

Pupil Premium Strategy Statement 2024-2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Springhead School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Headteacher
Governor lead	Chair of Governors

Funding overview

Detail 2024-2025	Amount
Pupil premium funding allocation this academic year (Spring and Summer term 25 to be confirmed in April 2024)	£35,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (Spring and Summer term 25 to be confirmed in April 2024)	£35,670

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Moral Purpose

The moral purpose focuses on five key aspects of our pupils' lives:

- Respect
- Self-determination
- Inclusion
- Fostering relationships • Learning

The moral purpose represents a commitment to our pupils that can be expressed as a promise in each case.

- **Respect** – we undertake to listen to you, to enable you to speak for yourself as far as possible, and to speak up for you when you want us to
- **Self-determination** – we will enable you to make choices about your life
- **Inclusion** – we will enable you to take your place in the community
- **Relationships** – we will enable you to be with different groups of people and to choose your friends
- **Learning** – we will enable you to learn by allowing you to explore, experiment, rehearse and do things by yourself even though you will make mistakes.
- We aim to raise the attainment and progress of disadvantaged pupils and their peers and are specifically vigilant that pupils in receipt of PP are able to access learning as well as non PP pupils. We have small classes and provide a high level of support to ensure PP pupils access teaching and learning. All staff including class teachers are aware of pupils in receipt of PP and work collaboratively with pupils to support their individual needs and outcomes. All lessons are differentiated and learning personalised to individual need.
- We aim to support pupils within this group to make progress with their communication, independence skills, developing their emotional resilience and Mental Health and their physical development. Each pupil within school has a Communication Profile (based on the Bill of rights for Communication) to support their individual method of communication. We have a strong ethos in ensuring that all pupils have a voice and are listened to. There is a strong pupil voice through Student Council and a range of communication strategies throughout the school. We are vigilant in ensuring that pupils progress with their physical development by following their personal therapy programmes and through access to specific areas within school (including access to our onsite Hydro pool and offsite swimming) and outdoor provision.
- We aim to ensure that all pupils (including those in receipt of Pupil Premium) enjoy a positive attitude to school life, including full attendance and participation in enrichment activities. The behaviour, attendance and participation in school life is monitored to ensure parity with non PP peers. We have a music therapist and also Music curriculum lead to support the love of learning through music. We provide enrichment opportunities through outdoor learning, pet therapy and sensory interventions. We work together with families through the school Planners and regular parental contact. We use Evidence for learning to record pupil progress.

Challenges

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

Challenge number	Detail of challenge
1	Emotional Resilience, Mental Health and Communication
2	Appropriate outdoor provision
3	Physical development opportunities

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
Pupils develop skills to support their own emotional resilience and Mental Health	<p>Pupils will have access to a range of trained staff and mix of deep pressure, sensory resources to support times of anxiety, stress and support their emotional resilience.</p> <p>Pupils will show a positive response to the resources either independently or through adult provision.</p> <p>Behaviour incidents will continue to show a decline.</p>
Pupils will access a range of appropriate outdoor provision	<p>An increase in appropriate outdoor provision both for use as part of Teaching and Learning time and children and young people's playtime.</p> <p>Pupils will be part of reviewing and requesting equipment within the outdoor provision.</p> <p>One member of staff will have completed the Forest Leader training and begin to deliver sessions</p>
Pupils to have access to an increasing range of communication devices	<p>Communication continues to be a strength for all pupils and building on a strong pupil voice.</p> <p>Access to communication resources will have increased and is being used throughout the school.</p>
Pupils have access to resources and support for their physical development	<p>Pupils will show an increasing range of access to different physical resources.</p> <p>Pupils will develop the confidence to try new activities</p>

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, Interventions and Wider Strategies (including resources)

