

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	25%
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	£7,149
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	£7,149

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 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 affect 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)
<p>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.</p>	<ul style="list-style-type: none"> - Secondary pupils to be able to articulate goals for life and aspirations. - Clear planning in place for 24/25 to include access to a range of employability and enterprise experiences and opportunities.
<p>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.</p>	<ul style="list-style-type: none"> - Increased curriculum access where literacy is a key skill required. - Development of an Early Reading and phonics report and action plan for Spring School. - Progress against national frameworks for literacy, reading and writing recorded in Evidence for Learning platform and against specific EHCP outcomes.
<p>All pupils to be self-aware: both proud of their strengths and equipped with the tools and networks to seek support</p>	<ul style="list-style-type: none"> - Positive responses to specific pupil survey questions. - Continued decreases in the frequency and intensity of behaviours of distress. - Pupils able to use a range of regulatory tools across their lived experiences. - Positive responses to specific parent survey questions. - Progress recorded against holistic outcomes in EHCPs.
<p>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.</p>	<ul style="list-style-type: none"> - Positive responses to specific pupil survey questions. - Continued decreases in the frequency and intensity of behaviours of distress. - Pupils able to use a range of regulatory tools across their lived experiences. - Positive responses to specific parent survey questions. - Progress recorded against holistic outcomes in EHCPs.
<p>All pupils to successfully transition to Spring School, especially those who have missed significant amounts of school and/or experienced prolonged trauma in previous school settings.</p>	<ul style="list-style-type: none"> - Continued improved school attendance (including review of individual students where ESBA is a significant part of their profile and lived experience) - Positive responses to specific pupil survey questions.

	<ul style="list-style-type: none"> - Continued decreases in the frequency and intensity of behaviours of distress. - Pupils able to use a range of regulatory tools across their lived experiences. - Positive responses to specific parent survey questions. - Progress recorded against holistic outcomes in EHCPs.
<p>Staff to have clearly identified the academic profile of pupils and have developed plans for the closing of cognitive gaps owed to the pandemic, reduced timetables, missed schooling, anxiety related school avoidance and/or traumatic past school experiences.</p>	<ul style="list-style-type: none"> - Completed baselines for all pupils against national frameworks (using Evidence for Learning platform) - Evidence of formative and summative assessment providing evidence of demonstrable progress accounting for individual starting points. - Progression pathways for all pupils as they transition into academic year 24/25 at Spring School. - Individualised and collaborative target setting for pupils. - Progress against national frameworks for literacy, reading and writing recorded in Evidence for Learning platform and against specific EHCP outcomes.

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.

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

Budgeted cost: £5,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diploma for Emotion Coach in trauma and mental health informed practice	<p>Empowerment and upskilling of staff in support of pupil wellbeing, ACEs and previous school-based trauma.</p> <p>Improved school attendance for targeted pupils and a reduction in the intensity and frequency of behaviours of distress.</p> <p>Improved quality of proactive sessions and documentation associated with pupils who have experienced significantly poor school experiences prior to joining Spring.</p> <p>Improved whole-staff knowledge of the impact of trauma and the benefits of trauma-informed teaching practice across the school.</p>	2 & 5
Access to Forest School provision for LS	Maintained access to therapeutic, trauma-informed ongoing educational provision for extremely vulnerable young person who otherwise would not be in a formal education setting and would continue to experience a negative cycle of trauma and adverse childhood experiences.	All

Wider strategies

Budgeted cost: £1,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elevated Minds Workshop	<p>Supported pupils in improved social communication interactions and reduced likelihood and frequency of interactions and behaviours that could be described as 'bullying'</p> <p>Improved social relationships between pupils and cohesive learning groups.</p>	2 & 5

	Pupil surveys indicate that pupils feel safe at school, can better navigate and manage peer relationships and understand the impact and influence they have on other young people.	
All-aboard club (Inclusive railways workshop)	Created a space/opportunity in which pupils can explore shared special interest and engage in reciprocal interactions. Pupils had access to a culture experience that likely otherwise wouldn't have been provided. Improved social relationships between pupils and cohesive learning groups. Workshop was particularly motivating/impactful for pupils with poor attendance in demonstrating that school is also a space in which they can engage in areas of interest and shared social interactions.	4 & 5
Baroque to Rock (Education through Music)	Improved and increased access to a music curriculum and cultural opportunities. Prior to attending Spring many pupils had disengaged from music education and/or this is curriculum area that had been removed or reduced. This opportunity provided a safe, positive platform to re-engage with music-based education.	3 & 5
Spring School News project	Continuation of secondary pupils' social enterprise and engagement project across the school.	5

Total budgeted cost - £7,249

