

## Pupil Premium - Allocation, Spend and Impact

### Executive Summary 2020 -2021 Sheffield Springs Academy

#### Summary for Governors

| Item of PP expenditure (three highest proposed costs) | Amount    | RAG - Impact |
|---|-----------|--------------|
| <b>Behaviour and Engagement support</b>               | £91976.00 |              |
| <b>HLTAs</b>  | £59237.00 |              |
| <b>Attendance Support</b>                             | £44295.00 |              |

#### At Sheffield Springs Academy

- We believe in the capacity of every pupil to achieve at the highest levels
- We do not believe that social or financial disadvantage should ever be an obstacle to a young person's life chances
- We use every funding source and educational strategy at our disposal to remove barriers to success for our pupils
- We encourage every pupil to believe in their self and their potential to achieve
- We support every pupil to take pride in their achievements and to always aspire to achieve even more

## Pupil premium and 2020 Catch-Up Premium strategy / impact

| 1. Summary information – Pupil Premium    |           |     |   |             |          |  |            |
|---|-----------|-----|---|-------------|----------|--|------------|
| Academic year                             | 2020-2021 |     | Total PP budget                           | £489,915.00 |          | Date of most recent PP Review                  | 22/11/2020 |
| Total number of pupils                    | 860       |     | Number and %age of pupils eligible for PP | 513         | 65%      | Date for next internal review of this strategy | 01/02/2021 |
|   | KS3       | KS4 |   | KS3         | KS4      |  |            |
| Number of PP eligible pupils by key stage | 317       | 196 | Budget split by key stage                 |             |          |  |            |
| Allocation of PP funding                  | Ever 6    |     | £489915.00                                | LAC         | £7035.00 | Service Children                               | £0.00      |
|   |           |     |   |             |          |  |            |



| Current achievement   |  |  |  |                           |   |
|---|--|--|--|---------------------------|---|
| 2020 Outcomes<br><i>(Centre Assessed Grades, including any upward adjustment in final awards)</i> | Pupils eligible for PP<br><i>(previous year in brackets)</i> | Pupils not eligible for PP<br><i>(your school)</i> | Pupils not eligible for PP<br><i>(national average – most recent year available)</i> | UL target for PP students | Difference outcome to previous year<br><b>(RAG)</b> |
| <b>Progress 8 score average</b>   | -0.45 (-0.18)  | 0.07   | 0.13   |                           |   |
| <b>Attainment 8 score average</b>   | 37.31 (36.74)  | 45.74  | 50.1   |                           |   |
| <b>4+ Basics</b>  | 43.2% (36.6%)  | 66%  | 71.5%  |                           |   |
| <b>5+ Basics</b>  | 28.4% (19.7%)  | 49.1%  | 50.1%  |                           |   |
| <b>5+ GCSEs including English and maths (9-4)</b>   | 38.3% (35.2%)  | 62.3%  |  |                           |   |



## 2. Planned expenditure 2019 – 2021

The academy expects to receive £489,915 in Pupil Premium funding for academic year 2020-2021. This equates to £955 for 513 pupils.

Although it is important to utilise the Pupil Premium to intervene in underperformance at Key Stage 4, leaders have also scrutinised historical aspects of examination underperformance in English and maths and are embedding improvements at Key Stage 3 to prevent the deficiencies in pupils' knowledge, skills and understanding still being present when they come to sit their GCSE exams.

The main barriers to progress and attainment for Pupil Premium pupils at Sheffield Springs Academy (and other pupils that may also be affected by degrees of disadvantage) are:

- Lack of confidence in reading, which can impede the development of spelling, punctuation and grammar
- Fewer opportunities to socialise with, meet with or network with professional people from a range of backgrounds and occupations and to capitalise upon these relationships when making choices about future education or career pathways
- Limited experience of tertiary or higher education, affective confidence in planning for and taking the necessary steps to secure the skills and qualifications needed to access these.
- Additional responsibilities at home, such as looking after younger siblings or being a young carer.
- For the most gifted pupils, the lack of challenge that can be presented by being surrounded by a greater number of equally or more gifted pupils can impede access to the highest possible grades.
- Parents (and a minority of teachers), who may view 'passing' as being good enough rather than encouraging the pupil to strive for the highest possible grade.
- Less access to the (prohibitively expensive) 'extras' that can bring learning to life, such as going to the theatre.

