

Pupil premium strategy statement – April 2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Springside School
Number of pupils in school	131 2024-2025 153 2025-2026
Proportion (%) of pupil premium eligible pupils	43.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	April 2024 April 2025 - reviewed
Date on which it will be reviewed	April 2026
Statement authorised by	Melody Fierro (Headteacher)
Pupil premium lead	Mark Hitchen
Governor / Trustee lead	Joe McGarraghy (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,475 + £5,260 (£2,630 Cared for Child x2)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£103,745 (estimate)

Part A: Pupil premium strategy plan

Statement of intent

We believe that all members of our learning community should have access to the same opportunities and experiences, without barriers or restrictions. We believe that it is only through a truly holistic approach, incorporating the learner, school, their family and relevant professionals can we ensure the full potential of each and every individual is met.

We are committed to removing all the barriers to learning and are a pilot school for Rochdale Borough Council, in conjunction with the Children North East charity to Poverty Proof our school. Within this we fully support the statement that:

“No activity or planned activity in schools should identify, exclude, treat differently or make assumptions about those children whose household income or resources are lower than others.”

We believe in supporting our learners to be independent, to enjoy every element of their lives, to achieve more than they can imagine and we will do this together. We challenge what is possible and any limits put in place by others. We work with our learners to be as independent as they can be to ensure they have a feeling of self-worth. We work together with our learners and families to strive to enrich the whole lives of our learners.

All members of staff at Springside including Governors and Teaching Assistants accept responsibility for learners who are socially disadvantaged and are committed to meeting their pastoral, social and academic needs within a nurturing and caring environment.

- As with every learner in our care, a learner who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need or ability.

Challenges

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

Challenge number	Detail of challenge
1	Our observations and assessments, alongside those of professionals who have contributed to an EHC plan, show learners at Springside have not met the developmental milestones.
2	Our observations and conversations with learners, families and professionals demonstrate that our learners have had a limited range of experiences to enhance their independence and functional maths and English skills.

3	Our observations and conversations with learners, families and professionals demonstrate that our learners have had a limited range of activities to develop appropriate communication.
4	Our observations and conversations with learners, families and professionals demonstrate that our learners have had a limited range of experiences to support their Social, Emotional and Mental Health/ sensory play.
5	Our observations and conversations with learners, families and professionals demonstrate that our learners have had a limited range of experiences to support their physical and sensory development and well-being.

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.

Intended outcome	Success criteria
<p>Challenge number: 1</p> <ul style="list-style-type: none"> Progress in all areas for all learners, relative to their starting points, as identified through baseline assessments. 	<ul style="list-style-type: none"> Sustained progress for all learners*, as demonstrated by end of year assessments. Families will develop their knowledge of how to support their child. Families in need will access the support required to enhance their home environment and the out of school care for our learners. Early Help Assessments completed with families identified as requiring additional support. Learners accessing short break matrix and respite care as required. Families accessing support networks/ groups outside of school e.g. Food bank Parent/ Carer support group attendance regularly high with high quality input specific to needs of families. Outside agencies and professionals delivering support sessions to families within school/ facilitated by school. Families engaging with school through use of social media/ website.
<p>Challenge number: 2</p> <ul style="list-style-type: none"> Good progress in Cognition and Learning Curriculum Area for all learners, relative to their starting points, as identified through baseline assessments. 	<ul style="list-style-type: none"> Sustained progress for all learners* in cognition and learning areas, as demonstrated by end of year assessments. Facilitating learners having a range of experiences in line with their Cognition and Learning Curriculum Area.

