



# Springwell Leeds



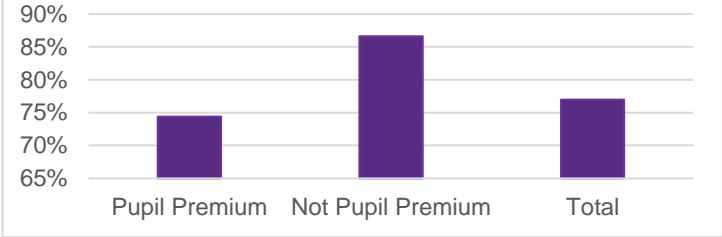
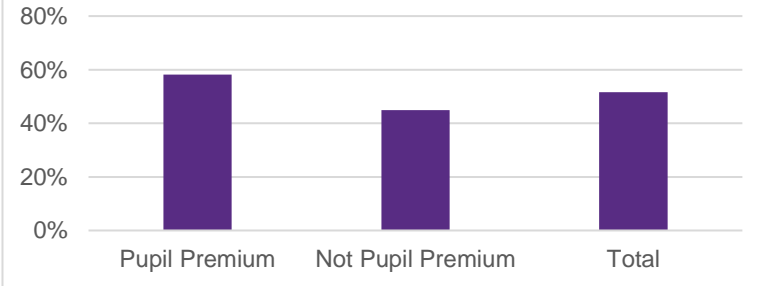
## Pupil Premium Impact Report 2018-19

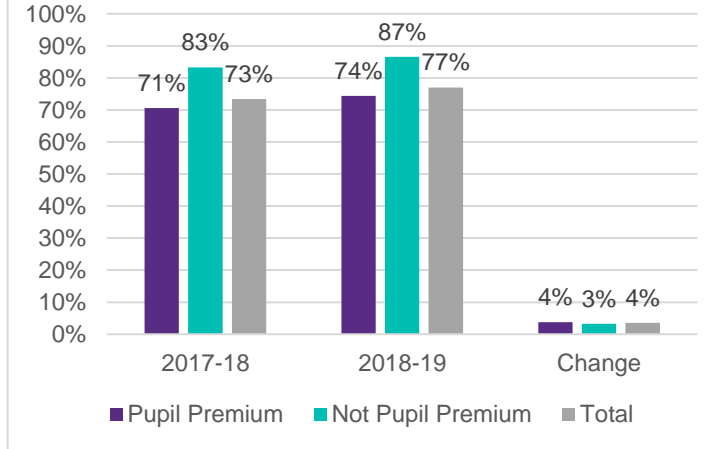


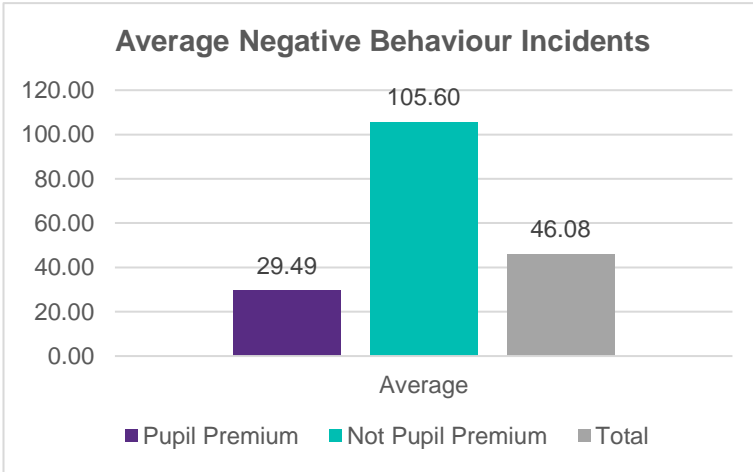
## Springwell Leeds Academy Pupil Premium 2018-19 Review

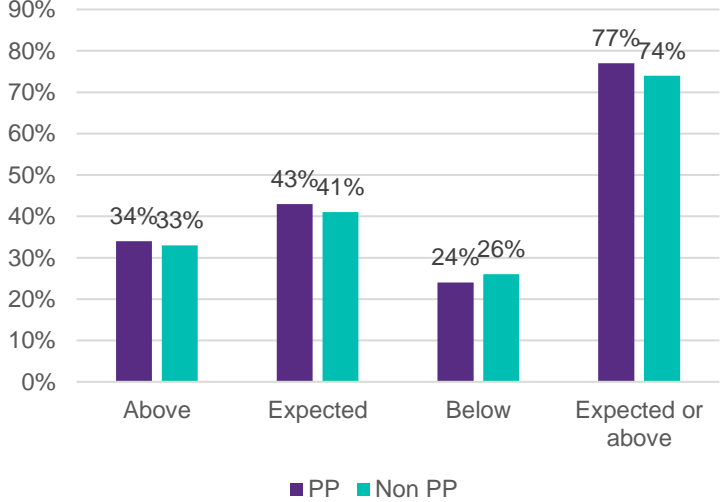
Summary information					
<b>School</b>	Springwell Leeds Academy				
<b>Total Pupils</b>	260 rising to 293	<b>PP Eligible</b>	170 rising to 201	<b>Funding</b>	<b>£179k</b>

