

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Springside School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	57.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	17 th June 2021
Date on which it will be reviewed	March 2021
Statement authorised by	Melody Fierro
Pupil premium lead	Mark Hitchen
Governor / Trustee lead	Charlene Mullane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,560
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,420

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 have become 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.
6	Our observations and conversations with learners and families demonstrate that our learners have had a limited range of life experiences and memories, exasperated due to the challenge of socialising due to associated SEN and furthermore by Covid.

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"> • Good 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 reinstated within school and parents accessing. • 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. 	<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 behaviour support plans, whole school ethos of

	<p>seeing behaviour as communication and identifying the purpose of this.</p> <ul style="list-style-type: none"> • 2 Team Teach Tutors within school. Whole school ethos and implementation is consistent and all training is school/ phase/ class specific.
<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. 	<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.
<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. 	<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.

	<ul style="list-style-type: none"> • 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.
<p>Challenge number: 6</p> <ul style="list-style-type: none"> • All learners have the opportunity to experience and engage in life experiences that create memories. 	<ul style="list-style-type: none"> • All Learners will access the learning for life days. • Learners will work towards completing '50 things I do before I leave Springside'. • Themes within school will be threaded into learning to enrich the curriculum and give broad experiences. • Creating memories for our learners through a variety of experiences linked to termly themes. • Outside agencies and professionals delivering support sessions to families within school/ facilitated by school. • Families engaging with school through use of social media/ website.

***all learners** - NB some learners at Springside school have degenerative medical conditions and other complex medical needs, for these learner's 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: £21,091.49

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 Behaviour and Physical Intervention 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-regulate, manage and communicate these. 	<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, 6.</p>
<ul style="list-style-type: none"> • Facilitating staff to access training to develop their knowledge of Sex and Relationships education, this will ensure the curriculum within school is appropriate 	<p>Evidence from previous academic years and conversations with parents demonstrates that learners often display behaviours at home that may not be evident at school. In order to ensure the curriculum and needs of all learners is met, identifying all needs (including those</p>	<p>1, 3, 4.</p>

<p>and staff are confident and competent at delivering it.</p> <ul style="list-style-type: none"> • Facilitating staff to deliver Sex and Relationships education workshops with families. <ul style="list-style-type: none"> - Within the workshops families to develop their knowledge of how it is being delivered within school and how to respond to situations that may occur. - Families able to provide a holistic view of life for our learners to ensure our curriculum evolves and is reflective of the needs of our learners. 	<p>from home) will allow staff to tailor the curriculum.</p> <p>Supporting parents to understand the curriculum allows us to support their child, parents have requested this more since they have seen the benefits of this 'upskilling' during lockdown and we have seen an increase in the development of learners whose parents are engaged and knowledgeable in their child's development and curriculum.</p>	
<ul style="list-style-type: none"> • Facilitating staff to access training to develop their knowledge of Rights Respecting schools, this will enable a whole school approach, ethos and commitment to ensuring all elements of our learner's school life is.... • School will achieve accreditation as a Rights Respecting School. • Supporting learners to develop their knowledge and understanding of global citizenship 	<ul style="list-style-type: none"> • RRS co-ordinator TLR3b appointed to promote and engage staff in increasing their knowledge of Children's right in accordance with Unicef and their Rights Respecting Schools award • Bespoke training sessions and workshops delivered by UNICEF in Bronze, Silver and Gold awards as well as RRS SEN workshops attended by coordinator to help with the implementation of RRS across the school community • RRS Bronze and Silver status accreditation's awarded February 2021 and November 2021 • Evidence from previous academic research involving longitudinal studies demonstrates the effectiveness of how becoming a Rights Respecting School has a significant and positive influence on the school ethos, relationships, inclusivity and well-being of the school community. <p>https://research.edgehill.ac.uk/ws/files/21772578/RRSA_Evaluation_Report_2010.pdf</p> <ul style="list-style-type: none"> • Staff at all levels attend bespoke training sessions to develop their knowledge of children's rights 	<p>1, 2, 3, 4, 5, 6.</p>

	<ul style="list-style-type: none"> • Learners access a range of activities and visits support learning and experiencing their rights. For example, taking part in trips to the M6 theatre and Sky Light circus to support learner's right to access a range of artistic and cultural activities and goals of education. • Learners take part and celebrate a range of focused and themed days and weeks which support the development of global citizenship and understanding of the wider world around them such as religious festivals and children's mental health week • We have identified a proven intervention to support the positive mental health and well-being of learners through the implementation of animal assisted therapy sessions • Policies are written and reviewed by the coordinator to reflect the whole school commitment to RRS • Wide range of resources created for use across the school to support learners in accessing their right. For example, personalised PDD boards to support learners in accessing their rights to have their views, thoughts and opinions respected. Range of play equipment to support their right to play and relax. 	
<ul style="list-style-type: none"> • Increased quantity, quality and range of resources to enrich the curriculum. These will enhance the offer for all learners and help counteract the impact of limited access to shared resources/ rooms due to the ongoing impact of the pandemic. 	<ul style="list-style-type: none"> • Learners access a range of my independence activities; as appropriate to their cognitive level. • Learners will work to have a knowledge of pre-cooking skills; healthy and unhealthy foods; explore money (exchanging coins; the value of coins, change). They will explore how to: identify what items are needed; create a shopping list; buy items; store items; as well as how to shop in a cafe/ restaurant. • Learners have access (as appropriate) to activities that teach them to handle, experience and taste healthy foods 	1, 2, 3, 4, 5, 6.

