



# Springwell Leeds



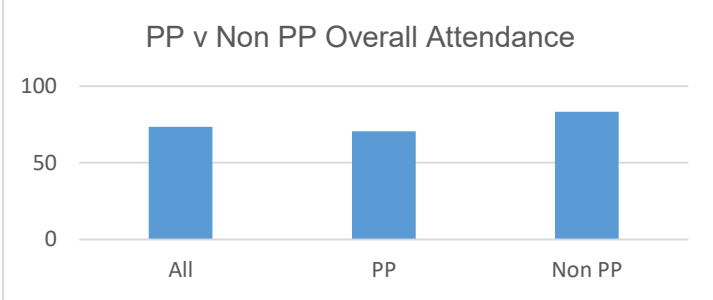
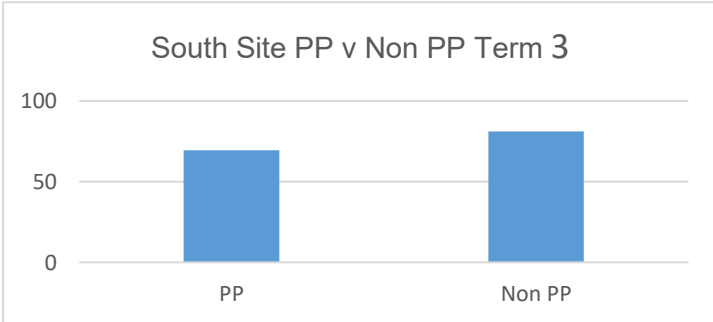
## Pupil Premium Impact Report 2017-18

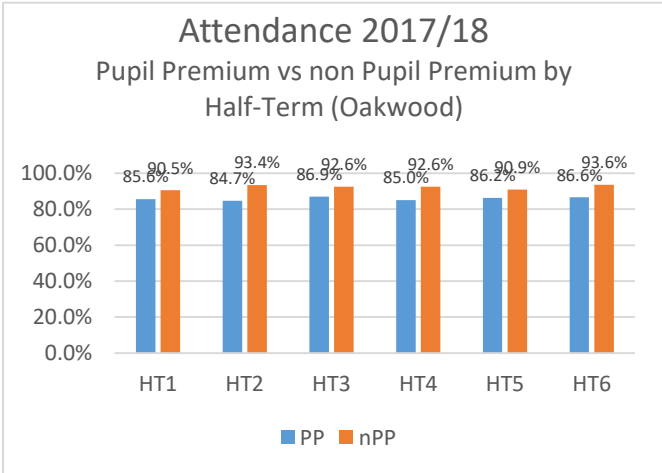


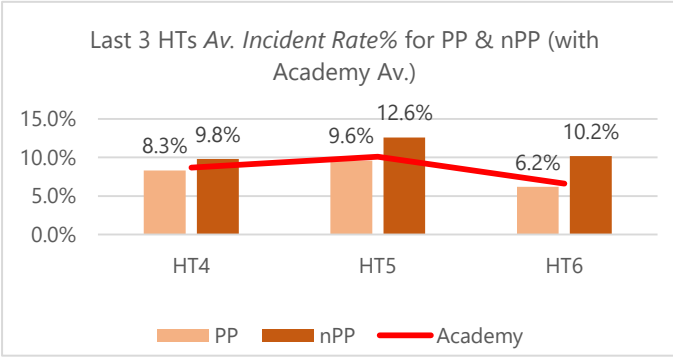
## Springwell Leeds Academy Pupil Premium 2017-18 Review