### i. Quality teaching for all

| Action   | Intended outcome   | Cost     |
|--|--|----------|
| Overcoming barriers to allow for quality teaching<br>Technology Contribution | Subsidy for materials and ingredients in order that disadvantaged pupils do not suffer stigma of being unable to participate in practical lessons or do not feel financial pressure of being asked to contribute. This allows all pupils to engage in the lessons and teachers to deliver quality teaching to all. | £5000.00 |

|  |  |                                   |
|--|--|-----------------------------------|
| <p>Improved subject knowledge and CPD for teaching and support staff where required<br/>Educational Materials: Walk through books and package.<br/>NPQSL<br/>NPQML</p> | <p>Ensure subject knowledge for all staff is current and has an impact in the classroom. Professional development focuses on improving and evaluating pupil outcomes, underpinned by research overseen by SLT. Fortnightly CPD programme on whole school Teaching and Learning focus and Rosenshine principles. Consistent approach across all departments.</p>  | <p>£3000.00<br/><br/>£1400.00</p> |
| <p>Technology to support teaching<br/>Teaching observation iPads</p>   | <p>With a change in teaching practice due to the risk assessment in school, using technology to support in classroom learning and checking for understanding and removing any misconceptions, teachers show model answers live to both the pupils in the classroom and pupils self-isolating. Teacher observations recorded on iPad to review practice and identify strengths and areas for development.</p> | <p>£2180.00</p>                   |
| <p>Improving attainment of PP pupils<br/>Additional teaching intervention groups in Maths and English<br/>Two part time staff to run bespoke sessions.</p>             | <p>To ensure we have specific supported Maths and English intervention, groups of targeted PP pupils will be supported in smaller group interventions. This is to allow for greater impact of feedback and improve achievement.</p>  | <p>£4000.00</p>                   |
| <b>Total budgeted cost</b>   |  | <b>£15580.00</b>                  |



| ii. Targeted support and intervention   |   |   |
|---|---|---|
| Action  | Intended outcome  | Cost  |
| <p>Improve the aspirations of our PP students</p> <p>STEM Co-ordinator</p> <p>Nebula resources</p> <p>STEM resources and targeted experiences.</p> <ul style="list-style-type: none"> <li>- Better Learners Better Workers</li> </ul> | <p>Development of the Nebula programme targeting pupils with PP and HPA.</p> <p>Funding to enable PP pupils to access offsite STEM events such as those at the University of Sheffield or at AMRC. Majority of funding is to subsidise transportation costs of multiple visits. This will enhance pupils' understanding of STEM topics and raise aspirations through accessing HE and employers' facilities and representatives.</p>  | <p>£2545.00</p> <p>£3000.00</p> <p>£5000.00</p> |
| <p>Improve literacy skills in PP pupils across school</p> <p>Literacy Co-ordinator</p>  | <p>Literacy co-ordinator supporting literacy and language acquisition and raising reading ages of disadvantaged pupils; also responsible for the implementation of the Lexia and Form Tutor Lead reading programme. Funding supports TLR awarded to Literacy coordinator. Increase the number of students reading regular and reading whole books outside of English lessons. Raise the profile of reading, build effective reading habits and develop enjoyment.</p>   | <p>£2561.00</p>                                 |
| <p>Improve the aspirations of our PP students</p> <p>Careers Advice</p> <p>Careers Activities</p>   | <p>To support the social and cultural development of disadvantaged pupils by providing bespoke CEIAG that expands their horizons in terms of their future career opportunities and the steps that they will need to take to access them. New careers hub for school and open at lunch time</p> <p>To support the social and cultural development of disadvantaged pupils by introducing them to Higher Education environments, meeting students and lecturers and receiving CEIAG that expands their horizons in terms of their futures.</p> <p>All pupils to have had one meaningful encounter with a higher Education environment</p> | <p>£19422.00</p> <p>£3000.00</p>                |
| <p>Using data efficiently to ensure PP pupils students are tracked and interventions put in place accordingly.</p> <p>Data team contribution</p>  | <p>Contribution towards provision of enhanced data team in order that greater depth of analysis can be carried out to support teachers' understanding of the progress being made by disadvantaged pupils and to analyse their areas for improvement, better informing subsequent interventions.</p>   | <p>£15,000</p>                                  |
| <p>Year 11 Saturday Intervention programme / Out of Hours teaching</p>  | <p>Funding to provide staffing for additional English, Science and maths tuition out with school hours for Y11 pupils to support their progress and attainment in those subjects.</p> <p>1:5 approach to Saturday School.</p>   | <p>£25000.00</p>                                |
| <p>Improve the aspirations of our PP students</p> <p>Aspirations Programme</p>  | <p>Students' interests and aspirations are assessed and collated, allowing leaders to plan career events, co-curricular clubs and form time sessions which support students in achieving their goals and are tailored to the year group's interests.</p>  | <p>£3561.00</p>                                 |

