



# Springwell Alternative Academy Grantham Pupil Premium Report 2019

## Context

During the academic year 2018-19 we closed Springwell Lincoln City Academy (SLCA) and opened four new Free Schools. Our Grantham school has been set up primarily by staff from the Gainsborough site of SLCA, however most of the students did not move from Gainsborough to Grantham. This Pupil Premium report explores the impact of the PP spending in Grantham, and then in Gainsborough.

## Intent: SLCA Pupil Premium Strategy Statement (Sept 2018)

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	<b>Aspirations, self-belief and confidence</b> – following a permanent exclusion from school pupils come to Springwell with low self esteem and little belief that they can be successful. There is a need for them to believe that they can achieve and have high expectations of themselves in order to develop the skills to succeed for lifelong learning and reintegration to mainstream education.	
<b>B.</b>	<b>Unidentified learning needs leading to difficulties accessing the curriculum</b> – pupils frequently come to Springwell following an exclusion from school and have not been assessed for unmet learning needs. This often means they have had difficulties accessing an age appropriate curriculum resulting in a lack of engagement and behaviour issues.	
<b>C.</b>	<b>Social Emotional and Mental Health difficulties</b> – many of our pupils have experienced challenges during early development such as trauma, attachment difficulties or other emotional difficulties that have impacted on their ability to regulate their emotions and responses within the classroom or school environment. Many of the pupils have a statutory assessment underway in order to secure appropriate education provision to meet these needs	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	<b>Attendance</b> – many of our pupils eligible for pupil premium are well below the target of 95% good attendance. This makes it more difficult for them to make the accelerated progress they need to make in order to close the gap with their peers.	
<b>E.</b>	<b>Family situations and vulnerability</b> – many pupils are supported through Early Help, TAC, CIN and CP. Lots of our families need a high level of support and additional home-school liaison work to ensure they are able to maintain appropriate routines and boundaries in the home to enable their children to have a successful daily transition in to school.	
<b>1. Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.	Pupils have improved Boxall and Doyles scores Reduction in Serious Incidents/RPIs

<b>B.</b>	Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/accelerated progress	All Pupils to have pupil profile Increased levels of engagement and learning behaviours (Doyles) Pupils making expected levels of progress
<b>C.</b>	Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others	Reduction in FTEs Reduction in RPIs
<b>D.</b>	Attendance of PP pupils improves	Reduce the number of persistent absentees amongst pupils eligible for PP Overall centre attendance improves
<b>E.</b>	Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD	Improved attendance at FLD Signs of Safety scaling from parents/carers (admissions to review meeting)

## Implementation and Impact: PP spending 2018-19

Area	Area of spending and aims	Cost	Linked to outcomes...	Impact and considerations for next year
Literacy	To be able to provide individual intervention and reading books for reading and spelling (RWI, Toe by toe, Hornet Literacy Primer and Word Wasp) and staffing for these one-to-one interventions	£1,500	A, B	Toe by Toe, Hornet Literacy Primer and Word Wasp have had limited impact on literacy levels (with the exception of one EAL student) and feedback from staff and students has not been positive – the programmes are seen as un-engaging by students. RWI is viewed positively, and students engaging with it have made good progress in their phonics knowledge. Different literacy intervention programmes for older students are being investigated for next year.
	To provide online subscriptions to programmes to support pupils to make accelerated progress in reading and writing	£500	A, B	Accelerated Reader has been purchased during this year and we have begun the process of launching and embedding it in practice – there is no evidence of impact with our own students yet, but research evidence suggests it is particularly effective with pupils from disadvantaged backgrounds. This needs to be fully embedded and developed next academic year.
	To be able to provide a selection of engaging reading material to develop a love of reading across the setting. Pupils to be involved in selecting reading material of interest to them.	£500	A, B	All classes had a small budget to develop their own class libraries – this has been the first strand of our work to develop a culture of reading in school. Students have reacted positively to being involved in helping purchase books. All primary and KS3 have embedded daily free-choice reading time, which has been shown