	<ul style="list-style-type: none"> • Learners access a range of activities and motivating resources; as appropriate to their cognitive level. • Opportunities to develop their skills and using a motivating range of resources. • PLPs personalised for all learners. • All learners will have manageable steps towards their EHC Cognition and Learning outcomes that remove barriers as appropriate. • Families contribute towards PLP cognition and learning outcomes and provision to ensure all elements are accessible to continue the learning at home. • Families supported to have the knowledge, skills and resources to continue the learning towards the EHC Cognition and Learning outcomes out of school.
<p>Challenge number: 3</p> <ul style="list-style-type: none"> • Good progress in Communication and Interaction Curriculum Area for all learners, relative to their starting points, as identified through baseline assessments. • Reduction in behavioural incidents across school. • Increased independence and reduced level of staff support for individuals. • Increased access to the community through school and home, due to reduced barrier to learning of behavioural incidents in and out of school. 	<ul style="list-style-type: none"> • Sustained progress for all learners* in Communication and Interaction areas, as demonstrated by end of year assessments. • Facilitating learners having a range of experiences in line with their Communication and Interaction Curriculum Area. • Learners access a range of activities and motivating resources; as appropriate to their cognitive level. • Opportunities to develop their skills and using a motivating range of resources. • PLPs personalised for all learners. • All learners will have manageable steps towards their EHC Communication and Interaction outcomes that remove barriers as appropriate. • Families contribute towards PLP Communication and Interaction outcomes and provision to ensure all elements are accessible to continue the learning at home. • Families supported to have the knowledge, skills and resources to continue the learning towards the EHC Communication and Interaction outcomes out of school. • Removing behaviour as a barrier to learning through personalised barriers to learning plans, positive handling plans, whole school ethos of seeing behaviour as communication and identifying the purpose of this.

	<ul style="list-style-type: none"> • 3 Team Teach Tutors within school. Whole school ethos and implementation is consistent and all training is school/ pathway/ class specific. • Learners able to access the pathway that is academically the most appropriate with 'behaviour' removed as a barrier to doing so. • Learners to access inclusion as appropriate with 'behaviour' removed as a barrier to doing so.
<p>Challenge number: 4</p> <ul style="list-style-type: none"> • Good progress in Social, Emotional and Mental Health Curriculum Area for all learners, relative to their starting points, as identified through baseline assessments. • Increased independence and reduced level of staff support for individuals. • Increased access to the community through school and home, due to an improved ability to socialise and manage emotions in and out of school. 	<ul style="list-style-type: none"> • Sustained progress for all learners* in Social, Emotional and Mental Health areas, as demonstrated by end of year assessments. • Facilitating learners having a range of experiences in line with their Social, Emotional and Mental Health Curriculum Area. • Learners access a range of activities and motivating resources; as appropriate to their cognitive level. • Opportunities to develop their skills and using a motivating range of resources. • PLPs personalised for all learners. • All learners will have manageable steps towards their EHC Social, Emotional and Mental Health outcomes that remove barriers as appropriate. • Families contribute towards PLP Social, Emotional and Mental Health outcomes and provision to ensure all elements are accessible to continue the learning at home. • Families supported to have the knowledge, skills and resources to continue the learning towards the EHC Social, Emotional and Mental Health outcomes out of school. • Learners develop their knowledge of emotions, labelling them and using strategies to self-regulate, manage and communicate these. • Post Incident Learning to be embedded in practice, identified on behaviour plans and included in the recording of significant incidents. • Learners able to access the pathway that is academically the most appropriate with 'behaviour' removed as a barrier to doing so.

	<ul style="list-style-type: none"> • Learners to access inclusion as appropriate with 'behaviour' removed as a barrier to doing so.
<p>Challenge number: 5</p> <ul style="list-style-type: none"> • Good progress in Physical and Sensory Curriculum Area for all learners, relative to their starting points, as identified through baseline assessments. • Increased access to the community through school and home, due to an improved ability to play and manage sensory 'overloads' in and out of school. 	<ul style="list-style-type: none"> • Sustained progress for all learners* in Physical and Sensory areas, as demonstrated by end of year assessments. • Facilitating learners having a range of experiences in line with their Physical and Sensory Curriculum Area. • Learners access a range of activities and motivating resources; as appropriate to their cognitive level. • Opportunities to develop their skills and using a motivating range of resources. • PLPs personalised for all learners. • All learners will have manageable steps towards their EHC Physical and Sensory outcomes that remove barriers as appropriate. • Families contribute towards PLP Physical and Sensory outcomes and provision to ensure all elements are accessible to continue the learning at home. • Families supported to have the knowledge, skills and resources to continue the learning towards the EHC Physical and Sensory outcomes out of school.

