate attendance at centre assemblies and develop strategies such as rewards and trophies  | When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.Children enjoy receiving awards and will often try harder when an award is being offered. | Attendance will be monitored daily in centres and weekly by attendance manager and pastoral team.Any absence will be addressed immediately.A chart of which children receive awards/certificates will be logged and tracked and shared on newsletters | PW JA  | July 18 |
| 1. Families feel supported by keyworker (pastoral team) and support their child’s education by contributing to review of targets and attending events such as FLD.
 | Keyworkers to have regular contact and make home visits to engage with hard to reach families. Use of Theraplay to strengthen relationships within the home Develop FLD to encourage parents to attend and to be part of reviewing their child’s progress. Transport arrangements to be made for individual families where this is a barrier | Where a child’s basic care needs are being met and relationships at home are positive children are more likely to be able to regulate emotions and be settled within school which will allow them to make progress. Where families are involved in a child’s education and engaging positively with school children are more likely to be successful at school and make good progress. | Regular review of cases at pupil welfare meetings. Home visits to be logged on TLC safe and 1:1 supervision with PMs and PTAs to discuss impact and next stepsRegular review of parental engagement and attendance at FLD. Parental voice through feedback at FLD and surveys. | LA-DPW | July 18 |
| 1. **Review of expenditure**
 |
| **Academic Year** | **2017/18** |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:**  | **Lessons learned**  | **Cost** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A.Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.B.Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/accelerated progressC.Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others | Nurture group provision with high staff to pupil ratio.Use of visual timetables and working walls Bespoke curriculum with opportunities for trips/visits and a range of sport and outdoor activities.Reward strategies and weekly centre assemblies to celebrate and share successBaseline assessments (WRAT4) to identify learning needs. High staff to pupil ratio to allow for delivery of intervention Lead practitioners to work with staff to share good practiceTheraplay * Within the classroom
* Pastoral team to use theraplay principles in work with families