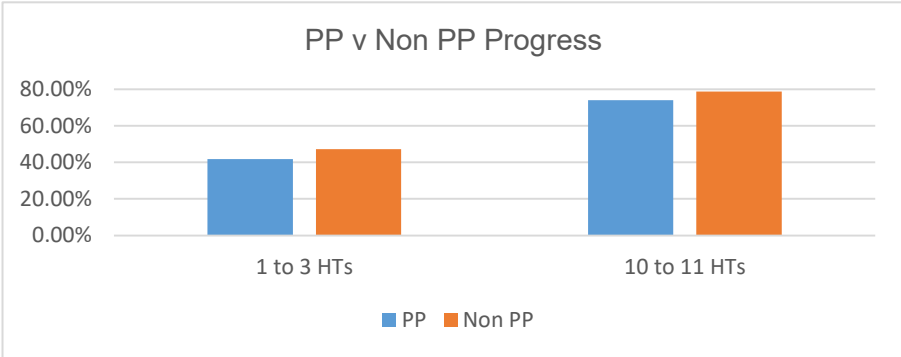
Summary information					
<b>School</b>	Springwell Leeds Academy				
<b>Total Pupils</b>	173 (rising to 220 in year)	<b>PP Eligible</b>	170	<b>Funding</b>	£117,030

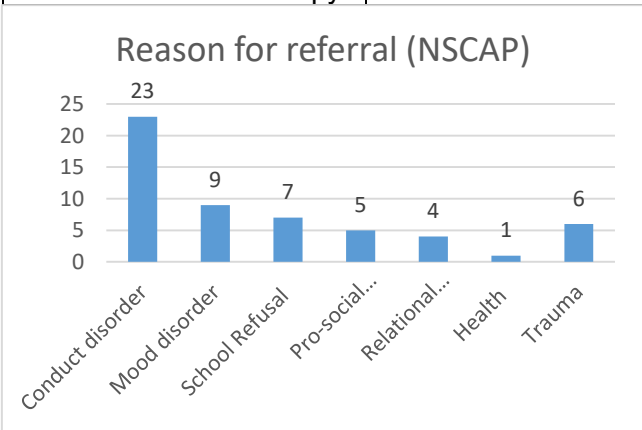
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Ensure pupils are supported effectively to ensure a smooth transition: <ul style="list-style-type: none"> <li>a) Into the academy</li> <li>b) When moving between sites</li> </ul>	Contribution to staffing budget	<p>The academy is in a complex process of growth and transition. This has included and needs to ensure that the effects of these changes are minimised as not to disrupt learning. In this academic year, four temporary settings were closed and pupils and staff transitioned in new, purpose built accommodation. This happened in two phases as new buildings became available, with two settings closing in December 2017 and two in March 2018.</p> <p>In Addition to this movement of staff and pupils, the academy admitted 95 new pupils during the course of the year.</p>	<p>It should be noted, that without having a “control” school where the actions we planned were not taken, to compare with our academy where the actions were implemented, evaluation of impact is problematic.</p> <p>However, some key indicators can be looked at to see if there was a discernible impact on pupils resulting from transition and if that impact effected pupil premium pupils.</p> <p>Attendance:</p> <p>Attendance of pupil premium pupils was lower over the whole academy over the course of the year (see chart below).</p>