|   |  |                    |
|---|--|--------------------|
| Reading Matters   | Provision of trained reading mentors for target groups of pupils identified through reading age testing.   | £2500.00           |
| Year 11 Intervention Residentials   | Funding for Year 11 pupils in receipt of FSM to attend study residentials in English and maths to support their progress and attainment in those subjects and support the Springs Promise.   | £12500.00          |
| Year 11 Exam Breakfasts   | Preparation breakfasts to ensure pupils are settled and any anxiety before exams are tackled. Pupils are given a nutritious meal to support them with their day.   | £3000.00           |
| Able and talented development   | Subsidies for disadvantaged pupils and funding towards projects, which provides competitive events for 'more able' disadvantaged pupils such as 'spelling bee' and 'university challenge' in conjunction with other United Learning academies as well as social and cultural activities such as theatre and ballet trips, reading groups and visits to aspirational employers (such as HSBC / Santander / Lloyds in the City of London). Enhance this provision with partnership working with Guildford Girls' High School. Programme to targeting 25PP pupils in Y10. | £4500.00           |
| Improve levels of progress/ attainment of Y11 PP pupils within English, Maths and Science<br>Manning's Tutors<br>Pop up revision sessions | Y11 PP pupils provided with online tutoring programme to support their attainment and progress in Core subjects<br>Pupils are invited to after school revision evenings. Pupils are provided with food as well as targeted support for the subject in question. They are provided with the workspace, and  | £5000<br>£3000     |
| Improve levels of progress/ attainment of PP pupils within Maths<br>Action Tutoring   | Year 11 target groups for Maths intervention lead by Action tutoring company.  | £1300              |
| Improving attainment of targeted PP pupils using a mentoring scheme<br>Think for the future   | Short regular sessions with targeted PP students tackling social and emotional barriers to relate to young people and deliver engaging sessions that inspire positive change.  | £10000.00          |
| Provide a study area for Y11 PP pupils supported with academic materials and resources to encourage independent studying.                 | We will run a supervised independent learning study area every morning for 1 hour before and after school for students in y11 where they can complete homework or independent study. Laptops and refreshments will be provided.  | £4000.00           |
| <b>Total budgeted cost</b>  |  | <b>£124,889.00</b> |