Care team to focus on de-escalation and deliver post incident reflection and learning | All children have internal needs (hunger and thirst) met via breakfast, snack and lunch times. Children feel safe in predictable environments where they know what is coming next in their day.Examples seen across centres where pupil voice has been used to inform curriculum offer, trips, uniform and rewards.Rewards and celebration assemblies timetabled for all centres.Rewards tailored to students’ personal needs. 2017/18 - 21 students were referred to PRT for reintegration to mainstream compared to 13 in the previous year.Attendance for pp improved from 62% (2016-17) to 64% (2017-18) which was more than the increase seen for non pp65% (2016-17) to 66% (2017-18)WRAT4 completed on entry and students identified as needing specific intervention (from menu) in all centres.Intervention TA in each centre, all delivering a range of academic and SEMH programmes. This follows appropriate training and CPD from sencos.WRAT4 completed every ½ term for those receiving intervention.QA tracking of teachers shows that over all in Autumn 1 33% of teachers were effective overall (covering lesson observation, work scrutiny, and data). This improved to 86% in Summer 2.See also Impact of interventions for a case study centre below. Sendcos attended theraplay training by DR and disseminated to TAs.Whole school inset from Luke MitchelHOS led inset for their centre staff on theraplayCare team now using theraplay in descalation and setting activities / transitionsExamples seen where staff believe theraplay has strengthened staff – student relationships.RPIs for first term 2017/18 was 3660RPIs for last term 2017/18 was 682 | For students to work towards and value rewards they need established with the students.Continue to develop a range of courses to engage learnersThere is a need early on in intervention sessions to assess if the programme is right for the student and if they are engaging. There is a need to ensure all teachers know where to find WRAT4 data. CPD required for teachers on how to use this data. 4 people are now booked onto level 1 theraplay practitioner courses to extend staff skill base |  |
| D.Attendance of PP pupils improvesE.Families feel supported by keyworker (pastoral team) and support their child’s education by contributing to review of targets and attending events such as FLD | Topics will interest all children and especially PP children.They will include WOW ins and exciting activities including off site visits and extra-curricular activities throughout the term. Keyworkers to have regular contact and make home visits to engage with hard to reach families. Use of Theraplay to strengthen relationships within the home Develop FLD to encourage parents to attend and to be part of reviewing their child’s progress. | Newsletters in place for centres for parentsExciting visits and trips carried out by all centresAttendance for pp improved from 62% (2016-17) to 64% (2017-18) which was more than the increase seen for non pp65% (2016-17) to 66% (2017-18)Home visits and other support logged on cpomsRegular pupil welfare meetings with actions to support familiesParents supported where needed with transport to FLDs.Attendance of families to FLD improved from Feb 17 to Mar 18 across all centres. Total 12 families in Feb 17 to 39 in Mar 18. Attendance for pp improved from 62% (2016-17) to 64% (2017-18) which was more than the increase seen for non pp65% (2016-17) to 66% (2017-18) | Attendance improved when families were supported with transport and had built good relationships with staff via phone calls and home visits.  |  |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| A.Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.B.Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/accelerated progressC.Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others | Personalised curriculum and off site activities linked to pupil interest.1:1 support for pupils as part of alternative timetablesPersonalised rewards Provision mapping to show intervention in place for each individual pupil Range of interventions to support the following areas of needC&L C&I and SEMH (detailed list on PP tracking document)Provision mapping to show intervention in place for each individual pupil including SEMH intervention Unravel – specialised Emotional & Behavioural Psychologists who provide bespoke interventions. 1.5 days per week to rotate around centres  | 21 students referred to PRT in 2017/18 compare to 13 in the previous year51 students granted EHCPs to support either mainstream placement or specialist settingRewards have been personalised and linked to student voice.Personalised curriculum / timetables in place including interventions, 1:1 and TI.All students receive an appropriate timetable for their needsTracking spreadsheets in place to monitor impact of interventions (see case study centre below)QA tracking of teachers shows that over all in Autumn 1 33% of teachers were effective overall (covering lesson observation, work scrutiny, and data). This improved to 86% in Summer 2.Intervention info easily located to inform EHCNa processUnravel sessions took place but ended early due to ill health of the psychologist.  RPIs for first term 2017/18 was 3660RPIs for last term 2017/18 was 682 | This will continue to be a focus with new cohortData highlights some interventions have had more impact than others. (See below) CPD required to support teachers in making best use of standardised testing data. Reinstated this year. |  |
| D.The attendance of PP children improvesE.Families feel supported by keyworker (pastoral team) and support their child’s education by contributing to review of targets and attending events such as FLD. | Attendance officer will be involved with families who’s attendance falls below 85%.Attendance officer to work closely with families through school attendance panel meetings (SAP) to identify any issues and overcome them to get pupils back in to school and attending regularlyWe will celebrate attendance at centre assemblies and develop strategies such as rewards and trophies Keyworkers to have regular contact and make home visits to engage with hard to reach families. Use of Theraplay to strengthen relationships within the home Develop FLD to encourage parents to attend and to be part of reviewing their child’s progress. Transport arrangements to be made for individual families where this is a barrier | Attendance displays evident in all centres and rewards in place.Regular attendance meetings between HOS and attendance officer to agree actionsAttendance trophy in placePastoral team complete 3 day visits and support student back into centre removing barriers where necessary.Attendance for pp improved from 62% (2016-17) to 64% (2017-18) which was more than the increase seen for non pp65% (2016-17) to 66% (2017-18)Attendance of families to FLD improved from Feb 17 to Mar 18 across all centres. Total 12 families in Feb 17 to 39 in Mar 18.Due to school improvement priorities sharing theraplay with families has been limitedAttendance for pp improved from 62% (2016-17) to 64% (2017-18) which was more than the increase seen for non pp65% (2016-17) to 66% (2017-18) | Ongoing  |  |

|  |
| --- |
| 1. **Additional detail**
 |
| Intervention Impact for a case study centre**SEMH interventions:**Targets 3 Boxall strands / targets.1. Volcano in my tummy.

Of the 7 students that completed the programme 1 made progress in all 3 areas, 2 made progress in 2 areas, 1 in 1 area and 3 did not make progress in the targeted areas. 1. Sensory intervention

Of the 4 students that completed the programme 2 made progress over 2 areas, 1 in one area and 1 made no progress in the targeted areas1. Lego therapy

Of the 6 students that completed the programme 2 made progress over 2 areas, 3 over one area and 1 made no progress in the targeted areas 1. Socially speaking

Of the 2 students that completed the programme 1 made progress over 2 areas and 1 made progress in 1 area. 1. Feelings and emotions

One student made progress over all 3 areas1. Think good Feel Good CBT

Of the 3 students that completed the programme 1 made progress over 3 areas and 2 made progress over 2 areas1. Self Esteem

1 student made progress over 1 area **Academic Interventions** – targets WRAT4 standard scores1. Word wasp (7 students) average spelling standard score 88 on entry and 88 on exit
2. Toe by toe (11 students) average reading standard score 78 on entry 85 on exit
3. Phonics (5 students) average reading standard score 66 on entry 71 on exit. Average comprehension 63 on entry 65 on exit. Average spelling 80 on entry 82 on exit.
4. Fresh start phonics. (3 students) average reading standard score 80 on entry 82 on exit. Average comprehension 77 on entry 78 on exit. Average spelling 81 on entry and 81 on exit.
5. Perform Times Tables (4 students) average maths computation on entry 99 on exit 93
6. Number time (2 students) average standard score on entry for maths 55 and on exit 59
7. Power of Two (7 students) average maths standard score on entry 77 and on exit 80.
 |
|  |