



Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	Tulip Academy Spalding
Number of pupils in school (as of November 2021)	212
Proportion (%) of pupil premium eligible pupils (as of November 2021)	47.16% (100 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024 (3 years)
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Matthew Bloodworth-Flatt
Pupil Premium Lead	Matthew Bloodworth-Flatt
Spalding Special Schools Local School Board Lead	Audrey Gregory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,335
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	£91,335

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we at times see a variance in outcomes for disadvantaged pupils across the school when compared to their peers particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on an assessment of need, and helping pupils to access a broad and balanced curriculum.

Pupils at the Tulip Academy Spalding will make at least expected progress, in line with their personalised targets, in English and Mathematics.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We aim for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience offered at the Tulip Academy Spalding.

We will provide an intensive pastoral support service for pupils and for parents and carers with a focus on well-being and self-regulation strategies. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and judgements show a high proportion of disadvantaged pupils have language comprehension difficulties.
2	Our assessments, observations and judgements show that disadvantaged pupils have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally... <ul style="list-style-type: none"> • Have fewer opportunities for community participation • Have fewer opportunities to develop cultural capital outside of school. • Require additional support to develop personal skills for adulthood e.g. independent travel.
4	Our assessments, observations and judgements indicate that disadvantaged pupils may have a lower emotional literacy level than their peers within school and may not come to school ready to learn.
5	Our observations and judgements indicate that disadvantage pupils may have a more complex home lifestyle impacting attendance and lower parental engagement.

Strategy Aims

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.

Academic Achievement	
Intended outcome	Success criteria
Improved and/or sustained attainment for disadvantaged pupils in all subjects, notably English, Phonics and Reading, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our routine and end of year assessments. 100% of disadvantaged pupils achieving their predicted grades in English and Mathematics Entry Level and/or Functional Skill qualification. Notable progress made following intervention and/or tuition programmes.
Disadvantaged pupils to demonstrate improved communication skills including	Teachers observations show developed communication skills allowing

<p>the use of augmentative and alternative communication methods.</p>	<p>disadvantaged pupils to express their needs and communicate socially.</p> <p>Achievements of relevant EHCP targets, Learning Aims or SALT targets.</p>
<p>Disadvantaged pupils have greater confidence and/or independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families.</p> <p>Through achievement of improved performance, as demonstrated by our end of year personal and social development assessments.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>Disadvantaged leavers will successfully transition onto employment, further education or an appropriate community care provider – destination data.</p> <p>Through achievement of improved performance, as demonstrated by our end of year personal and social development assessments.</p> <p>100% of year 11 pupils (Waterside) and post-16 pupils (Springview) will participate in an inclusion course/learning opportunity with an external provider.</p>
<p>Opportunities to support pupils emotional well-being will be maximised therefore impacting disadvantaged pupils self-esteem and their ability to use strategies for self-regulation.</p>	<p>Pupils are provided with targeted support in line with their emergent well-being needs. Such support positively impacts a pupils attitude towards themselves and school, their self-esteem and their ability to self-regulate.</p> <ul style="list-style-type: none"> • Art Therapy • Drawing and Talking Therapy • Lego Therapy • Play Therapy • Equine Therapy • Yoga Therapy • Music and Movement Therapy <p>Notable improvements in disadvantaged pupils being ready to learn – evidenced through internal observations.</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 (for example, CPD, recruitment and retention)

Projected cost: £31,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning responsibility lead to develop and improve the phonics and reading provision across the school.</p> <p>Whole school training and development project to upskill all staff members subject knowledge of phonics and reading.</p> <p>The leader will engage with our local teaching school to develop the quality of phonics teaching through CPD.</p>	<p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Deployment of an Inclusion	Targeted deployment of teaching assistants who are trained to deliver an intervention to small groups or	1, 2, 4 and 5

Mentor to help lead the development of key initiatives.	individuals has a high impact on progression and attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Continued development of Zones of Regulation philosophy and subsequent approaches for supporting a pupil to regulate so they are ready to learn.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. EEF Report Metacognition and self-regulation. The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the CASEL SEL core competencies https://www.zonesofregulation.com/research-evidence-base.html	4