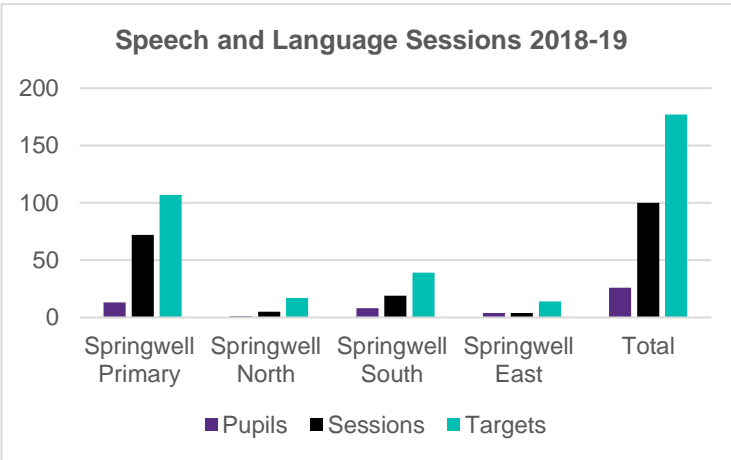
Desired Outcome	Cost	Description	Impact Summary
<p>Ensure pupils are supported effectively to ensure a smooth transition:</p> <ul style="list-style-type: none"> <li>a) Into the academy</li> <li>b) When moving between sites</li> </ul>	Contribution to staffing budget	<p>The academy is at the end of a complex process of growth and transition. This has included multiple changes of site and the transition of staff and pupils between sites. This year a new site opened in the North of the city, which resulted in the movement of approximately 60 children and 40 staff.</p> <p>In Addition to this movement of staff and pupils, the academy admitted over 30 new pupils during the course of the year.</p>	<p>When making a comparison it is impossible to ensure a like for like standard as there is no “control” school where the actions we planned were not taken.</p> <p>Evaluation of impact is therefore 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>

