



## Pupil Premium Strategy Statement September 2023 – July 2025

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	Springfield School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023 / 2024 / 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Topaze Skerrett, Assistant Headteacher
Pupil premium lead	Topaze Skerrett
Local Academy Board Lead	John Beckley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,984
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£34,984</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## 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. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise there are additional barriers to achieving outcomes for this cohort of children. We identify these in two ways:

- Barriers associated to the pupils' socio-economic disadvantage, these may be recognised in our specific cohort or more broadly as risks for disadvantage pupils who have Severe or Profound and Multiple Learning Difficulties
- Barriers relating to the pupils' Special Educational Needs that feature throughout the specific cohort of pupils in our schools. For example:
  - A high proportion of our pupils in the school entitled to the Pupil Premium require a high level of support to develop positive learning behaviours and increase their engagement with learning. Therefore, one of our focuses is on Positive Behaviour Support; training and additional support in classes.
  - Families of pupils entitled to the Pupil Premium have required support to access Short Breaks and other out of school activity, therefore we aim to ensure sufficient capacity for staff to have the necessary impact with the pupils and their families, supporting in individual circumstances and ensuring access to wider (after school and holiday club) opportunities.
  - A small number of our pupils entitled to the Pupil Premium require Augmented Alternative Communication devices to interact with the world around them and develop early communication skills. We have therefore focused specific elements of the Pupil Premium Grant on these resources.

Our teachers and school leaders have a forensic knowledge of each pupil who attends our school. This includes their cognition and learning needs, academic development, barriers to learning and social factors. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require the most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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 professional learning, or high-quality teaching or increased capacity for experienced teachers or senior leaders to focus on our priority areas.

There is no gap in our progress measures between our full cohort of pupils and those who are identified as being entitled to attract the Pupil Premium Funding (disadvantaged pupils). We plan to continue this trend. 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.

Our strategy is integral to wider school plans:

Ensuring high quality teaching and learning, including effective multi-agency working by all teachers by increasing the capacity of our senior and middle leaders to support colleagues, deliver induction and further professional learning for all colleagues.

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 disadvantaged pupils can require additional support and focus to develop their Literacy, language and communication skills. 100% have Education, Health and Care Plan Outcomes relating to Language and Communication skills. Whilst the types of barriers to developing language and communication skills vary, they all require expertise and resource (human and other) to develop their key skills.
2	Information about our pupils, as detailed in their Education, Health and Care Plans explains the nature of the Severe and Profound and Multiple Learning Difficulties the pupils have. To develop the necessary skills and knowledge to achieve their EHCP Outcomes and to develop in line with the wider curriculum they require highly skilled teachers and support staff who can work effectively with families, within multi-agency teams and who specialise in educating pupils with SLD and PMLD.
3	Our assessments and observations with pupils show that disadvantaged pupils can have greater challenges around communicating and expressing their needs than their peers, including being pre-verbal, having limited language and social interaction difficulties.
4	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. This includes, without support, less pupils accessing after school and holiday club provision.
5	Our knowledge of pupils indicates that specific disadvantaged pupils within our cohort at Springfield School require additional support to develop personal skills, e.g. independently accessing community facilities, appropriate interaction skills, independent travel and employment-based skills.
6	Our knowledge of our disadvantaged pupils shows a significant number require occupational therapy and physiotherapy programmes or require support with co-regulation and self-regulation strategies. Our work with families of disadvantaged children informs us that they face additional barriers to deliver such programmes at home, increasing the importance of quality and frequency when in school.