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A developing and widening range of therapeutic interventions to support the SEMH needs of students.	£150k total spend on services	<p>The academy has a number of students with a wide range of complex SEMH needs, whilst at the same time has a growing workforce that, as yet, does not have all the skills and expertise to provide all the required interventions.</p> <p>To support this transitional and growth phase, expert services were commissioned to support the most complex cases with specialised, tailed intervention programmes through:</p> <ul style="list-style-type: none"> <li>• Child Psychotherapy</li> <li>• Educational Psychologist</li> <li>• Counselling service</li> <li>• Animal Assisted Therapy</li> <li>• Speech and Language Therapy</li> <li>• Art Therapy</li> </ul> <p>This investment will also give access to training, CPD and support for staff that will develop expertise within the team, in order to create a more sustainable model moving forward.</p> <p>Support was targeted through an expert panel, which allocated resource, and monitored and evaluated its impact.</p>	<p><b>A full report is available on the overall provision and operation of the ATS panel.</b></p> <p>As all of the cases referred through the panel are for our children with the most complex SEMH needs, impact, from a clinical perspective is to quantify. However, set out below are data demonstrating the reach and scope of support provided and soft indicators of impact.</p> <table border="1"> <thead> <tr> <th>Service</th> <th>Cases Presented</th> </tr> </thead> <tbody> <tr> <td>NSCAP</td> <td>48</td> </tr> <tr> <td>Northpoint (counselling)</td> <td>33</td> </tr> <tr> <td>Speech and Language</td> <td>15</td> </tr> <tr> <td>Art Therapy</td> <td>10</td> </tr> <tr> <td>Animal Assisted Therapy</td> <td>12</td> </tr> </tbody> </table> 	Service	Cases Presented	NSCAP	48	Northpoint (counselling)	33	Speech and Language	15	Art Therapy	10	Animal Assisted Therapy	12
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<p>Investment in curriculum development, particularly in the Arts across all sites meaning many students have access to 1:1 music tuition</p>	<p>£25k match funded by IVE</p>	<p>Springwell Leeds Academy decided to invest in the Arts in order to ensure that we developed an inclusive curriculum offer that gave opportunities for success for pupils beyond English and Mathematics. We also see the Arts as a vehicle to support the development of pupil self-esteem, social interaction, cooperation, confidence and to build resilience.</p> <p>In order to achieve this the aim for the year was to:</p> <ul style="list-style-type: none"> <li>• Establish a partnership with CAPE UK (now IVE)</li> <li>• Commit to the Arts Mark Programme</li> <li>• Appointment of Head of the Arts to lead and drive the Arts curriculum</li> <li>• Recruit specialist teachers in Art, Music and Technology</li> </ul>	<p>We have successfully established a good working relationship with IVE, resulting in the acceptance of our partnership agreement and subsequent match funding.</p> <p>We have submitted and had accepted our action plan to IVE that commits us to a three year programme of Arts Development.</p> <p>We have successfully appointed a Head of the Arts who has established an Arts faculty within the academy, with shared planning, assessment models and regular meetings.</p> <p>We have appointed:</p> <ul style="list-style-type: none"> <li>• 3 art teachers</li> <li>• 2 music teachers</li> <li>• 3 technology teachers</li> </ul> <p>To specialist roles, meaning all students from Y6-Y11 have access to specialist teaching in art, music and technology and there are regular music classes for Y2-4 pupils with specialist teaching supported from the main sites</p> <p>12 students have already achieved the explorer Arts Mark Award and 2 students have achieved Grade 1 Drumming Awards last term.</p>

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<p>Development of all settings into Nurture provisions.</p>	<p>Contribution to £200k catering budget</p>	<p>As part of the development of nurture provision - ensuring all students have access to good quality free school meals and nurture breakfast.</p> <p>Maslow's hierarchy of needs – readiness for learning is more likely if physical needs are first met.</p> <p>Many of our students arrive at school without breakfast and some do not have regular, healthy meals at home</p>	<p>All sites have a system and routine in place for nurture breakfasts which are planned and structured through the use of micro-routines to enable pupils to have the most settled start to the day. These routines support pupils to feel safe, nurtured and ready to learn.</p> <p>As pupils arrive for nurture breakfast staff take the time to gauge their mood and to explore how they are feeling so that support and interventions for the day can be put in to place if necessary.</p> <p>The use of SEAL emotion and feelings boards are a sometimes used for this and establish how a child is feeling in a non-verbal way.</p> <p>Upon entering the classroom there is be a planned activity for pupils. This activity will depend upon the age and needs of the pupils in the group. This could be:</p> <ul style="list-style-type: none"> <li>• A wake-up shake up activity</li> <li>• Quiet reading</li> <li>• Exploring what's happening in the world eg newsround</li> <li>• A planned discussion around something that would interest the pupils</li> <li>• A SEAL activity</li> <li>• Settling activity such as lego</li> </ul> <p>All pupils should come together in the 'breakfast' area of the classroom at the same time every day to eat breakfast.</p>

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Development of all settings into Nurture provisions			<p>Many students have underdeveloped social skills and have historically struggled to communicate positively in pro-social ways. Nurture breakfast is constructed in order to address fundamental gaps in social skills development.</p> <p>Breakfast involves staff modelling positive behaviours, expectations and conversation around social eating to support children in learning the appropriate behaviours. Again, eating breakfast together should have a similar theme each day. Best practise examples are:</p> <p>Breakfast and lunch is now provided free of charge to all pupils across the academy.</p>