***all learners** - NB some learners at Springside school have degenerative medical conditions and other complex medical needs, for these learners progress may be demonstrated through retaining or regaining previously developed skills.

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: £ 6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Reaccreditation training for 2 Team Teach tutors to enable them to lead the training for staff within in line with the school’s Barriers to Learning and Use of Reasonable Force policies. • This will support a whole school ethos of seeing behaviour as communication and identifying the purpose of this. • The tutors will then monitor behaviour across school, oversee and support the writing of behaviour plans, ensure consistent recording, lead the behaviour working party, support families to develop effective behavioural strategies at home. • The tutors will develop the use of Post Incident Learning to improve the mental health of learners following significant incidents and develop their knowledge of emotions, labelling them and using strategies to self- 	<p>Evidence from previous academic years shows the effectiveness of utilising Team Teach within school and adapting the training to the needs of the school. Pedagogy supporting Team Teach supports this:</p> <p>https://www.pbstraining.co.uk/files/ugd/2f64b7_c40e7b47875c4a089905109fc6e1a6e4.pdf</p> <p>Pedagogy in relation to the positive benefits of post incident learning on mental health:</p> <p>https://www.pbstraining.co.uk/files/ugd/2f64b7_d61e2c1ef9de4a58854a4ebee1d72cbb.pdf</p>	<p>1, 2, 3, 4, 5,</p>

<p>regulate, manage and communicate these.</p> <ul style="list-style-type: none"> Newly trained Tutor to upskill existing school staff and provide increased support within direct learner interventions. 		
<ul style="list-style-type: none"> Enhancing the sensory regulation equipment available for learners with enhanced sensory needs, including autism. These will enhance the offer for all learners, allowing readily available access to sensory resources that allow them to become increasingly independent in managing their emotional regulation. 	<ul style="list-style-type: none"> We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. 	1, 5

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

Budgeted cost: £ 85,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Embedding of a 'gateway team' to deliver specific interventions across school. Staff with the knowledge, skills and qualifications to deliver a variety of interventions as identified and required by the learners. Purchasing of required resources to facilitate this. 	<ul style="list-style-type: none"> Learners at Springside require an individualised curriculum and are grouped according to need. On occasions, above and beyond this, specific interventions are required to address any barriers to learning and develop their independence in all areas of their life. Predominantly this will require specific staff, skilled in an area to work with the learners directly. Learners have an increased level of engagement and progress within class 	1, 2, 3, 4, 5,

	<p>relative to their starting points, as identified through baseline assessments.</p> <ul style="list-style-type: none"> Learners will have a reduction in behavioural incidents across the academic year, evidencing the strategies used are effective. 	
<ul style="list-style-type: none"> Staff dedicated to pastoral support further supporting families in the areas they need. 	<ul style="list-style-type: none"> Due to the nature of what we are supporting our learners to learn, in order to truly embed this, we will at times need to work directly with their families. 	

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Extending our animal therapy offer - Purchasing of animals, equipment, food and ongoing care to facilitate animal care and the associated therapeutic benefits. Access to animals from external providers for animal therapy. 	<p>Our observations and experience has given us the knowledge of the benefits of caring for animals has for our learners. The animals can be used across the curriculum but generally are used to support the wellbeing of our learners.</p>	1, 2, 3, 4, 5,
<ul style="list-style-type: none"> Creating memories for our learners through a variety of experiences linked to termly themes. 	<ul style="list-style-type: none"> Through observations and conversations with learners and families we know our learners have less access to experiences in the community due to the complexity of their needs. Through our knowledge that our learners require concrete learning, using experiences will help bring the themes and curriculum to life for our learners. Opportunities created for our learners to create memories through a variety of experiences linked to termly themes. 	1, 4