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

Projected cost: £38,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a blend of 1:1 tuition, small group tuition and mentoring for pupils who did not meet end of year expectations during the year 2022 – 2023 and who are at risk of not meeting end of year	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 2

<p>expectations during the year 2023 – 2024. A significant proportion of the pupils who receive this support will be disadvantaged .</p> <p>20 minute sessions on Phonics or Reading from a lead practitioner for disadvantaged pupils that require further support. Each pupil to receive five sessions per week for ten weeks.</p>		
<p>Additional four hours support, per week, provided by a Higher Level teaching Assistant to focus on disadvantaged pupils emerging SALT needs, high quality oral language and communication interventions.</p>	<p>Targeted deployment of teaching assistants who are trained to deliver an intervention to small groups or individuals has a high impact on progression and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Report Oral Language Interventions.</p>	<p>1 and 2</p>

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

Projected cost: £21,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide bespoke interventions and programmes to support pupils with their emotional wellbeing and self-esteem.</p> <p>Movement breaks and planned activities to support regulation and increase pupils readiness to learn.</p> <p>The use of sensory circuits and other therapeutic approaches and or programmes approaches to support learning.</p>	<p>Inclusion Mentors and External professionals will provide bespoke support, interventions and programmes including...</p> <ul style="list-style-type: none"> • Art Therapy • Drawing and Talking Therapy • Lego Therapy • Play Therapy • Equine Therapy • Yoga Therapy • Music and Movement Therapy <p>EEF Behaviour Interventions Report</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>EEF Report Metacognition and self-regulation.</p> <p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the CASEL SEL core competencies</p> <p>https://www.zonesofregulation.com/research--evidence-base.html</p>	<p>4 and 5</p>
<p>Provide effective career guidance to post-14 and post-16 pupils.</p>	<p>We have observed that an ongoing programme of career guidance, opportunities for community engagement, additional opportunities of cultural capital and</p>	<p>3</p>