	<p>that may be unfamiliar; knowing what are healthy drinks and exploring the concept of developing leisure interests are the 'move, eat, sleep, relax' focus.</p> <ul style="list-style-type: none"> • Learners engage in activities using motivating resources aimed to develop their knowledge and skill during structured and free play. • Learners have access to resources and activities that develop their healthy eating and lifestyle; mental health and well-being and how to be physically activities. 	
<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 and help counteract the impact of limited access to shared resources/ rooms due to the ongoing impact of the pandemic. 	<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
<ul style="list-style-type: none"> • Increasing the range and quantity of switches and equipment available to support the communication and access to technology for learners, particularly those with PMLD. 	<ul style="list-style-type: none"> • We have identified that to continue to ensure our learners develop skills that can increase their independence throughout their life we need to utilise voice activated technology, this will help alleviate some physical barriers to learning for learners. In addition, we have identified that some of the current switches are not optimal for our learners and their equipment e.g. wheelchairs, the purchasing of an increased variety will remove these barriers to learning and increase engagement for learners. 	1, 2, 3, 4, 5
<ul style="list-style-type: none"> • Resources will be purchased to allow delivery of online safety elements of gaming in response to the increased risk and vulnerability of our learners - consoles and devices to also enrich the offer for learners in relation to other areas of the curriculum. 	<ul style="list-style-type: none"> • We have identified the consoles and devices our learners are using at home and have the knowledge that our learners require concrete learning strategies, for example, teaching our children how to be safe online on a PS4 is best undertaken through using the actual console and supporting learners through the stages of privacy settings. 	4, 6
<ul style="list-style-type: none"> • Purchasing the updated Equals curriculum documents and resources. 	<ul style="list-style-type: none"> • Learners at Springside School have a diverse range of learning difficulties and associated special educational needs. The curriculum aims to support the holistic development of all learners in a 	1, 2, 3, 4, 5, 6

	<p>manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face. At its core it is designed to ensure all learners are happy, healthy and safe whilst ensuring they reach their full potential having access to a broad and balanced curriculum promoting independence throughout.</p> <ul style="list-style-type: none"> • Our curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum, including the EYFS framework, is not sufficient to meet the needs of learners with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the start of their national curriculum, curricula need to be different rather than differentiated, because the way such learners learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,876.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing levels to support Behavioural interventions and the implementation of Behaviour Support Plans/ individual timetables for identified learners.	<ul style="list-style-type: none"> • Learners have an increased level of engagement and progress within class relative to their starting points, as identified through baseline assessments. • Learners have a reduction in behavioural incidents across the academic year, evidencing the strategies used are effective. 	1, 2, 3, 4, 5
Engaging with the National Tutoring Programme to provide a blend of tuition,	<ul style="list-style-type: none"> • Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: 	1, 2, 3, 4, 5

<p>mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<ul style="list-style-type: none"> • One to one tuition EEF (educationendowmentfoundation.org.uk) • And in small groups: • Small group tuition Toolkit Strand Education Endowment Foundation EEF 	
<p>Increased staffing 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.</p>	<p>Through our observations, assessments and conversations with families, staff identify learners who would benefit from specific interventions to develop their independence, which may mean they need support regulating their emotions, awareness of expectations in the wider world, need to be given the tools to communicate their feelings etc.</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £362.70 + £13,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a family support worker to help families develop their knowledge of how to support their child. Family support worker to help families identify areas they require support in, identify support options and help to embed these. Support in all areas required at a higher level than previous due to the historical and ongoing impact of the pandemic.</p>	<ul style="list-style-type: none"> • Families identified as in need are accessing the support required to enhance their home environment and the out of school care for our learners e.g. short break matrix. • Early Help Assessments completed with families identified as requiring additional support. • Learners and their whole family's wellbeing and attendance improved through targeted approach and dedicated time allocated to supporting the families. • Increased parental engagement with school, specifically engaging new families through Parent/ Carer support group reinstated within school and parents accessing. • Outside agencies and professionals delivered support sessions to families within school/ facilitated by school. 	<p>1, 2, 3, 4, 5, 6</p>

	<ul style="list-style-type: none"> Families increased engagement with school through use of social media/ website. 	
Purchase of animals, equipment, food and ongoing care to facilitate animal care and the associated therapeutic benefits.	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.	1, 2, 3, 4, 5, 6
Creating memories for our learners through a variety of experiences linked to termly themes.	<p>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, these opportunities have reduced further due to the impact of the pandemic.</p> <p>Through our knowledge that our learners require concrete learning, using experiences will help bring the themes and curriculum to life for our learners.</p> <p>Opportunities created for our learners to create memories through a variety of experiences linked to termly themes.</p>	1, 6

Total budgeted cost: £64,331.08 + £13,920.00 (recovery premium) =
£78,251.08

Further information

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

A termly report will be written by the Assistant Headteacher regarding:

- 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 Assistant Head and Deputy Head 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 targets.
- 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.