



Pupil Premium Strategy Plan
2022/2023

Department / Site / School	Spring Brook Academy
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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	Spring Brook Academy
Number of pupils in school	100 (5-14)
Proportion (%) of pupil premium eligible pupils	71.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23, 23/24, 24/25
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Jenny Dunne Executive Headteacher
Pupil premium lead	Toni Thomason Head of School SBL
Governor / Trustee lead	Ross Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,159
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£76,159



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is often a challenge our pupils face. We see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum that is destination driven.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that our disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in English and Math outcomes.
2	Our assessments, observations and discussions with staff, 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. These findings are backed up by several national studies.



3	Our assessments, observations and discussions with pupils show that our disadvantaged pupils are generally more likely to have a lack of phonic knowledge that impacts on their reading ability and language comprehension difficulties compared to non-disadvantaged pupils in our school.
4	Our assessments, observations and discussions with pupils and staff show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including limited language, social interaction and mental health difficulties.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel and being safe in the community.

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
<p>Improving self-regulation and the mental health and wellbeing of pupils is key to enabling them to access the curriculum. A range of approaches to support developing self-confidence, social skills and careers are effective in addressing the low aspirations of disadvantaged pupils.</p> <p>Pupils will be able to use a range of skills and techniques to enable them to make safer choices.</p>	<p>Achievement of Personalised Learning Plan (PLP) termly targets.</p> <p>Annual Reviews of the EHCP outcomes.</p> <p>Engagement with interventions for Emotional Literacy Skills, i.e. ELSA</p> <p>Intervention Data Analysis</p> <p>Increased access to a range of interventions and pathways, eg. Forest School, John Muir, Cycle Mechanics, Boxing, Catering, Activate, Digit4ll and evidence of achievements.</p>
<p>Improved attainment for disadvantaged pupils in English and Maths, relative to their starting points as identified through baseline assessments.</p>	<p>Improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/2025, with year on year progress until then.</p> <p>Increased numbers of disadvantaged pupils entered for SATS/ Timetable checks / GCSE / Functional Skills accreditations. For those entered, results should show a reduction in the attainment gap between disadvantaged pupils and their peers.</p>
<p>Improved phonic knowledge and language comprehension for disadvantaged pupils so that they can independently read and</p>	<p>Increased numbers of children making expected progress on the Rocket phonics programme.</p>



<p>comprehend subject-specific texts with challenging terminology.</p>	<p>Data analysis of NARA and PIRA assessment tools. SATs results where appropriate.</p>
<p>Improved standards of language and literacy through a clear understanding of the speech and language needs of our pupils.</p>	<p>Achievement of PLP targets. Achievement of outcomes within the EHCP Increased engagement with interventions delivered by Eiklan accredited staff Evidence of SALT needs being met within the classrooms</p>
<p>Improved transition to SBU/SPT, raising aspirations of pupils to consider future pathways and career options.</p>	<p>All pupils following a personalised, curriculum, relevant to their aspirational destination. For Y9 pupils, this will include a vocational pathway in the afternoons that will build skills, gain qualifications and allow them to experience the workplace. This follows a successful pilot during the current academic year.</p> <p>Carefully planned and implemented transition programmes between the different key stages.</p> <p>Outcomes in EHCP achieved through a range of curricular and enrichment opportunities.</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 (for example, CPD, recruitment and retention) Budgeted cost: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive & accredited staff training programme by Elklan, including the whole staff at primary setting and the Community Living Class staff at KS3.</p> <p>Cost: £5000</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1, 2, 4
<p>Purchase of a standardised diagnostic assessment for reading. Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Cost: £400</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>Whole school training of Talk4Writing to develop a consistent and proven way to develop the skills of children across all 3 key stages.</p> <p>Cost: £6000</p>	<p>Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation', 'innovation' and 'invention'. These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	1, 4



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

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of Pastoral & Intervention team Cost: £76,000	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. By increasing the Pastoral and Intervention Team by 3 members across both sites, we can ensure that our pupils experience quality first delivery of a range of academic and social/emotional interventions EEF Guidance Report: High-Quality Teaching	1, 2, 4, 5, 6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of key staff in the delivery of ELSA interventions for Emotional Literacy £5000	The ELSA's role is to support pupils in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. ELSA's are normally teaching assistants who have received specific ELSA training from Educational Psychologists. EEF Guidance Report: Improving Social and Emotional Learning	2, 3, 4
Implementation of pupil-friendly assessment software to monitor progress towards EHCP & academic outcomes £5000	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2, 3, 4, 5, 6

Total budgeted cost: £97,400 (estimated income 22/23 £76,159)



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 2021 to 2022 academic year. Income received: £70,725 (£29,406 – SBL, £41,319 – SBU)

Activity	Intent & Impact
<p>Provide quality TAs to support identified groups of pupils and/or 1-1 sessions. To provide pupils with high quality individualised and/ or targeted small group sessions to provide recovery learning. New curriculum facilitates and identifies gaps in learning from Covid closure.</p>	<p>EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. (EEF Toolkit – One to One tuition EEF Toolkit – Small group tuition.)</p> <p>A pastoral/intervention team was established at SBU to support pupils who were not able to access learning within the classroom environment. This has led to a significant reduction in Physical Interventions and less lost learning time as the pupils are able to transition back to the classroom gradually, at a time they feel emotionally secure enough to do so.</p>
<p>To continue to embed the Rising Stars reading programme to accelerate progress in reading and outcomes for children. Distribution of staff in supporting targeted reading and phonics catch-up sessions.</p> <p>Training delivered to all staff in Rocket Phonics.</p>	<p>Evidence suggested that delivering high quality reading programmes can have a significant impact on children's progress. (EEF Toolkit – Reading comprehension)</p> <p>A HLTA was employed to support on a one-to-one basis, a minimum of 3 times per week, children who showed at least a 2-year gap between their reading and chronological ages on arrival at school. These sessions focused on word recognition and comprehension, with priority being given to those pupils who arrive in UKS2.</p> <p>An intervention programme is in place for those with an identified need in phonics that ensures they receive additional support outside of the classroom.</p>
<p>To expand our intervention programme and Nurture Group offer, through the training of a member of staff as a Forest School Teacher.</p> <p>Purchase of equipment and resources to enrich the Forest School Experience and grow the skills base of pupils.</p>	<p>Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The Nurture Group class now accesses forest school for one full day per week, all year around. The progress they have made in their communication with peers, conflict-resolution and problem-solving capacity has been significant, as recorded in our evidence of progress towards EHCP outcomes. This has given us a firm base on which to bring these skills back into the classroom.</p>



	Two other classes this year also receive a half-day session each week, and the remaining classes have accessed ad-hoc experiences. As a result, all pupils in receipt of pupil premium have accessed sessions this year.
<ul style="list-style-type: none"> Created a new Safeguarding Lead across both sites to ensure that; <ul style="list-style-type: none"> - all pupils grow up in circumstances consistent with the provision of safe and effective care - action is taken to enable all children to have the best outcomes 	<p>Weekly meetings take place with the pastoral leads on both sites and the Director of Safeguarding to ensure consistent and timely actions for all children.</p> <p>Effective working relationships with a number of external agencies have improved access to wider support networks for all.</p> <p>Referrals accepted by agencies such as Early Help, Children's Social Care, CAMHS and TOG Mind have increased.</p> <p>Trusting and honest relationships have been established with previously hard to reach families, allowing them to approach school for support before a situation reaches crisis point.</p>

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