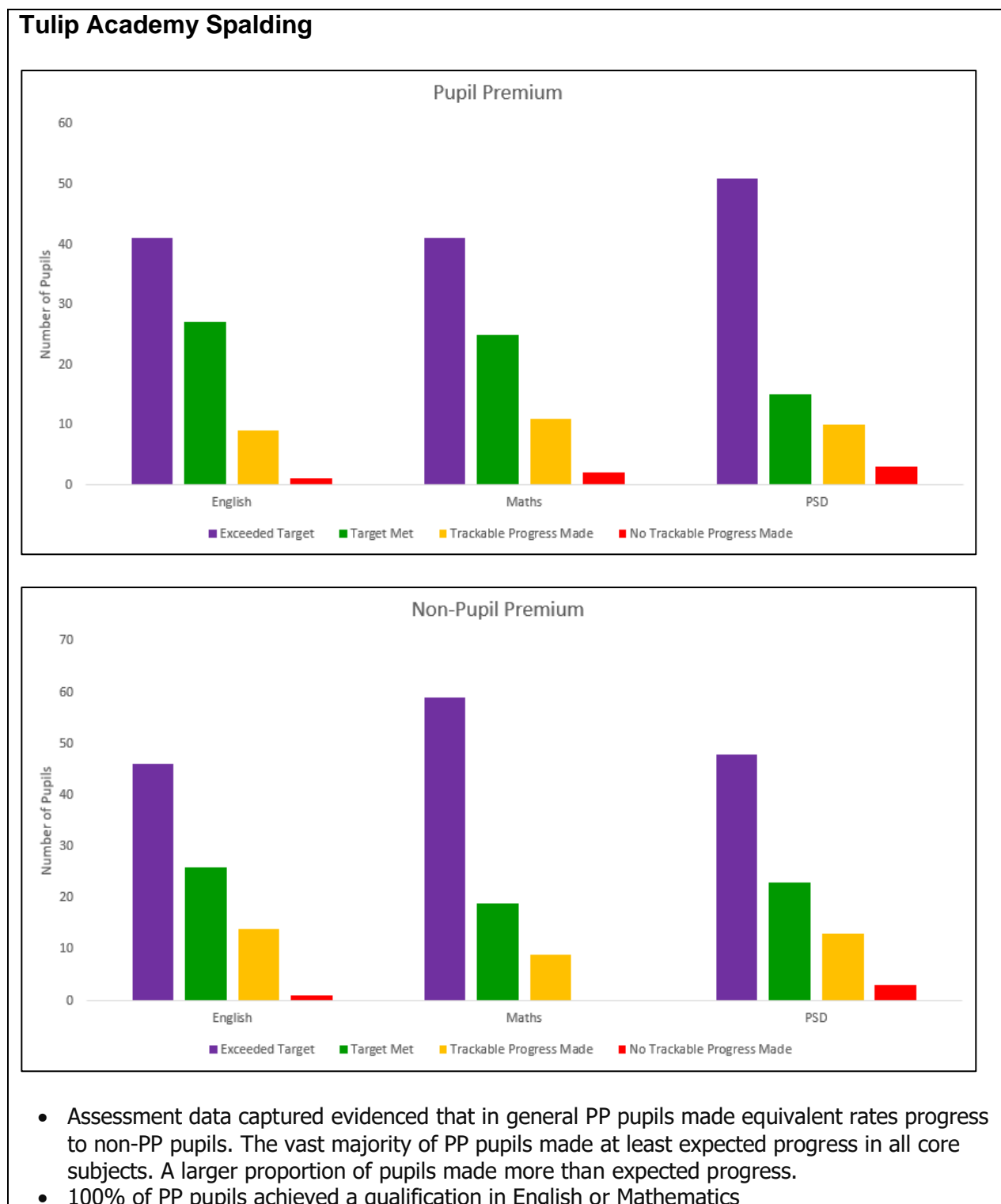
<p>Provide enhanced learning opportunities which support community participation, develop cultural capital and support the development of key personal skills for adulthood.</p> <p>Training Year 11 pupils to use public transport.</p> <p>This will involve CPD and release time for one staff member.</p>	<p>programmes to develop personal skills for adulthood is enriching for disadvantaged pupils and support them is making successful transitions to employment, further education and/or a community care provider.</p> <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p>	
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Total budgeted cost: £91,335

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 2022 to 2023 academic year.