## 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>Improved progress for disadvantaged pupils in developing their Language and Communication skills, relative to their starting points as identified through baseline assessments.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in July 2025.</p> <p>Disadvantaged pupils will continue to achieve their EHCP Outcomes at a rate of at least equivalent to non-disadvantaged pupils.</p>
<p>Improved progress for pupils across all aspects of their Pupil Progress document including in Language and Communication, Literacy, Mathematics and in their personal, social and emotional development. This includes development of sensory regulation strategies.</p>	<p>Assessment of progress against their EHCP Outcomes shows there is no gap between disadvantaged pupils and their peers in our school by the end of our strategy in July 2025.</p> <p>PERMA assessments measure improved positive learning behaviours and quality of life.</p>
<p>Specific disadvantaged pupils will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through progress and achievement of specific EHCP outcomes and through observations and discussions with pupils and their families showing increased confidence and independence.</p> <p>PERMA assessments measure improved positive learning behaviours and quality of life.</p>
<p>Pupils and families will receive appropriate targeted support either by the school, through being signposted, or through the school working effectively with other agencies. This will include access to activities beyond the school day.</p>	<p>Annual anonymised summary will evidence specific impact for pupils and their families and show an increase in access to out of school activities.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them self-regulate or co-regulate and they are more able to be active members of their community and prepare for their adulthood.</p>	<p>Assessment of progress against their EHCP Outcomes shows there is no gap between disadvantaged pupils and their peers in our school by the end of our strategy in July 2025.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced Continuing Professional Development opportunities, in line with the School's Raising Achievement Plan</p> <p>Experienced leaders mentoring ECT /Unqualified / new to Springfield teachers with regards to understanding pupils' Special Educational Needs, the school curriculum and our approach to teaching and learning.</p>	<p>CPD and induction focused programme targets the impact of training to mean improvements for all learners and especially for disadvantaged students as well as developing understanding of the specific SEND needs of our students.</p> <p>Good quality first teaching benefits all students and has a particularly positive effect on children who are eligible for the pupil premium funding. <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i> (EEF, 2018).</p> <p>QFT is mentioned in the 2015 government document Special educational needs and disability code of practice: 0 to 25 years. <i>'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN.'</i></p>	<p>1,2,3</p>
<p>Increase in Senior Leader time to oversee the implementation Communication Assessments, target setting and teaching and learning.</p>	<p>EEF evidence that communication strategies have high impact for low cost.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/communication-and-language-approaches</a></p> <p>Springfield school works closely with Speech and Language therapists to embed a 'Total communication approach' and to individualise strategies in relation to children's outcomes.</p>	<p>2,3</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for students with OT and Physio Needs	By targeting the coordination of additional support staff work with pupils who require OT and Physiotherapy we expect to see significant improvements in outcomes in these areas for our disadvantaged pupils.	6
<p>Additional support for students whose needs cannot be met within the universal provision provided at Springfield and additional funding has yet to be approved.</p> <p>To provide 1:1 support for pupils to be able to achieve their targets. To provide support within lessons to improve understanding of learning and allow time to practise and apply learnt skills. To build pupils' confidence.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	5 / 3

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

Budgeted cost: £4,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for pupils with enhanced sensory needs, including autism. We will also fund staff training.	<p>Education Endowment Foundation 'Improving Behaviour in Schools' (2021) states that a child that struggles with sensory processing will often find it difficult to process and act upon information received through the senses.</p> <p>This reinforces our observations that support for pupils with sensory needs can be enhanced with resources such as weighted jackets, trampettes, peanut balls.</p>	3
Curriculum Enrichment opportunities –  for example, Duke of Edinburgh	<p>Through educational visits, access to targeted activities which are built around student aspirations and interests. Through access to extracurricular activities, and observations and discussions with students and their families.</p> <p>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2

**Total budgeted cost: £34,984**

## 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 2023 to 2024 academic year.

Our assessments during 2023/24 indicated that disadvantaged pupils' academic outcomes were in line with their non-disadvantaged peers in most areas.

The focus on effective monitoring of Total Communication strategies, staff training and Communication groups has increased the consistency of delivery across the school, specifically related to the use of AAC boards within classes, in different rooms and more generally around the school. The very close working with the Speech and Language Therapists has ensured that cross class Communication groups are focussed and well-planned enabling pupils to have different opportunities to work on their communication skills with peers at a similar level. Specific support for pupils related to signing has increased both comprehension and expression following staff attending Makaton and BSL training. Pupils achieved 74% of their Communication, Language and Literacy targets. This is the same as disadvantaged peers, where 74% of Communication, Language and Literacy targets were also achieved.

Pupils in Key Stage 3 and 4 to increased their use of community facilities including the Leisure Centre, shops, cafes and the cinema.

Occupational therapy and physiotherapy programmes including purchasing of resources enabled pupils to maintain and develop their current physical and independence skills. Specific time has been allocated for some to support pupils with effectively using their walkers and power wheelchairs. This is well evidenced in annual review reports. Occupational therapy and physiotherapy programmes including purchasing of resources enabled pupils to maintain and develop their current physical and independence skills.

The PERMA [Quality of Life] assessment which is completed three times a year, has enabled a focus on areas of support and targets for individual pupils following discussions around what is relevant for each young person at that time. This is used effectively alongside PBS [Positive Behaviour Support] strategies, with staff reflecting on functions of behaviour, supported by the PBS Team and SLT as required. Pupils achieved 66% of their PBS targets. This is the same as disadvantaged peers, where 66% of PBS targets were also achieved.

Individual classes and pupils have had access to sensory regulation equipment for pupils with enhanced sensory needs.

Throughout the different strands of the Pupil Premium funding, pupils entitled to Pupil Premium are achieving at the same rate as their peers across the school.