2024-2025

Budgeted cost: £35,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory resources and interventions	<p>BAMT: Music Therapy is an established psychological clinical intervention, delivered by HCPC registered music therapists to help people whose lives have been affected by injury, illness or disability through supporting their psychological, emotional, cognitive, physical, communicative and social needs.</p> <p>Sensory Direct: Children actively seek out activities that provide sensory experience of movement and body position such as jumping, swinging and spinning. It is perfectly natural for children to enjoy movement and sensations that promote development and organise the brain.</p> <p>For some children (and adults) the senses don't integrate properly which can make everyday activities and tasks problematic.</p>	1
Outdoor resources	<p>Learning Resources: There are several fundamental ways outdoor play helps your child's development. Outdoor play helps your child develop essential physical skills and abilities such as gross motor skills, and the vestibular sense. Outdoor play also helps with social-emotional learning and building essential life skills such as problem-solving, resilience, and social skills.</p> <p>But mostly, outdoor play is fun, and nearly all children enjoy playing outdoors most of the year. Playing outside gives children the freedom to run, jump, climb, explore, and make lots of noise! Explore why is outdoor play important for children's development.</p>	1,2 and 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication resources and training	<p>I CAN: A communication supportive or communication friendly environment is one that promotes and supports children's language and communication skills. It is an umbrella term for describing key features of the environment and the way practitioners interact with children. It will look slightly different in early years settings and in school environments. This is because practitioners will be using a range of strategies to support children adapted to their level.</p> <p>Makaton: Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.</p> <p>Being able to communicate is one of the most important skills we need in life. Almost everything we do involves communication; everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends and having fun. These all rely on our ability to communicate with each other.</p> <p>With Makaton, signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help people who have no speech or whose speech is unclear. Using symbols can help people who have limited speech and those who cannot, or prefer not to sign.</p> <p>For those who have experienced the frustration of being unable to communicate meaningfully or effectively, Makaton really can help. Makaton takes away that frustration and enables individuals to connect with other people and the world around them. This opens up all kinds of possibilities.</p>	1
Physical Development support	<p>Halliwick: Halliwick in the water guarantees a number of benefits for the development of the body of adults and children with disabilities. It is a method of learning to swim, which supports their development, improving the stability of the torso, controlling breathing and head movements.</p> <p>MATP: MATP provides genuine opportunities for training and competition for individuals with PMLD and complex needs. Opportunities are realistic and tailored to the individual. It focuses on the abilities and enables athletes to work and showcase motor skills and sporting achievements that are relevant to them.</p> <p>Through MATP we look to:</p> <ul style="list-style-type: none"> • Increase physical activity leading to improvement in motor skills, physical fitness, and functional ability • Enable more opportunities to perform sports activities • Development of a more positive self-image through skill acquisition • Enable greater interaction through sport and physical activity • Provide more opportunities to develop friendships with other athletes, family members and engage the local community 	3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023-2024** academic year.

All pupils continued to make good or better progress against their own individual next steps and their EHCP outcomes. Pupils evidence is shown on their Evidence for Learning profile and through all the work published on the website, social media and our newsletters.

Deep Pressure resources and training has supported Self-regulation strategies and supported behaviour interventions. The purchase of new sensory integration resources within the 'Cool Cave' has developed pupils co-ordination and balance. The new swing frame has given more options for pupils to experience a range of sensory integration and experiences through a hammock, glider and tear drop swings. The Seal cushion on both sites supports core strength development.

Outdoor resources have increased pupil's interactions, the time spent in the outdoors and developed a positive impact on mental health and well being including the development of the Forest School. Forest School sessions are supported by a Forest School Trained member of staff. Music Therapy has increased pupil's communication and interactions over an increased period of time and more pupils have benefited from the intervention on a 1:1 basis or as a smaller group. Staff training towards Music Therapy has also meant the development from the interventions has been able to take place within the class groupings outside of the therapy session and the Music room as meant pupils engagement and communication continues to increase.

Communication strategies continue to be developed. Makaton training has had a positive impact on pupils' communication in school and at home. The increased use of signing across the school has enabled more pupils to have a voice. The development of the Communication Working Group has meant the consistent approach of symbols and Object of Reference has supported Pupil Voice. Teaching and Learning staff are trained to Makaton Level 2 and we are currently training up our own Makaton Trainer.