

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 (24-25) 55 (25-26)
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers	2024- 2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Laura Greenshields, Head of School
Pupil premium lead	Head of School
Governor / Trustee lead	Siobhan Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,460 (25-26)
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 (25-26)

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 KS1 - 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 	5

	- Positive pupil and parent voice	
3x 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 - Plans for devices to be used at home and school align with research to suggest that consistent intervention across contexts is the most successful 	2, 3, 4, 5
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 (24-25) Show Racism the red card (25-26)	Pupil survey reported an increase in pupil experiences of safety, self-confidence and positive valuation within group settings	2 and 5
All aboard club	RPI data indicates a decrease, across school year, in the frequency and duration of behaviours of distress	4 and 5
Baroque to Rock	100% pupils made progress against holistic outcomes in EHCPs	4 and 5
CPD – Diploma in trauma and mental health informed practice (24-25) Attachment aware Bronze award (25-26)	Evidence from Challenge Partners QAR to support progress in this area Increased compassion and tolerance between pupils	2 and 5



Development of fledging social cohorts and friendships between pupils based on shared interest and experiences



Total budgeted cost: £ 8,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year	Metric	PPG	Non-PPG
2023–24	Attendance	93.7%	84.2%
	Unauthorised Absence	2.6%	3.4%
2024–25	Attendance	97.9%	83.6%
	Unauthorised Absence	0.5%	4.4%
2023–24	Core Subject Progress	70%	71%
	Non-Core Subject Progress	82%	87%
2024–25	Core Subject Progress	51%	59%
	Non-Core Subject Progress	83%	83%
2025–26 (T1)	Core Subject Progress	86%	78%
	Non-Core Subject Progress	79%	71%

In the 2023–24 academic year, disadvantaged pupils (PPG) demonstrated broadly positive outcomes compared to previous years, though some areas remain a focus for improvement. Internal school measures indicate that progress in core subjects for disadvantaged pupils was 70%, closely aligned with non-disadvantaged pupils at 71%. In non-core subjects, disadvantaged pupils achieved 82% progress, compared to 87% for their peers. These figures suggest that while attainment gaps persist, they were relatively narrow in non-core areas.

Performance has been assessed through a combination of national assessment data (phonics and multiplication check), summative and formative internal assessments, and teacher observations. Internal tracking systems have provided detailed insights into progress across subjects, supplemented by qualitative observations of engagement and wellbeing. Attendance and behaviour data have also been key indicators: in 2023–24, disadvantaged pupils' attendance was 93.7%, significantly higher than non-disadvantaged pupils at 84.2%, with lower unauthorised absence rates (2.6% vs. 3.4%). This trend strengthened in 2024–25, with disadvantaged pupils' attendance rising to 97.9% and unauthorised absence dropping to 0.5%, indicating strong engagement and effective pastoral support.

Behaviour and wellbeing observations suggest that targeted interventions have positively impacted pupil resilience and readiness to learn. These improvements in attendance and wellbeing are likely contributing factors to the strong progress seen in Term 1 of 2025–26, where disadvantaged pupils outperformed their peers in core subjects (86% vs. 78%) and maintained strong performance in non-core subjects (79% vs. 71%).

Our analysis indicates that the previous pupil premium strategy was mostly successful in meeting its intended outcomes. Attendance and wellbeing targets were exceeded, and

progress in non-core subjects remained strong. With continual refinement, moderation, and tightened quality assurance processes, we saw a dip in progress during 2024–25 (51% for disadvantaged pupils vs. 59% for non-disadvantaged). However, this work has proven to pay off in the longer term, with Term 1 progress measures for 2025–26 showing significant improvement in core subjects, demonstrating the positive impact of these efforts.

Encouragingly, recent adjustments to our strategy—such as CPD around adaptive teaching and curriculum support—are beginning to have a clear effect.

Overall, we are making strong progress towards achieving the outcomes outlined in our current strategy, with clear evidence that our work to strengthen attendance, wellbeing, and targeted academic support is having a sustained and meaningful impact. Core subject attainment is showing encouraging upward momentum, and with our continued focus in this area, we are confident that remaining gaps will continue to narrow over time.

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.	<p>Secondary pupils to be able to articulate goals for life and aspirations.</p> <p>Clear planning in place for 24/25 to include access to a range of employability and enterprise experiences and opportunities.</p>	<p>Outcome was delivered through specific coaching and mentoring and piloting of ‘tuck shop’ and ‘SSK news project’</p> <p>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.</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>Increased curriculum access where literacy is a key skill required.</p> <p>Development of an Early Reading and phonics report and action plan for Spring School.</p> <p>Progress against national frameworks for literacy, reading and writing recorded in Evidence for Learning platform and against specific EHCP outcomes.</p>	<i>Outcome was de-prioritised once a better understanding of the cohort was achieved and there was a focus on developing social communication and emotional regulation skills</i>
All pupils to be self-aware: both proud of their strengths and equipped with the tools and networks to seek support	<p>Positive responses to specific pupil survey questions.</p> <p>Continued decreases in the frequency and intensity of behaviours of distress.</p> <p>Pupils able to use a range of regulatory tools across their lived experiences.</p>	<p>Pupil survey reported an increase in pupil experiences of safety, self-confidence and positive valuation within group settings</p> <p>RPI data indicates a decrease, across school year, in the frequency and</p>

	<p>Positive responses to specific parent survey questions.</p> <p>Progress recorded against holistic outcomes in EHCPs.</p>	<p>duration of behaviours of distress</p> <p>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.</p> <p>Continued decreases in the frequency and intensity of behaviours of distress.</p> <p>Pupils able to use a range of regulatory tools across their lived experiences.</p> <p>Positive responses to specific parent survey questions.</p> <p>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)</p> <p>Positive responses to specific pupil survey questions.</p> <p>Continued decreases in the frequency and intensity of behaviours of distress.</p> <p>Pupils able to use a range of regulatory tools across their lived experiences.</p> <p>Positive responses to specific parent survey questions.</p> <p>Progress recorded against holistic outcomes in EHCPs.</p>	<p>Comparative attendance data (previous settings – SSK 23/24) provide demonstrable evidence of successful transitions for all pupils into SSK</p> <p>Pupil survey reported an increase in pupil experiences of safety, self-confidence and positive valuation within group settings</p> <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>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>	<p>Completed baselines for all pupils against national frameworks (using Evidence for Learning platform)</p> <p>Evidence of formative and summative assessment providing evidence of demonstrable progress accounting for individual starting points.</p>	<p>Baseline completed for all pupils (at relevant phase and curriculum)</p> <p>Work from teaching staff to address gaps and misconceptions – providing a foundation for prolonged academic achievement 24/25</p>

	<p>Progression pathways for all pupils as they transition into academic year 24/25 at Spring School.</p> <p>Individualised and collaborative target setting for pupils.</p> <p>Progress against national frameworks for literacy, reading and writing recorded in Evidence for Learning platform and against specific EHCP outcomes.</p>	<p>All pupils made progress with learning associated with 'core' and 'non-core' learning</p>
--	--	--