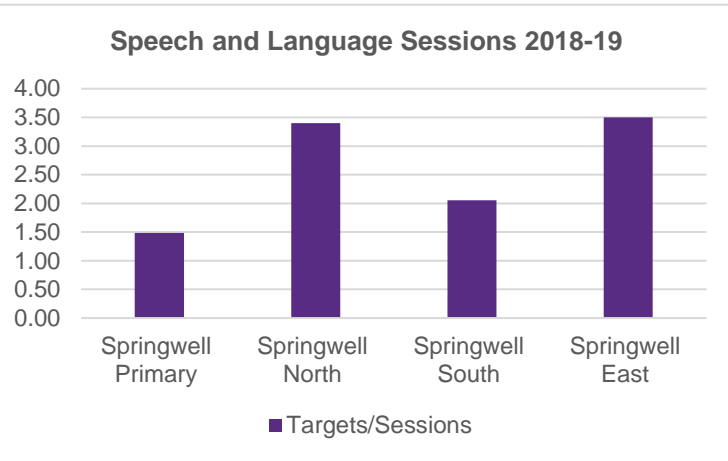
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<p>Ensure pupils are supported effectively to ensure a smooth transition:</p> <ul style="list-style-type: none"> <li>a) Into the academy</li> <li>b) When moving between sites</li> </ul> <p><b>(Continued)</b></p>	<p>Contribution to staffing budget</p>	<p>Staffing levels were kept high to provide extra support to all pupils throughout the transition period by recruiting staff earlier than strictly necessary and maintaining levels of staffing in class above the 3:1 model.</p>	<div data-bbox="1261 323 1980 632"> <p style="text-align: center;"><b>Overall 2018-19 Attendance</b></p>  <table border="1"> <caption>Overall 2018-19 Attendance Data</caption> <thead> <tr> <th>Category</th> <th>Attendance Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>74%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>81%</td> </tr> <tr> <td>Total</td> <td>77%</td> </tr> </tbody> </table> </div> <p>There was a 7% difference between the attendance rate of Non PP students v PP students across the year.</p> <div data-bbox="1261 770 2029 1129"> <p style="text-align: center;"><b>Rate of Persistent Absence 2018-19</b></p>  <table border="1"> <caption>Rate of Persistent Absence 2018-19 Data</caption> <thead> <tr> <th>Category</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>58%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>45%</td> </tr> <tr> <td>Total</td> <td>51%</td> </tr> </tbody> </table> </div> <p>There was a 7% difference between PA rate of Non PP students v PP students across the year.</p>	Category	Attendance Rate (%)	Pupil Premium	74%	Not Pupil Premium	81%	Total	77%	Category	Rate (%)	Pupil Premium	58%	Not Pupil Premium	45%	Total	51%
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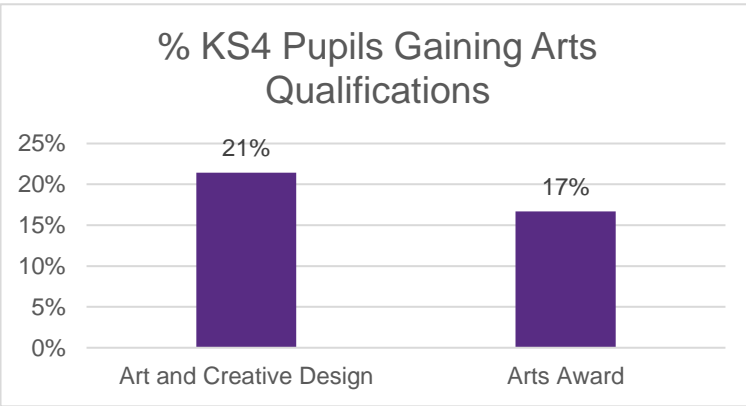
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<p>A developing and widening range of therapeutic interventions to support the SEMH needs of students.</p>	<p>£150k total spend on services</p>	<ul style="list-style-type: none"> <li>• Commissioning expert services               <ul style="list-style-type: none"> <li>○ Child Psychotherapy</li> <li>○ Educational Psychologist</li> <li>○ Clinical Psychologist</li> <li>○ Animal Assisted Therapy</li> <li>○ Speech and Language Therapy</li> </ul> </li> <li>• Target support through an expert panel which allocate resource, and monitor and evaluate its impact</li> </ul>	<p><b>A significant change in expected funding during this period meant that many of the planned expert services were no longer affordable and were not procured.</b></p> <p>A much smaller amount - £11k was used to ensure that speech and language was still accessed where needed and some additional educational psychology time was available to support with reports. Outcomes below</p> <div data-bbox="1294 715 2029 1177">  <p><b>Speech and Language Sessions 2018-19</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Pupils</th> <th>Sessions</th> <th>Targets</th> </tr> </thead> <tbody> <tr> <td>Springwell Primary</td> <td>10</td> <td>70</td> <td>105</td> </tr> <tr> <td>Springwell North</td> <td>0</td> <td>5</td> <td>15</td> </tr> <tr> <td>Springwell South</td> <td>5</td> <td>15</td> <td>35</td> </tr> <tr> <td>Springwell East</td> <td>2</td> <td>5</td> <td>10</td> </tr> <tr> <td>Total</td> <td>17</td> <td>95</td> <td>165</td> </tr> </tbody> </table> </div>	Category	Pupils	Sessions	Targets	Springwell Primary	10	70	105	Springwell North	0	5	15	Springwell South	5	15	35	Springwell East	2	5	10	Total	17	95	165
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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>Our good working relationship with IVE has continued throughout the year.</p> <p>The Academy has achieved “Artsmark” status through it’s continued work.</p> <p>We have successfully appointed a new Head of the Arts who replaced the previous holder who left on maternity leave. The Arts faculty now has</p> <ul style="list-style-type: none"> <li>• 3 art teachers</li> <li>• 3 music teachers</li> <li>• 3 technology teachers</li> </ul> <div data-bbox="1279 799 2029 1206"> <p style="text-align: center;"><b>% KS4 Pupils Gaining Arts Qualifications</b></p>  <table border="1"> <caption>% KS4 Pupils Gaining Arts Qualifications</caption> <thead> <tr> <th>Qualification</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Art and Creative Design</td> <td>21%</td> </tr> <tr> <td>Arts Award</td> <td>17%</td> </tr> </tbody> </table> </div>	Qualification	Percentage	Art and Creative Design	21%	Arts Award	17%
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<p>Development of all settings into Nurture provisions.</p>	<p>Contribution to £250k 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 four sites have established a quality assured system and routine for nurture breakfasts</p> <p>These routines support pupils to feel safe, nurtured and ready to learn and are a positive start to the day.</p> <p>The quality and efficacy of these systems has been quality assured through each sites' own monitoring and evaluation processes. These systems have also been quality assured through OfSTED and Peer Reviews throughout the year.</p>