| iii. Behaviour and Attendance improvement strategies  |   |   |
|---|---|---|
| Action  | Intended outcome  | Cost  |
| Reduce absence rates in PP students.<br>Attendance support team<br>Attendance interventions and improvement strategies  | Attendance of disadvantaged pupils is significantly worse than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data drive, mobile and well-resourced Attendance Team to drive improvements in the attendance of PP pupils, which will subsequently impact upon their progress and attainment. New strategies to be used to support pupils and none attenders (Revised)   | £44295.00<br>£6000.00                       |
| Improving attainment and engagement of PP pupils in lessons<br>Behaviour and Engagement practitioners.<br><br>Reward systems  | Provision of pastoral support to improve behaviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning. Particular focus on disadvantaged pupils who account for a disproportionate amount of low-level disruptive behaviour incidents, impeding learning and progress. Roles are to be revised to ensure focus on attendance and attainment (Revised)<br>Effective rewards and celebration programmes to celebrate Excellence, Pride and Ambition shown by pupils within the school community.   | £91976.00<br><br>£5000.00                   |
| Reduce absence rates in PP students and reduce the number of PP pupils with mental health needs.<br>Educational Welfare Officer<br><br>School Medical Practitioner<br><br>Unravel Educational Counselling | Emotional Wellbeing staff member to provide support to most vulnerable pupils and to provide a 'key worker' link between school, families and CAMHS / MAST services both on-site and within NHS/ local authority provisions.<br>Medical practitioner who supports the medical and health needs of disadvantaged pupils including provision of education about issues that can be disproportionately present in disadvantaged communities such as smoking, substance abuse, teenage pregnancy and poor diet.<br>Trained Unravel practitioners with expertise in children's psychological support service in school. Applying diverse scientific techniques designed to support pupils suffering from anxiety and stress; struggling to cope with school life or on the verge of exclusion. | £18385.00<br><br>£19803.00<br><br>£12000.00 |
| Overcoming barriers<br>Biometrics system upkeep –   | Pupils use their thumb prints to purchase food and free school meals. This removes any stigma that may occur for disadvantaged pupils at lunch times.   | £2023.00                                    |
| Cultural Capital Experiences<br>Peripatetic music lessons<br>Trip Subsidies<br>Minibus Lease Cost & Transport subsidies   | Contribution towards payment to embed cultural capital into the curriculum and ensure that differentiated learning experiences are available for all PP pupils.<br>Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others.  | £2000.00<br>£5000.00<br>£3992.00            |
| Overcoming barriers   | Uniform, food and provision hardship fund to ensure that deprivation is not a barrier to education and that no pupil is stigmatised through not being able to afford uniform or   | £2500.00                                    |



|  |  |                    |
|--|--|--------------------|
| <p>Hardship fund</p> <p>Uniform Room</p> | <p>equipment. Extreme hardship is also catered for when identified e.g. lack of electricity or gas credit, food parcels.</p> <p>We serve a demographic with financial issues, so it is important to support pupils who may need to borrow uniform enabling them to access lessons and not fall foul of the uniform policy.</p> | <p>£3000.00</p>    |
| <p>Permanent Exclusions PP Claims</p>    | <p>Supporting pupils in the transition from Sheffield Springs Academy into the pupil referral unit.</p>  | <p>£6500.00</p>    |
| <b>Total budgeted cost</b>               |  | <b>£222,474.00</b> |



| <b>iv. Catch-Up strategies (including transition Y6-Y7)</b>  |   |                      |
|--|---|----------------------|
| <b>Action</b>  | <b>Intended outcome</b>   | <b>Cost</b>          |
| Improve literacy skills in PP pupils across school<br>Librarian<br>Stock for the LRC                 | Funding for school librarian to develop reading system of accelerated reading development, specifically targeted at all readers who are >1 standard deviation from the norm in terms of their standardised reading age score  | £17623.00<br>£2000   |
| Improve levels of attainment and literacy in PP EAL pupils<br>EAL Teacher                            | Quality teaching for those pupils accessing the EAL provision and support their needs into transitioning into main school.  | £26307.00            |
| SSELP Contribution   | Working with Primary schools from the local community. We will be able to support pupils with transition from Primary into Secondary school.  | £3430.00             |
| Early Risers   | PP and vulnerable students need to be confident and are ready to engage in learning from first day of year 7. 1-week online programme followed by a 1 week in school lesson programme, result in familiarity with key staff, expectations of school and learning strategies. Appropriate early access to mentoring, counselling, literacy/numeracy interventions are set up proactively.                | £2000                |
| Links Partnership – Access to sporting and outdoor learning opportunities<br>Duke of Edinburgh Award | Extra-curricular activities subsidised for disadvantaged pupils enabling them to access high quality sporting and performance arts activities. Encourages engagement in schools, healthy activities and developing relationships with others. Also includes provision of equipment for Duke of Edinburgh and outward-bound activities, which may otherwise be cost-prohibitive to disadvantaged pupils. | £9027.00<br>£5000.00 |
| <b>Total budgeted cost</b>   |   | <b>£65,387.00</b>    |

