

Pupil premium strategy statement – Spring School

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024- 2026
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Andy Nowak, Head of School
Pupil premium lead	Head of School
Governor / Trustee lead	Ashraf Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,460
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£12,460

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
Increased cultural capital	<ul style="list-style-type: none"> - Increased enrichment opportunities at school and access to the local community and opportunities - Improved social communication and emotional regulation skills - Pupil reflections of experiences typically denied to them owing to their autism - Robust 3-5yr careers plan highlighting aspirational and accessible routes to paid meaningful employment
Experiences associated with understanding and engaging with school	<ul style="list-style-type: none"> - Increased attendance at school - Improved and increased social opportunities and networks - Increased academic and social progress (using formative and summative assessment tools)
Improved social communication skills	<ul style="list-style-type: none"> - Improved and increased social opportunities and networks - Increased academic and social progress (using formative and summative assessment tools)
Increase in frequency of self-regulation strategies	<ul style="list-style-type: none"> - Improved and increased social opportunities and networks - Increased academic and social progress (using formative and summative assessment tools)
Greater understanding of pupils' place in the world and experiences of positive valuation within community groups	<ul style="list-style-type: none"> - Increased enrichment opportunities at school and access to the local community and opportunities - Improved social communication and emotional regulation skills - Pupil reflections of experiences typically denied to them owing to their autism
Mitigation against limitations of school premises	<ul style="list-style-type: none"> - Increased enrichment opportunities at school and access to the local community and opportunities - Improved social communication and emotional regulation skills - Pupil reflections of experiences typically denied to them owing to their autism - Increased attendance at school - Improved and increased social opportunities and networks - Increased academic and social progress (using formative and summative assessment tools)

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: £ 4,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of Forest School offer (for targeted individuals/groups) across KS2 and KS3	<ul style="list-style-type: none"> - Previous experiences and opportunities for pupils - Working model and methodology from Forest School offer - Shared approach and vision for Forest School and SSK staff on approaches to mitigating school-based trauma and building relationships - Further evidence available on Forest Schooling UK website 	All – 1 through 5

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

Budgeted cost: £ 1,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spring School News project	<ul style="list-style-type: none"> - Increased pupil engagement, empowerment and participation in school culture and educational offer - Progress against holistic EHCP outcomes - Positive pupil and parent voice 	5
5x AAC communication iPads	<ul style="list-style-type: none"> - Communication is key access the world - Having a 'transparent' and accessible communication device will support pupils in accessing learning and with social communication and emotional regulation 	2, 3, 4, 5

	<ul style="list-style-type: none"> - Plans for devices to be used at home and school align with research to suggest that consistent intervention across contexts is the most successful 	
Pupil specific school-based work experience programme	<ul style="list-style-type: none"> - Supporting autistic young people in experiencing functional and meaningful experiences of work is key to their success as adults - Autistic young people who have been supported with the development of social communication and functional skills are more likely to succeed in the world of work 	2, 3, 5

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

Budgeted cost: £ 2,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elevated Minds	Pupil survey reported an increase in pupil experiences of safety, self-confidence and positive valuation within group settings	2 and 5
All aboard club		4 and 5
Baroque to Rock		4 and 5
CPD – Diploma in trauma and mental health informed practice	<p>RPI data indicates a decrease, across school year, in the frequency and duration of behaviours of distress</p> <p>100% pupils made progress against holistic outcomes in EHCPs</p> <p>Evidence from Challenge Partners QAR to support progress in this area</p> <p>Increased compassion and tolerance between pupils</p> <p>Development of fledging social cohorts and friendships between pupils based on shared interest and experiences</p>	2 and 5

Total budgeted cost: £ 8,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended outcome	Success Criteria	Assessment of how successfully the intended outcomes was met
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.	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.	Outcome was delivered through specific coaching and mentoring and piloting of 'tuck shop' and 'SSK news project' 100% of annual reviews reported that pupils had a clearer understanding of pathways available to them and aspirations for what they may be able to achieve post-school.
All pupils have the stamina and accuracy to write for a variety of functional and leisure purposes; their writing underpinned by a strong	Increased curriculum access where literacy is a key skill required. Development of an Early Reading and phonics report	<i>Outcome was de-prioritised once a better understanding of the cohort was achieved and there was a focus on developing social</i>

<p>reading culture including robust support for struggling readers.</p>	<p>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>	<p><i>communication and emotional regulation skills</i></p>
<p>All pupils to be self-aware: both proud of their strengths and equipped with the tools and networks to seek support</p>	<p>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>	<p>Pupil survey reported an increase in pupil experiences of safety, self-confidence and positive valuation within group settings RPI data indicates a decrease, across school year, in the frequency and duration of behaviours of distress 100% pupils made progress against holistic outcomes in EHCPs</p>
<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>	<p>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>	<p>Evidence from Challenge Partners QAR to support progress in this area</p>
<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>	<p>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. 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.</p>	<p>Comparative attendance data (previous settings – SSK 23/24) provide demonstrable evidence of successful transitions for all pupils into SSK Pupil survey reported an increase in pupil experiences of safety, self-confidence and positive valuation within group settings RPI data indicates a decrease, across school year, in the frequency and duration of behaviours of distress</p>

	Progress recorded against holistic outcomes in EHCPs.	100% pupils made progress against holistic outcomes in EHCPs Evidence from Challenge Partners QAR to support progress in this area
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.	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.	Baseline completed for all pupils (at relevant phase and curriculum) Work from teaching staff to address gaps and misconceptions – providing a foundation for prolonged academic achievement 24/25 All pupils made progress with learning associated with 'core' and 'non-core' learning