## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Springfield School |
| Number of pupils in school | 71 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers | Sept 2023 – Sept 2024 |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by | H.Summers |
| Pupil premium lead | H.Summers |
| Governor / Trustee lead | 1. Whitfield   D. Davies |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 30,555 |
| Recovery premium funding allocation this academic year | £6090 |
| 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 | £1095,288 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Springfield School all pupils have an identified Special Educational Need and have an Education, Health and Care Plan. For pupils with special educational needs deprivation is likely to be part of the broader context for many of the school’s families. Therefore, the Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage.  The school’s aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.  We believe that good teaching, that features evidence-based approaches, is the most important aspect in improving outcomes for our children. Using the pupil premium funding to improve the teaching quality benefits all students and has a particularly positive effect on children eligible for pupil premium. Using a layered approach means that the pupil premium funding will balance improving teaching alongside wider and targeted strategies. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Access to appropriate and accessible enrichment activities |
| 2 | Support for developing communication skills |
| 3 | Support for pupils that require regular sensory provision. |
| 4 | Support for skills required to succeed in their learning and for progression to their next stage in life (e.g. independence, attention and concentration, independence, communication.) |
| 5 | Academic knowledge and progression |
| 6 | Support for families |
| 7 | Support in raising attendance in school |
| 8 | Support pupils with emotional development and mental health |

## 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.

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| Intended outcome | Success criteria |
| Pupils will all have access to enrichment activities within the school day that is suitable and appropriate to their levels of development and linked to the curriculum. Through this they will have opportunities to develop their social and play skills.  Year 5/6 pupils will be offered the opportunity to take part in a residential outdoor education week. | All pupils access appropriate enrichment opportunities to develop their cultural, social and play skills. They have the opportunity to develop talents and interests.  Pupils will access a residential suited to their needs. |
| Pupils will have access to a range of strategies to support their development in communication.  Planned expenditure to improve classroom pedagogy, targeted support and provide support for whole school strategies.  Communication team established to provide support for communication to pupils and staff across school. | All pupils have the appropriate support in place to enable them to develop their communication skills.  Staff access CPD to develop their skills such as Makaton, use of ACC.  Further development of communication chart to record individual need. Every pupil has a communication assessment leading to them accessing their appropriate communication systems. Termly assessment of the effectiveness of communication system and progress in communication. |
| Pupils requiring sensory input have access to sensory provision on a daily basis.  Planned expenditure to improve classroom pedagogy, targeted support and provide support for whole school strategies. | Pupils have a sensory profile that details their sensory inputs/needs.  Pupils access daily sensory circuits or have sensory diet during the week. Pupils needing additional support have regular access to sensory classroom/experiences. |
| Through a challenging and aspirational curriculum, pupils will develop the academic knowledge that they require to ensure progression; retaining knowledge and skills and building on this to ensure that concepts are linked and built upon throughout the curriculum.  The curriculum, including specifically English (writing) is delivered through evidence-based strategies and includes interventions as appropriate to develop ‘learning to learn’ skills, e.g. retention of learning, attention and concentration skills, metacognition, independence and communication. Staff have access to CPD opportunities to ensure that all staff utilise these strategies and interventions. | Curriculum leads and subject leads are able to confidently identify the progress pupils make on their journey through the curriculum.  All staff have access to CPD to support pupils in their acquisition of knowledge and skills.  All pupils are making good progress across the curriculum and gaps in learning are closed. |
| Engage families with in supporting their child with their education and access to wider services. To support families with their own learning and current challenges so they are empowered to support their own child. | All pupils receive the support from their families that they require to fully engage with learning both in and out of school. |
| Engage with families in supporting them to ensure that children are attending to their maximum. Support families where there are medical reasons for non-attendance. | All families are supported to ensure that pupils are attending school where possible. Families are provided with regular information on their child’s attendance. |
| Support pupils with emotional development and mental health through restorative and relational practice. | All pupils will have support emotionally and be able to form effective relationships with those around them. They will hold the school values at the core. |

## 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: 15,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide a range of lunchtime clubs to engage children at an appropriate developmental level  Provide extra-curricular experiences and educational visits are linked to the curriculum and enrich pupils experiences | *Culture, Creativity and Narrowing the Gap: using pupil premium to enrich cultural education*  *https://www.anewdirection.org.uk/research/pupil-premium-case-studies* | 1. 5 |
| Provide all staff with further training on the use of differing communication strategies. | *Recommendations from SALT.*  https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=2215&context=doctoral  https://ncse.ie/wp-content/uploads/2020/05/Resource-5-A-Total-Communication-Approach.pdf  <https://www.celcis.org/application/files/3616/2316/7620/2013-vol12-no1-wilson-adifferentlanguage.pdf>  Making best use of teaching assistants – EEF guidance. | 2, 5 |
| Provide further training on sensory processing disorder.  Develop use of sensory diet within personalised curriculum. | *NHS – OT support*  [*https://sensoryhealth.org/basic/latest-research-findings*](https://sensoryhealth.org/basic/latest-research-findings) | 3, 5 |
| Provide curriculum leads and subject leads with leadership time to continually evaluate the effectiveness of the curriculum and ensure progression through the knowledge taught, skills learnt and the strategies used for different groups of pupils  Provide CPD for all class staff to ensure that staff at all levels have sound understanding of the curriculum and pedagogy related to it. | *The EEF Guide to the Pupil Premium*  *Making Best Use of Teaching Assistants*  *EEF Guidance Report* | 4 and 5 |

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

Budgeted cost: £9370

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Physical and Sensory input | *NHS – OT support*  [*https://sensoryhealth.org/basic/latest-research-findings*](https://sensoryhealth.org/basic/latest-research-findings) | 3 |
| Provide pupils with sensory in put where needed. | Making best use of teaching assistants – EEF guidance. | 3 |

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

Budgeted cost:11,775

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family Hub Team (DSL and Family Support Workers) to provide targeted and group activities and support to ensure that families are empowered to support with learning. | *Working with Parents to Support Children’s Learning*  *EEF Guidance Report* | 6 |
| Family Hub Team (DSL and Family Support Workers) to provide targeted support for families with low attendance. |  | 7 |
| All staff to support pupils with support for emotional development through relational and restorative practice. | [*https://www.teachwire.net/news/attachment-aware-schools-why-a-relational-approach-really-makes-a-difference/*](https://www.teachwire.net/news/attachment-aware-schools-why-a-relational-approach-really-makes-a-difference/)  *Staffordshire Virtual School*  *Restorative Practice – Mark Finnas* | 8 |

**Total budgeted cost: £36,645**

# 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 **2022 to 2023** academic year.

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| This last academic year has seen a real drive towards a total communication environment, where pupils are enabled to communicate in the most appropriate means for them. A communication team has been established and though this continues to require further focus, particularly with new pupils, pupils have found their voice and been enabled to express themselves more effectively. Assessments have been developed to ensure that progress is tracked and monitored. This will continue through the next academic year.  During this academic year significant time has continued to be allocated to developing further the role of our subject leads. This has led to a streamlined approach to subject leadership across school. The pupils receive a broad and balanced curriculum that is tailored to their needs.  Two senior leaders have accessed training and further developed their relational and restorative practice. This will support the emotional development and mental health of all stakeholders, particularly that of the pupils moving into this academic year.  An OT has been commissioned and continues to work across school developing supporting pupils and developing the knowledge of staff in school around sensory diets. Resources to support these sensory diets has been purchased and now in use.  The family hub has been able to offer further support for families through coffee mornings and targeted activities. Families report being well supported. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| OT support | Children’s Choices |
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# Further information (optional)

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