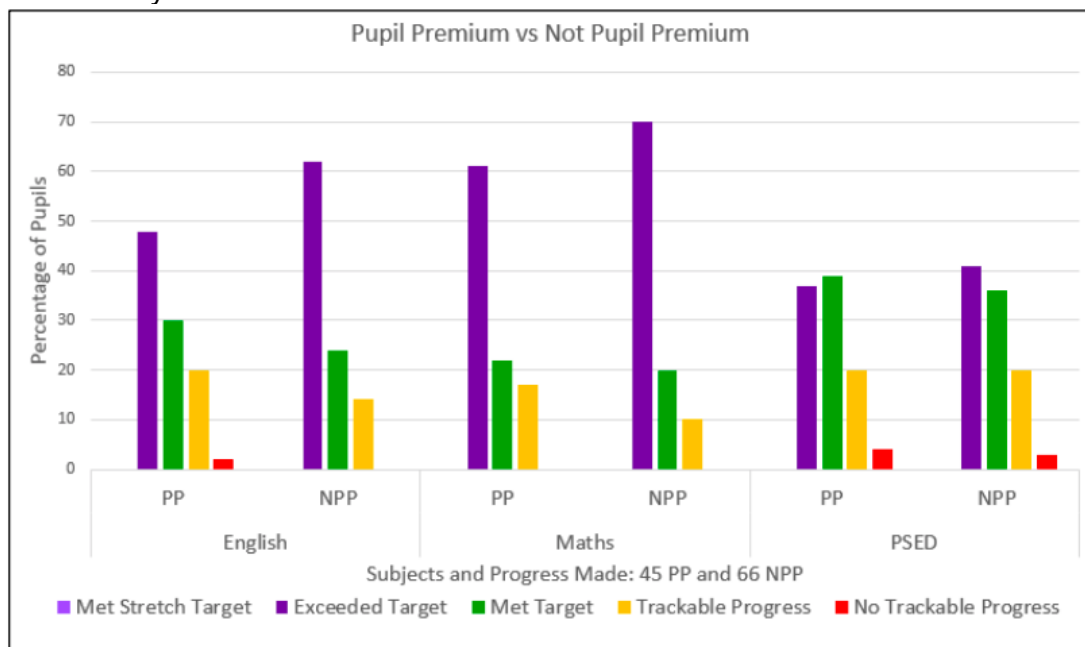


- Continuation of Life Skills programme which engaged targeted pupil to develop travel, shopping, money management and home care skills.
- 100% of PP pupils transitioned successfully to an appropriate post-16 provision.
- 45 pupils received either 1:1 tuition in English or Mathematics and/or bespoke pastoral intervention, e.g. Drawing and Talking, to assist them with social and emotional issues and deficits.
- No PP pupils missed out on a trip, extracurricular activity or school activity. Several school uniforms were provided in year.
- When pupils were in school, attendance procedures were followed with PP pupils being contacted first with first day absence calls. Home visits were completed to support pupils and families with any anxieties and medical appointments proof were asked to be provided.

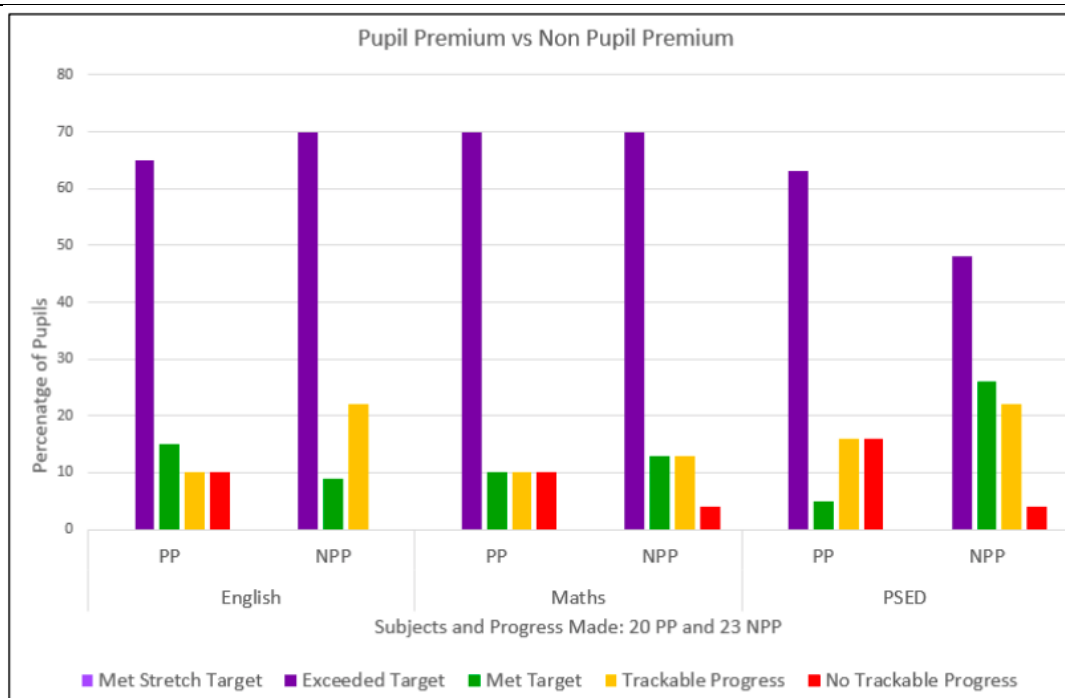
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The Priory School

