

Springwell Leeds Academy Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Springwell Leeds Academy				
Total Pupils	247 (rising to 340 through 2018-19)	PP Eligible	189 (rising to 270 based on current trend)	Funding	£133,155
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In school barriers					
<ul style="list-style-type: none"> The vast majority of our PP children enter our Learning Community at various stages of their school life with attainment levels that are significantly below their peers nationally. Accessing the curriculum at a developmentally appropriate level and the need for additional support to build towards independently achieving this progress on their learning journey. Many of our learners have obstacles to their individual learning based on their ability to communicate, social and emotional development or in their ability to interact with others. Independence, confidence, self-esteem, resilience, problem solving and life skills need support to enable the learners to access their environment and community, raising aspirations about what they can achieve in life. 					
External barriers					
<ul style="list-style-type: none"> All pupils within our academy have Social, Emotional and Mental Health (SEMH) needs, which are outlined in a full Education Health and Care (EHCP) plan. Despite their EHCPs, many students entering the academy have undiagnosed or unmet needs or needs that are not fully understood meaning that there is often additional assessment needed during or soon after transition Many of our pupils join the academy after being out of education for a period or have historically low attendance in their previous educational settings. We work with our families to develop a better understanding of the importance of good attendance and the impact on academic and social achievement As the Academy is in a growth phase (developing from 247 students to a possible 340 in year), pupil premium funding will be significantly lower than the number of students in the academy entitled to it. If the academy had received funding for all the students entitled, the total would have been £175k based on numbers in September and around £190k when full. This anomaly will work its way out of the system as pupil numbers within the academy stabilise at some point in 2019-20. 					

3. Desired outcomes

- Our Pupil Premium learners are, over time, achieving good progress from their starting points. The longer these students are with the academy, the more they are likely to make good progress.
- High staff to pupil ratios play an important part throughout the academy. These ensure that pupils are properly supported and that their learning can be personalised to meet the individual needs of all PP pupils. This approach is helping to ensure that all pupils have an opportunity to reach their potential.
- We are investing in our staff teams to develop a greater range of therapeutic interventions to enable a large number of students have access to this type of help and support
- Although we have reduced the amount of support delivered by experts through commissioned services, we will still offer some expert help to support needs beyond those which can be met through wave one and two provision.,
- This growing range of therapeutic support offered will play a pivotal role in the development of our learners socially, emotionally and academically helping individuals to continue to reduce behaviour incidents and increase attainment.
- A continued focus on the Arts – music, art, technology and drama to enhance the curriculum along with a significant capital investment in ICT and PE will support the development of communication, interaction, cooperation, confidence and build resilience.
- We will track the impact of all of the interventions and monitor children individually and in cohorts within our pupil progress and review meetings.

4. Planned expenditure				
Academic Year		2018-9		
The section below demonstrates how Springwell Leeds Academy is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Quality of provision for all				
Desired Outcome	Chosen action / approach	What is the evidence / rationale for this choice	Staff Lead	When will you review implementation
1. Ensure pupils are supported effectively to ensure a smooth transition into the academy either from other settings or when starting at a new site	<ul style="list-style-type: none"> • Maintain high staffing ratios in classrooms • Ensure care team capacity to provide interventions and support is available 	<p>The academy is nearing the end of a complex process of growth and transition and needs to ensure that the effects of these changes are minimised as as not to disrupt learning.</p> <p>Additional staffing resource should support a more settled start in new settings for all pupils</p>	SJ	<p>End of year will look at impact on progress, behaviour and attendance.</p> <p><i>PP allocation: Contribution to staffing budget</i></p>
2. A developing and widening range of therapeutic interventions to support the SEMH needs of students.	<ul style="list-style-type: none"> • Investment in training and development of staff to enable in house delivery of therapeutic support e.g. <ul style="list-style-type: none"> ○ Theraplay ○ Thrive • Continued commissioning of expert services <ul style="list-style-type: none"> ○ Educational Psychologist ○ Coucillor 	<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. The approach this year is to continue to use some commissioned services to support students whilst continuing the in staff development investment will also give access to training, CPD and support for staff that will develop expertise within the team, creating a more sustainable model moving forward.</p>	MM	<p>Six Monthly review of ATS panel and impact evaluation.</p>

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<p>A developing and widening range of therapeutic interventions to support the SEMH needs of students. (continued)</p>	<ul style="list-style-type: none"> ○ Animal Assisted Therapy ○ Art Therapy ○ Speech and Language Therapy ● Targeted support through professionals panel which allocate resource, and monitor and evaluate its impact 	<p>See above</p>		<p><i>PP allocation: £50k total spend on services £7k Theraplay Training £2.5k Thrive licence and training</i></p>
<p>2. Investment in curriculum development, particularly in the Arts across all sites meaning many students have access to increasing range of Arts experiences</p>	<ul style="list-style-type: none"> ● Partnership investment with CAPE UK (now IVE) ● Recruitment of specialist teachers in Art, Music and Technology ● Continue to develop the Arts curriculum ● Embedding of Arts Award in Primary, roll out of Arts Award in main sites 	<p>A focus on the Arts – music, art, technology and drama to enhance the curriculum will support the development of pupil self-esteem, social interaction, cooperation, confidence and build resilience.</p>	<p>MB</p>	<p>End of year:</p> <ul style="list-style-type: none"> ● Arts plan review ● Student progress in Arts ● Number of students achieving Arts Awards ● Number of students achieving music grade passes <p><i>PP allocation: £5k Arts budget</i></p>

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3. Development of all settings into Nurture provisions	<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>Focus on embedding the 6 principals of Nurture into all settings</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>	SJ	<p>Continual monitoring of new catering contracts – quality</p> <p><i>PP allocation: Contribution to £200k catering budget</i></p>