| <b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>  |   |                    |
|--|---|--------------------|
| <b>Action</b>  | <b>Intended Outcome</b>   | <b>Cost</b>        |
| Improve progress/attainment and literacy of PP SEND pupils within KS3 and KS4<br>HLTAs   | Higher level teaching assistant to support EAL and SEND within the bridge. Small group interventions at targeted pupils.  | £59237.00          |
| KS3 Literacy and Numeracy teaching groups, with a precise teaching programme that uses Direct Instruction to enhance skills of decoding, comprehension, expressive writing and numeracy. | Literacy and numeracy levels of PP students in KS3 to improve, in order to be able to access the curriculum. Students are assessed and aligned to differentiated groups. These groups can run due to increased staffing and training of HLTA and specialist teachers and are in addition to existing nurture provision. | £2000              |
| Exam support with use of assistive tech, anxiety, stress, organisation and revision in lead up to major examination periods.   | Improved attainment and progress for students.  | £1000              |
| <b>Total budgeted cost</b>   |   | <b>£62,237.00</b>  |
| <b>Total Proposed spend</b>  |   | <b>£490,567.00</b> |



| 3. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)   |   |  |          |
|---|---|--|----------|
| i. Quality teaching for all   |   |  |          |
| Action  | Impact  | Lessons learned<br>(and whether you will continue with this approach)  | Cost     |
| Remote learning - Teachers  | CPD training for all staff to deliver lessons via MS Teams. Staff lessons were Quality assured by SLT and Heads of Department. SLT completed drop ins on live lessons to monitor engagement. Average attendance was low during online lessons. Y7 – 40%, Y8 – 44%, Y9 – 38% and Y10 – | Head of year and form tutors contacted home daily to ensure pupils could log on to the curriculum. Issues with engagement despite efforts from school and staff. Parental engagement to be address. Ongoing for bubble closures.   | £1500.00 |
| Remote learning – Laptop support for PP pupils to ensure access to online learning  | A survey was carried out to determine pupils’ access to internet and technology to access the online curriculum. 180 pupils received laptops with a 30 further receiving a dongle to access the internet.   | Survey was completed as soon as possible, and pupils received laptops rolling out with year 10 pupils first. This removed the barrier of affording technology to access the online curriculum. Cost was supported by the DFE and United Learning with regards to the number of laptops required. | £7931.00 |
| <ul style="list-style-type: none"> <li>• How was high-quality teaching sustained during lockdown?</li> <li>• How successful was the remote offer and how do you know?</li> <li>• What lessons did you learn?</li> </ul>   |   |  |          |
| <p>Quality teaching was partially successful (see engagement figures above), quality of live lessons was good and pupil engagement in those lessons was good. SLT link for teaching and learning dropped into every session. Feedback was given to teachers and good practice was shared at regular meetings for those delivering live lessons. These lessons were also quality assured by the regional director. Feedback was positive, areas for development was to offer differentiated lessons but at the time MS teams restricted this.</p> <p>Pupil engagement was monitored by the teachers and SLT link for Teaching and learning. Attendance lists were sent too Heads of Year and then passed onto form tutors to call parents of those pupils who had missed the live lesson. These phone calls were daily to increase participation levels and raise the awareness of the importance of accessing the online curriculum.</p> <p>Key worker defined pupils and the most vulnerable pupils had access to the online curriculum daily within school, ensuring they didn’t miss any lessons or content.</p> <p>Summer assessments were carried out using MS Forms or other online platforms to identify gaps so teachers could plan accordingly before pupils returned in the summer.</p> |   |  |          |



