

Pupil premium strategy statement

This statement details our school's use of pupil 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.

School overview

Detail	Data
School name	Spring School
Number of pupils in school	36
Proportion (%) of pupil premium eligible pupils	Unknown at time of writing – <i>September 2023</i>
Academic year/years that our current pupil premium strategy plan covers	2023-24 (<i>Opening year for the school</i>)
Date this statement was published	Autumn Term 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Andy Nowak, Head of School
Pupil premium lead	Head of School and Trust Business & Operations Manager
Governor / Trustee lead	Ashraf Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Unknown at time of writing – <i>September 2023</i>
Recovery premium funding allocation this academic year	£0
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	Unknown at time of writing – <i>September 2023</i>

Part A: Pupil premium strategy plan

Statement of intent

Spring School is a new school carefully designed and developed to meet the needs of its pupils and community. It is ambitious and aspirational for the social and academic progress that is made by all their pupils – regardless of their social or economic background.

This ambition permeates all aspects of life at Spring School for all pupils regardless of their PPG status. Many of the challenges and disadvantages faced by PPG pupils effect the wider school community, owing to their autism. Spring is committed to developing the cultural capital of all pupils, and associated outcomes, and ensuring that we work towards closing the gap in experiences and outcomes of Non-PPG and PPG pupils across all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Pupils lack stamina and accuracy to write with ease for a variety of purposes and this hinders their progress in a variety of subjects.
2	Pupils have low self-esteem, difficulty in self-regulation and poor mental health and this can manifest in a very small 'window of tolerance' when it comes to academic challenge, alongside poor resilience and quality of life. They need to be supported incrementally with careful scaffolding, modelling and therapeutic support as well as with specialist therapy.
3	Ability and opportunity to access broader curriculum experiences and have quality interactions with employers is limited outside of school and therefore we want them to access an enriched curriculum and careers offer within school.
4	Specific barriers including sensory needs, SALT needs and anxiety impact their ability to sustain meaningful and appropriate friendships and relationships as well as preventing full access to classroom learning for at least some of the full curriculum offer.
5	Many of the pupils joining the school have had poor and disjointed school experiences. This has resulted in limited attainment and progress, extended experiences of social, and learning, isolation, low self-esteem and a lack of cultural capital development.

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 for July 2024 (to be reported by December 2024)
Pupils in the secondary phase of the school to have aspirations for their experiences and outcomes post school and an understanding of the pathways to those.	
All pupils have the stamina and accuracy to write for a variety of functional and leisure purposes; their writing underpinned by a strong reading culture including robust support for struggling readers.	
All pupils to be self-aware: both proud of their strengths and equipped with the tools and networks to seek support	
All pupils to know how to improve, maintain and protect their wellbeing and actively implement the routines and habits, including making informed choices about their leisure time and extracurricular activities.	
All pupils to successful transition to Spring School, especially those who have missed significant amounts of school and/or experienced prolonged trauma in previous school settings.	
Staff to have clearly identified the academic profile of pupils and have developed plans for the closing of cognitive gaps owed to pandemic, reduced timetables, missed schooling, anxiety related school avoidance and/or traumatic past school experiences.	