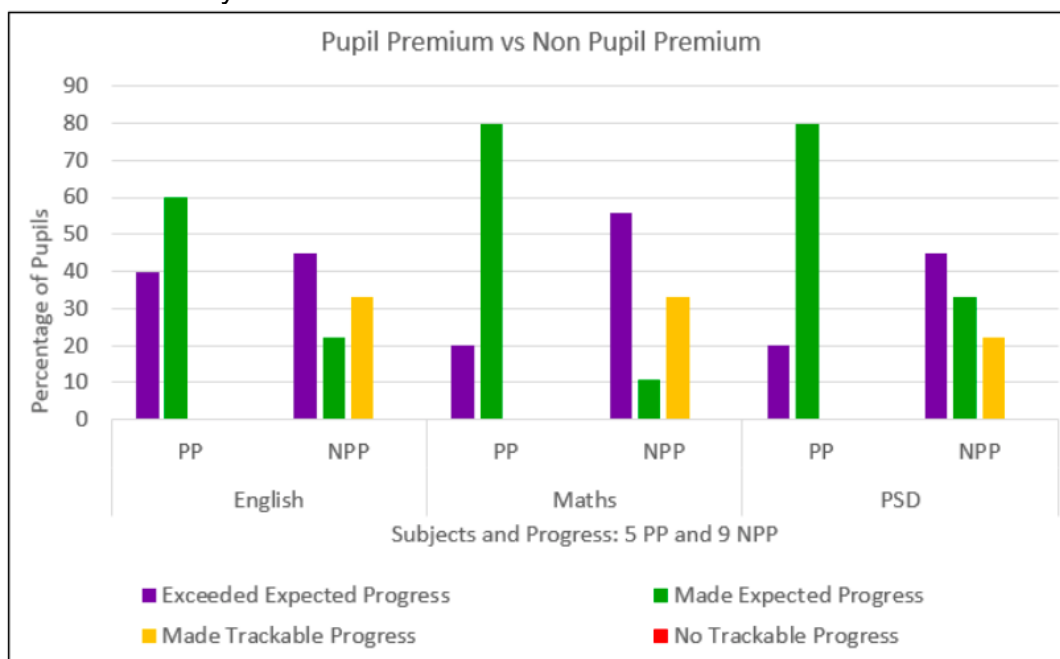
Formal Pathway – PIVATS and 4Adulthood



Semi-Formal Pathway - PIVATS



Semi-Formal Pathway – AET Tracker



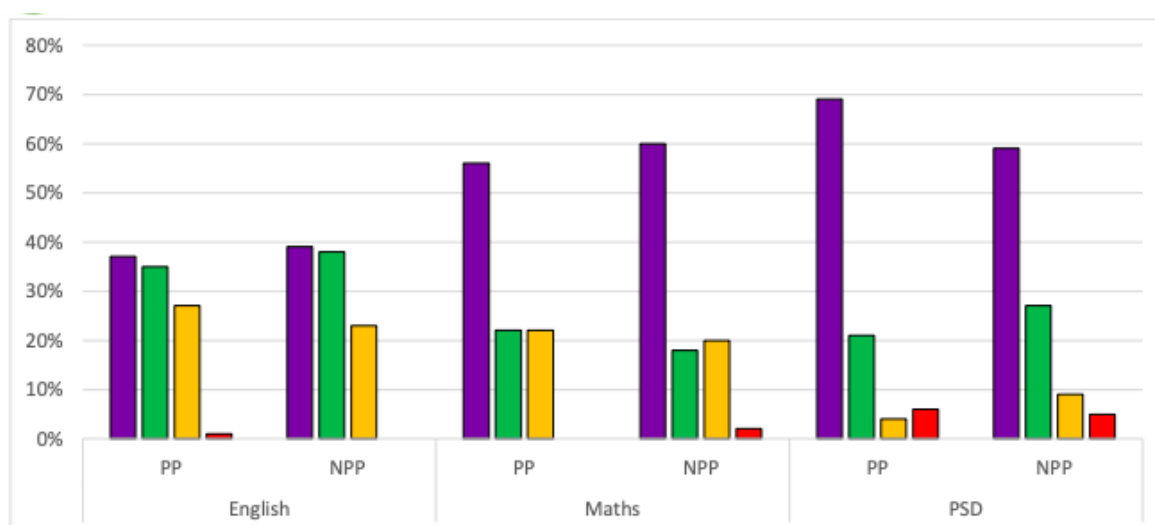
- Assessment data captured evidenced that in general PP pupils made equivalent rates progress to non-PP pupils. The vast majority of PP pupils made at least expected progress in all core subjects. A larger proportion of pupils made more than expected progress.
- 100% of PP pupils achieved a qualification in English or Mathematics
- Continuation of Life Skills programme which engaged targeted pupil to develop travel, shopping, money management and home care skills.
- 100% of PP pupils transitioned successfully to an appropriate post-16 provision.
- 47 pupils received either 1:1 tuition in English or Mathematics and/or bespoke pastoral intervention, e.g. Drawing and Talking, to assist them with social and emotional issues and deficits.
- No PP pupils missed out on a trip, extracurricular activity or school activity. Several school uniforms were provided in year.
- Attendance throughout the school continued to be affected due to COVID pandemic.