| ii. Targeted support and intervention  |   |   |               |
|--|---|---|---------------|
| Action   | Impact  | Lessons learned<br>(and whether you will continue with this approach)   | Cost          |
| Aspirations – Future and Wellbeing questionnaires.   | Students’ interests and aspirations were assessed and collated, allowing leaders to plan monitor welfare and wellbeing of the pupils whilst on lockdown.  | Aspirations offers an insight into pupils mindset about their wellbeing, future, family, etc. This is a valuable tool allowing us to offer support if needed, meaningful career opportunities and targeted interventions.   | £3561.00      |
| Pastoral Provision   | Form tutors and Heads of year worked to provide pastoral support to all pupils during lock down. This support was vital to pupils and parents ensuring all pupils could access the work. Where Technology was unavailable, then a paper copy of the work was organised and sent weekly.   | Heads of Year offer vital pastoral support to pupils at Sheffield Springs Academy. The link between teachers, pupils and parents heads of year offer invaluable support, knowledge and expertise to improve the outcomes of pupils both academically and emotionally. | No extra cost |
| Literacy   | The literacy co-ordinator had introduced a new literacy plan prior lockdown and had increased the number of pupils reading for pleasure. Pupils reading ages were due to be tested in the summer term to access impact. During lock down the reading for pleasure programme was successful with pupils reporting back to form tutors on their reading | Literacy remains an important focus at Sheffield Springs Academy and funding will continue.   | £2545.00      |
| <ul style="list-style-type: none"> <li>• How did you target the needs of PP pupils during lockdown?</li> <li>• How successful were you and how do you know?</li> <li>• What lessons did you learn?</li> </ul>  |   |   |               |
| <p>Needs of pupils were met during lock down through several programmes. The Aspirations programme launched a checking quiz allowing pupils to answer a ten-minute survey focusing on their mental and physical wellbeing during the lockdown. Topics touched on academic questions such as how they were finding learning at home and if they were struggling with the work load as well as wellbeing questions such as are you eating three meals a day and are you getting outside for fresh air? Heads of years and form tutors were able to read through the results and allocate support for pupils if needed. Form tutors spoke to the pupils daily via MS teams and uploaded the classwork for the day. Due to the restrictions on MS team pupils could only ask form tutors questions. If a pupil had a curriculum question the form tutor would contact the subject question and relay the answer back to the pupil with support. Form tutors and class teachers were able to successfully answer pupil queries and ensure pupils could access the curriculum.</p> |   |   |               |



| iii. Behaviour and Attendance improvement strategies   |  |   |           |
|--|--|---|-----------|
| Action   | Impact   | Lessons learned<br>(and whether you will continue with this approach)   | Cost      |
| Attendance support   | Attendance of disadvantaged pupils is significantly worse than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data drive, mobile and well-resourced Attendance Team to drive improvements in the attendance of PP pupils, which will subsequently impact upon their progress and attainment. | During lock down the attendance team were in constant contact with our Pupil Premium pupils receiving updates and encouraging participation on online learning.   | £44295.00 |
| Behaviour support  | Provision of pastoral support to improve behaviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning. Particular focus on disadvantaged pupils who account for a disproportionate amount of low-level disruptive behaviour incidents, impeding learning and progress.                  | During lock down the behaviour team were in constant contact with our Pupil Premium pupils receiving updates and encouraging participation on online learning. Pupils who had formed strong relationships with our staff maintained those contacts to ensure their wellbeing. | £91976.00 |
| <ul style="list-style-type: none"> <li>• How did you support PP pupils to participate in remote learning during lockdown?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>  |  |   |           |
| <p>Weekly phone calls were made by the Behaviour team, Safeguarding team and Attendance team. These phone calls were made to Pupil Premium pupils to keep up to date with their welfare. Along with the Headteacher and Assistant Headteacher all the teams meet virtually every week to discuss the needs of these pupils and the most vulnerable.</p> <p>Technology – Laptops and internet dongles were delivered to pupils without access at the start of the lockdown removing the barrier of accessing the online curriculum. These laptops were sourced from both the DFE and school funds. 180 chrome books were purchased to support all pupil premium students in engaging with learning.</p> |  |   |           |