<ul style="list-style-type: none"> • Training and research to develop support for learners. 	Staff using knowledge gained to enhance their understanding and the offer for learners.	1, 2, 3, 4, 5,
<ul style="list-style-type: none"> • Snack 	To support our Poverty Proofing initiative and support our families we no longer request snack money for our learners, we now provide snack/ food within lessons.	1, 2, 3, 4, 5,
<ul style="list-style-type: none"> • Tutoring and targeted support in the home for EBNA learners 	To support the education of the learners who are emotionally based school non-attendance.	1, 2, 3, 4, 5

Total budgeted cost: £ 103,000 (estimated)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

In relation to April 2024 – April 2025, all areas identified as challenges have seen improvements and successful outcomes. School have used their internal assessment data measures (against EHC Outcomes;); attendance data; behaviour data and direct feedback from families stating the improved outcomes witnessed at home and increased access to the wider community as a result.

One area that had been less successful was the access to animal therapy. This was through the bringing of animals onto the school premises and whilst beneficial, the limited nature of access to this limited its impact. School is reviewing this approach and looking at purchasing a therapy dog/ animals to be based in school. In addition, opportunities to care for animals in the community may be explored if appropriate.

As a school we are ahead of progress in relation to achieving the intended outcomes, however, due to the nature of the challenges, these remain required to be worked upon and the strategies implemented.

Externally provided programmes

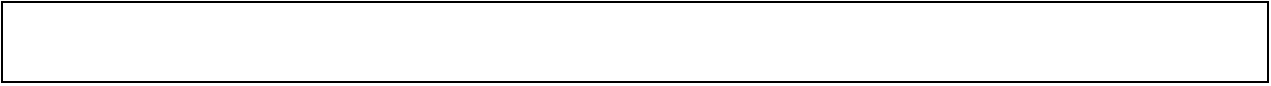
Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils



Further information (optional)

In order to meet our requirements, Springside School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils

As part of the additional provision made for learners who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged learners are adequately assessed and addressed through termly learner progress meetings.

In making provision for socially disadvantaged learners, the Governors of the school recognise that not all learners who receive free school meals will be socially disadvantaged. The Governors also recognise that not all learners who are socially disadvantaged are registered or qualify for free school meals.

Within school we currently distribute the pupil premium funds according to the number of eligible learners in each phase. In line with Government advice on the spending of pupil premium, we do not spend this so that it solely benefits eligible learners. Instead, we consider all relevant factors that mean learners may need extra support, examples of this are; if they have or have had a social worker, if they act as a carer or if their access to experiences required for their wellbeing and development is restricted. We particularly look to utilise the funding to facilitate long-term, sustained benefits and impact for our learners.

We will endeavour to reduce the barriers to learning through;

- Facilitating learners' access to education
- Facilitating learners' access to the curriculum
- Providing additional teaching and learning opportunities

Reporting

Annually, this strategy document will be updated by the Assistant Headteacher with specific reference to:

- The progress made towards narrowing the gap for socially disadvantaged learners.
- An outline of the provision that was made during the term.
- An evaluation of the cost effectiveness, in terms of the progress made by the learners receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the Deputy Head (assessment lead) to outline the school's progress towards 'narrowing the gap' for socially disadvantaged learners is given to the school's Governors on a termly basis.

The school will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged learners. This task will be carried out within the requirements published by the Department for Education.

Success Criteria

The evaluation of this policy is based on how the school can 'narrow the gap' between socially disadvantaged learners and their peers. Targets will be identified and evaluated termly and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual outcomes.
- Having an effective system for identifying, assessing and monitoring learners.
- Having a whole-school approach.
- Create a positive school atmosphere in which learners' differences are recognised and valued as full members of the school community; developing confident and independent learners.