- When pupils were in school, attendance procedures were followed with PP pupils being contacted first with first day absence calls. Home visits were completed to support pupils and families with any anxieties and medical appointments proof were asked to be provided.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The Priory School

PIVAT and 4Adulthood Analysis



No of pupils	English		Mathematics		Personal Social Development	
	Pupil Prem	Not Pup Prem	Pupil Prem	Not Pup Prem	Pupil Prem	Not Pup Prem
Exceeded Target	18	33	27	51	34	50
Met Target	17	32	11	15	10	23
Trackable Progress	13	20	11	17	2	8
No Trackable Progress	1	0	0	2	3	4

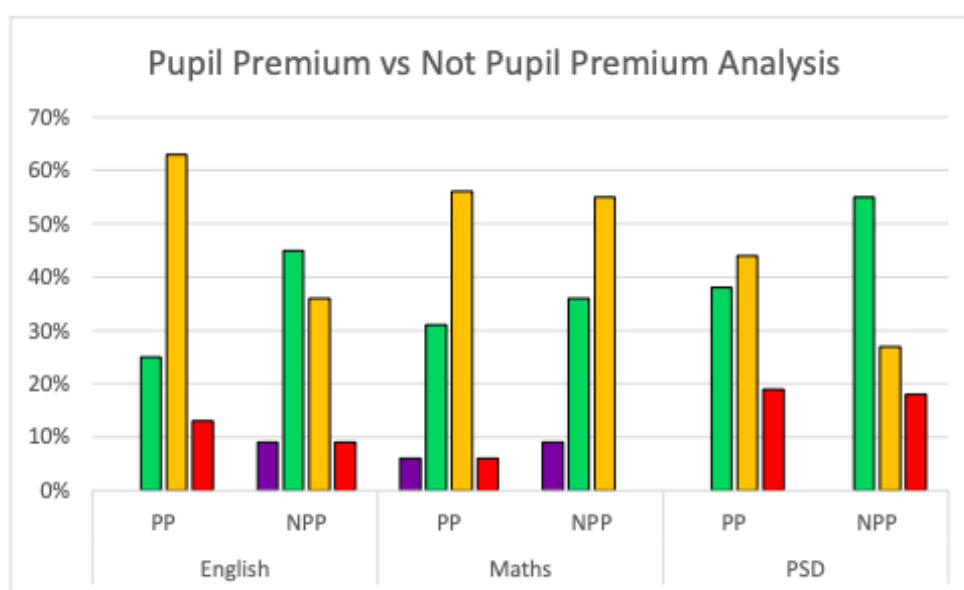
- Assessment data captured evidenced that in general PP pupils made equivalent rates progress to non-PP pupils. The vast majority of PP pupils made at least expected progress in all core subjects. A proportion of pupils made more than expected progress. A large proportion of PP pupils exceeded their PSD target, a higher percentage of pupils compared to non-PP pupils.
- 100% of PP pupils achieved a qualification in English or Mathematics
- Continuation of Life Skills programme which engaged targeted pupil to develop travel, shopping, money management and home care skills.
- 100% of PP pupils transitioned successfully to an appropriate post-16 provision.
- For the academic year in review the school was structured into 'bubbles'. These pupils were in place to protect the school community as part of our response to the covid-19 pandemic. Acknowledging this the Inclusion Mentor, responsible for academic intervention, was unable to work between groups providing intervention programmes. To ensure pupils, in need of intervention, received this provision, the Inclusion Mentor worked closely with teachers and teaching assistant to develop programmes and ensure appropriate support was provided.
- 90% of PP pupils made expected or more than expected progress in Personal, Social Development, with 69% making more than expected progress, compared to 59% non-PP.
- No PP pupils missed out on a trip, extracurricular activity or school activity. Several school uniforms were provided in year.
- 30 (54%) PP pupils accessed support and intervention from the school's Inclusion Team to assist with social and emotional issues and deficits.