| iv. Catch-Up strategies (including transition Y6-Y7)   |   |   |       |
|--|---|---|-------|
| Action   | Impact  | Lessons learned<br>(and whether you will continue with this approach)   | Cost  |
| Early Risers Programme <ul style="list-style-type: none"> <li>- Online virtual tour platform</li> <li>- Online virtual Early Risers programme</li> </ul>   | Pupils accessed the three-week early risers programme remotely. Video tours, online lessons, interactive activities and a virtual tour support pupil in the transition process, removing anxiety and making them feel welcome before September. | Technology was an issue as not all parents could access the online platform. Paper versions sent. Interaction with parents was compromised due to primary school offices being shut. Efforts using the LEA data to collect parental data collection forms. This will continue into next year. | £1250 |
| <ul style="list-style-type: none"> <li>• How did you support transition from Y6 into Y7 during lockdown?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>   |   |   |       |
| <p>Transition Y6 into Y7</p> <p>School delivered a virtual Early Risers programme instead of delivering our normal in-house three-week programme. This made for a difficult transition process on a whole but at the same time it was successful. Communication with primary school teachers and key staff was key to ensuring we had all key information on our pp pupils. 210/220 pupil data collection forms received from primary schools. Using the data collected we held a pupil information conference between involving key members of staff at school. Present were the Headteacher, Deputy headteacher, Assistant Headteacher for transition, SENCo, Safeguarding, School Medical Officer and the Head of Year 7. Pupils needs discussed and plans put in place if needed to ensure a smooth transition.</p> <p>Virtual early risers programme based on the school website, split into three pages, Pupil, Parent and SEND. Pupil pages included videos from Ambassadors, Head of year, guided tour and online lessons for pupils to follow. Parent information pages included presentations from SLT, a message from Mr Shipman, Live interaction with the Headteacher, Virtual tour of the school and Induction booklets. Interactive resources such as meet the team and the new virtual tour where a highlight with praise from parents and pupils. Money was spent on the virtual tour to allow pupils to explore the school site from the comfort of their own home. This was a huge success from pupil feedback as they knew their surroundings before stepping foot in the building. SEND supported pupils with additional needs and received praise from health professionals regarding the content and support that it offered those pupils.</p> <p>Pupil tours were offered by CHO and MSH at the end of the year to support pupils and parents with anxiety about starting at secondary school. 65 families attended.</p> <p>The main challenges were collection parental information. 100/210 parent data collection forms received prior to the start of Early Risers. Difficult communicating with parents prior to pupils arriving in September for several reasons; Wrong information, Primary's school offices closed etc. Form tutors unable to contact families due to the lack of parental form returns.</p> |   |   |       |



| v. SEND improvement strategies (PP eligible pupils who also have identified SEN)  |  |  |           |
|---|--|--|-----------|
| Action  | Impact   | Lessons learned<br>(and whether you will continue with this approach)  | Cost      |
| The Bridge – HLTA's   | Higher level teaching assistant to support EAL and SEND pupils within The Bridge. Small group interventions at targeted pupils prior to lockdown. During lockdown their roles became more pastoral with a group of pupils to focus on and support. | During lockdown HLTA's played a vital role in becoming key works and supporting all SEND. Constant contact with pupils and their families throughout lock down. Support offered both academically and emotionally. | £59237.00 |
| <ul style="list-style-type: none"> <li>• How did you support pupils with SEND to access remote learning?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>  |  |  |           |
| <p>All students on the SEND register were allocated a key worker (HLTA and SENCO) who made weekly phone calls home to parents and carers. Most vulnerable families and pupils with EHCP plans were contacted twice a week by their key worker and received regular updates. Key workers then passed on information such as welfare and curriculum issues to Heads of year, form tutors and curriculum area leaders to raise awareness and promote support.</p> <p>SEND pupils had their work differentiated called "The Green Book" as some academic work being set was too high for some of the students and wouldn't have meet their needs. This was across all subjects and was highly differentiated not only to meet their needs but to allow a sense of academic success and accessibility.</p> |  |  |           |





#### 4. Additional comments

The main barriers to progress and attainment for Pupil Premium pupils at Sheffield Springs Academy (and other pupils that may also be affected by degrees of disadvantage) are:

- Lack of confidence in reading, which can impede the development of spelling, punctuation and grammar
- Fewer opportunities to socialise with, meet with or network with professional people from a range of backgrounds and occupations and to capitalise upon these relationships when making choices about future education or career pathways
- Limited experience of tertiary or higher education, affective confidence in planning for and taking the necessary steps to secure the skills and qualifications needed to access these.
- Additional responsibilities at home, such as looking after younger siblings or being a young carer.
- For the most gifted pupils, the lack of challenge that can be presented by being surrounded by a greater number of equally or more gifted pupils can impede access to the highest possible grades.
- Parents (and a minority of teachers), who may view 'passing' as being good enough rather than encouraging the pupil to strive for the highest possible grade.
- Less access to the (prohibitively expensive) 'extras' that can bring learning to life, such as going to the theatre.