	To continue with subscriptions to online subscription to Bug Club.	£1318		repeatedly in research evidence to improve reading competence and confidence. Bug Club continues to engage students in primary.
<b>Mathematics</b>	To purchase an online subscription to KS3 Maths resources to improve the quality of teaching in all maths classes	£750 re active maths subscription	A, B	Staff feedback is positive about the quality of the resources, and the impact that has on the quality of their maths lessons (which is particularly important as we do not have any Maths specialists in school). Student outcomes are not yet good for Maths. This is a long term area for development.
<b>SEMH interventions</b>	To send staff on training to certify them to lead sessions in Drawing and Talking to support students' SEMH development	£180	A, C	Drawing and Talking has been set up, but has only been running for a few weeks at this time in the school year. Initial feedback is positive, but we are yet to see any impact in terms of student outcomes. The research evidence behind this programme is however strong.
	To send staff on training and purchase resources for Build To Express	£1080	A, C	This intervention has yet to begin with students.
	Boxall online subscription and resources	£180	A, C	Boxall subscription allows staff to assess and plan for SEMH development. All students this year have made at least some progress in their SEMH development, and many have made excellent progress. Boxall allows this to be captured, and supports staff in planning the learning activities that have led to that progress.
	Nurture breakfast	£12,500	A, C	Nurture breakfast contributes to positive relationships and physical wellbeing. Feedback from staff and students is positive. Research evidence from large trials shows the positive impact of having breakfast on

				academic attainment and manage behaviour and emotions.
	To provide targeted one-to-one counselling intervention for students through a 6 week cognitive behaviour therapy from an expert	£12,000	A, C	Students and parents have been positive about the chance to have someone to talk to, however the impact that a counsellor can have in 6 weeks with such complex young people is limited (NICE recommend 6-12 sessions, but more if a young person has been subject to multiple traumas, as many/most of our young people have been). For next academic year we are working on ensuring students have access to as many sessions of counselling as they need, rather than be limited to 6 sessions.
	Access to group music lessons to provide students with positive experiences and the opportunity to engage with music and self-expression through music	£5,000	A, C	Students and staff have been positive about the sessions, however there have not been any clear or measurable outcomes for students: students and staff were unable to articulate any ways in which the sessions had benefited them.
<b>KS4 personalised curriculum</b>	To provide a bespoke curriculum to individual pupils including access to vocational courses through AP to promote high levels of attendance. This also includes delivery of one-to-one targeted intervention and sporting activities to support NOCN qualifications	£4,000	A, B, D	Grantham has a small number of hard to engage students, who have been disengaged with education and/or involved with criminal and risky behaviour to such an extent that they cannot currently be managed in school. The provision of daily tutoring in the home or a public library nearby ensures that these students continue their education. Purchasing several placements in a vocational Alternative Provision has enabled a small number to access work placements,

				and therefore to develop skills and experience relevant to the profession or industry they wish to join.
<b>PP spend for specific individual pupils based on need</b>	In the previous academic year this has funded things such as ad hoc transport, uniform for pupils returning to mainstream school, laptops, kitting out pupils with tools and equipment needed for post 16 provision	£1,250	A, B, E	It is very hard to quantify the impact of these individual spending decisions. Parents have been extremely positive about these decisions, often commenting that they would not be able to provide these things for their children themselves – in this way, this funding has given these students the equipment and therefore the opportunity to move on to the next phase of their education, and is therefore contributing to our core mission.
		£41,258		

## Impact: were our outcomes met?

Desired outcomes and success criteria			Actual outcomes see school evaluations and data for further detail
<b>A.</b>	Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.	Pupils have improved Boxall and Doyles scores Reduction in Serious Incidents/RPIs	<ul style="list-style-type: none"> <li>School evaluation data indicates that the vast majority of students make good progress in terms of SEMH development (measured by Boxall and Doyle's) in their time with us</li> <li>School data shows a reduction in serious incidents and RPIs</li> </ul>
<b>B.</b>	Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/accelerated progress	All Pupils to have pupil profile Increased levels of engagement and learning behaviours (Doyles) Pupils making expected levels of progress	<ul style="list-style-type: none"> <li>All students have pupil profiles</li> <li>Reduction in serious incidents, RPIs and FTEs indicates improved levels of engagement and learning behaviours</li> <li>Pupils are not yet making expected levels of academic progress – this remains a focus for development</li> </ul>
<b>C.</b>	Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others	Reduction in FTEs Reduction in RPIs	<ul style="list-style-type: none"> <li>There have been reductions in both FTEs and RPIs</li> </ul>
<b>D.</b>	Attendance of PP pupils improves	Reduce the number of persistent absentees amongst pupils eligible for PP Overall centre attendance improves	<ul style="list-style-type: none"> <li>Levels of persistent absenteeism remain similar between PP and non-PP students</li> <li>Attendance is above the national average for PRUs</li> </ul>
<b>E.</b>	Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD	Improved attendance at FLD Signs of Safety scaling from parents/carers (admissions to review meeting)	<ul style="list-style-type: none"> <li>Attendance at Gainsborough FLD was improving each time. No FLD yet at Grantham.</li> </ul>