- Of the 8 pupils who received Art Therapy interventions, 6 were Pupil Premium. All pupils in receipt of Art Therapy made at least expected progress.
- Attendance throughout the school was affected due to COVID pandemic.
- Throughout the year there were whole school closures, individual class bubbles fire breaks that had an impact of attendance.
- Regular weekly, safe and well checks were completed to check in with families during any class or whole school closures with PP families first to be contacted. Staff built up positive relationships with pupils and parents/ carers during this time and the calls were always appreciated.
- Home learning was implemented via workbooks and online lessons and PP pupils were the first group of pupils to be issued with laptops to enable them to access the online lessons and to stop them being disadvantaged.
- When pupils were in school, attendance procedures were followed with PP pupils being contacted first with first day absence calls. Home visits were completed to support pupils and families with any anxieties and medical appointments proof were asked to be provided.

The Garth School

- We have held two assessment points throughout the year. Both assessment points have highlighted that there is no discernible difference with attainment and progress between pupils in receipt of PP and those not in receipt of PP.
- Parents/carers of pupils in receipt of PP have been in receipt of financial support to purchase school uniform for their children and young adults.
- Parents/carers of pupils in receipt of PP have been in receipt of financial support towards the cost of transport for their young adults.

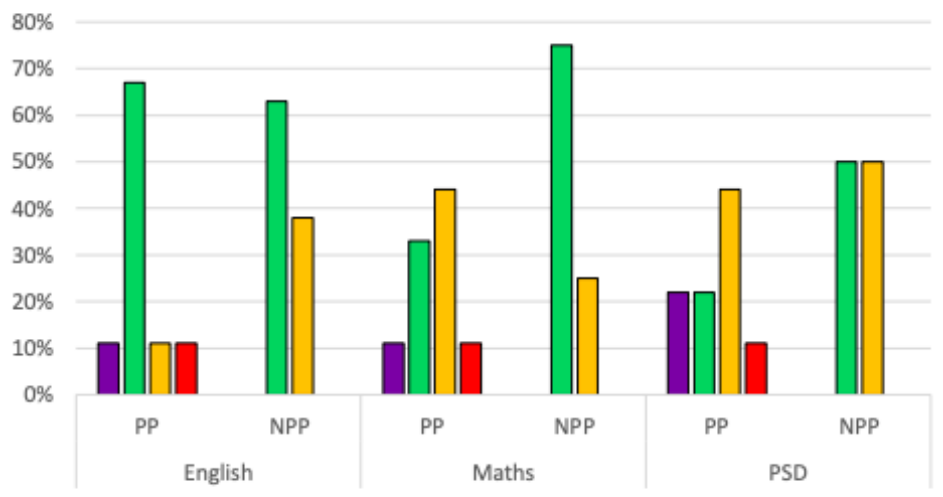
PIVAT Analysis



No of pupils	English		Maths		PSD	
	PP	NPP	PP	NPP	PP	NPP
Exceeded Target	0	1	1	1	0	0
Met Target	4	5	5	4	6	6
Recordable Progress	10	4	9	6	7	3
No Recordable Progress	2	1	1	0	3	2

AET Analysis

Pupil Premium vs Not Pupil Premium Analysis



	English		Maths		PSD	
	PP	NPP	PP	NPP	PP	NPP
Exceeded Target	1	0	1	0	2	0
Met Target	6	5	3	6	2	4
Recordable Progress	1	3	4	2	4	4
No Recordable Progress	1	0	1	0	1	0