

# Pupil Premium Strategy Statement – Springwell School



This statement details our school's use of pupil premium funding to help improve the achievement of our disadvantaged pupils. For this strategy we define disadvantaged pupils as all those children who are entitled to FSM, ever 6 or children known to social care. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for last academic year.

## School overview

Detail	Data
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils and/or known to social care	74%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	February & July 2026
Statement authorised by	LGB
Pupil premium lead	Zoe Westley
Governor / Trustee lead	Fiona Stobbs

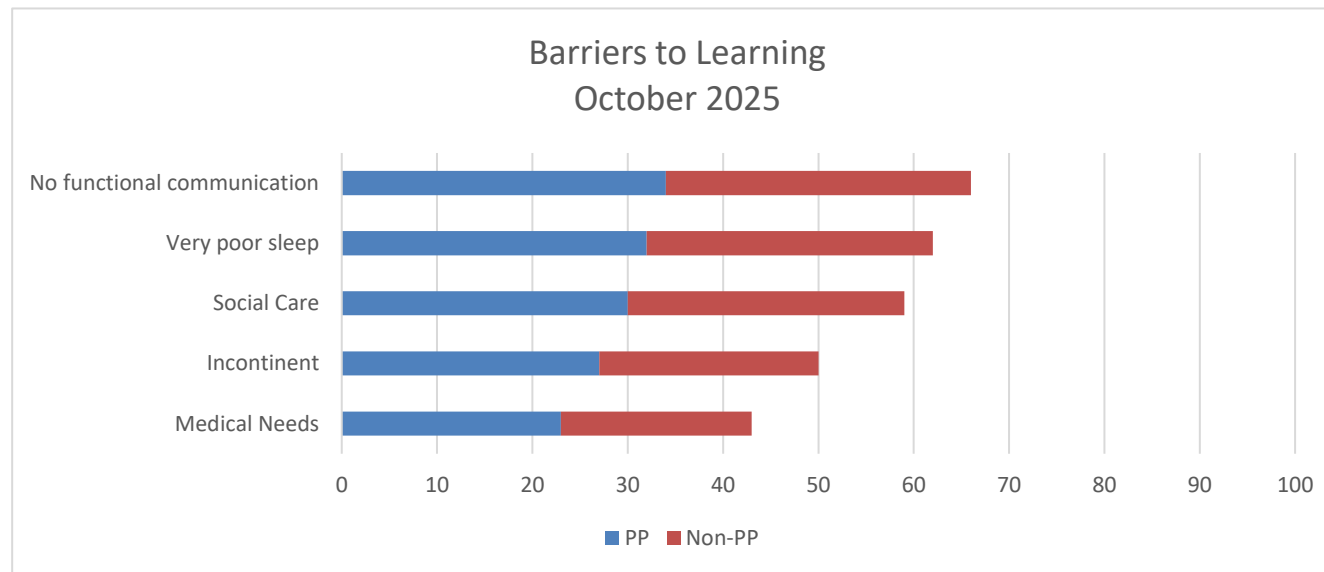
## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,754
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£83,754</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is simple; we strive to provide ‘the best’ for every child at Springwell. All our children have significant special educational needs and as such they are all vulnerable to underachievement. We have a high proportion of children who are entitled to free school meals and high numbers of children known to social care. We know that all our children face significant barriers to access learning, and our disadvantaged pupils often face additional challenges. We have identified the following top 5 additional barriers for our children:



Our strategy is to focus on maintaining high levels of pupil engagement in learning so that all pupils attend, enjoy school and achieve in every aspect of school life. Our pupils learn best when they are supported by experienced staff who know them well and who work in close partnership with the child’s family and specialist professionals.

We aim to work closely with families so that they feel confident about the educational provision we provide and can support their child, grandchild or, sibling to also learn at home. The Pupil Premium funding enables us to employ a full time and a part time Family Support Worker to ensure there is a dedicated point of contact for families.

We know that by prioritising communication and language acquisition our pupils are better placed to access the curriculum and the wider opportunities that full participation in school life can offer. We therefore employ 3 Speech & Language Teaching Assistants to work with targeted pupils to improve their ability to communicate.

Finally, we want our pupils to be supported by a highly effective team around each child, this includes families and specialist professionals with the knowledge and experience to work in partnership through collaborative teamwork with the child at the centre.

## Challenges

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

Challenge number	Detail of challenge
1	<p>We know, and research tells us, that families are key to our ability to achieve effective educational approaches for children with Complex Learning Disabilities. Educating a child with CLD is a collaborative venture.</p> <p>Research tells us that direct involvement of families can have a beneficial long-lasting impact on the development, achievement and well-being of the child in their school life. (<i>Beveridge 2005, Carpenter, 2007, DfES 2003, Lamb 2009, Rix 2007, Sylva et al 2004.</i>)</p> <p>We need to explore a systemic approach to encouraging highly effective partnerships with families.</p> <p>The main barriers our families encounter are:</p> <ol style="list-style-type: none"> <li>1. Knowing how to effectively communicate with their child (Communication &amp; Interaction needs)</li> <li>2. Limited access to the local community, now and in the future, due to sensory or behavioural needs (Physical/ Social, Emotional needs)</li> </ol> <p>The main barrier for school in increasing family involvement is:</p> <ol style="list-style-type: none"> <li>1. Insufficient space in school to include families in whole school events. Our strategy will therefore focus on targeted small group family support.</li> </ol>
2	<p>Collaborative approaches are key to unlocking the abilities of children with CLD. We need to work more closely with colleagues from other disciplines to develop strong connections with families. Our children have high level health, social and educational needs which no single profession is equipped to deal with. We need to draw upon specialist advice which needs to be more widely accessible than it currently is.</p>

	<p>The main barrier we face to achieve this is:</p> <ol style="list-style-type: none"> <li>1. Ensuring all professionals contribute to a holistic EHCP assessment of each child's needs, resulting in an effective single plan which is implemented in a co-ordinated way by all professionals.</li> </ol>
3	<p>We have been successful in improving attendance to well above the national and Northeast average for Special Schools. We need to maintain the high levels of attendance and engagement in learning so that our pupils are well prepared for life beyond school.</p> <p>The main barriers to excellent attendance and punctuality are:</p> <ol style="list-style-type: none"> <li>1. Some families have limited capacity, understanding or skills required to consistently support their child's attendance at school.</li> <li>2. Some families struggle with morning routines to enable their child to arrive at school punctually on a regular basis.</li> <li>3. The significant medical needs of some children restrict their attendance at school.</li> </ol>

## 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
1. Highly effective support provided to families to enable them to help their child engage in learning in school and at home.	<p>2024-27</p> <ul style="list-style-type: none"> <li>• 100% of families contribute to their child's annual EHCP Review and report they feel able to support their child's learning at home.</li> <li>• Over 90% families attend school events which help them understand how to support their child's learning at home e.g. Reading Café, Class assembly etc.</li> <li>• End of Year Pupil reports indicate strong progress is made by every child. This is understood and celebrated by families.</li> <li>• Case Studies indicate impact of support provided.</li> </ul>
2. Improved communication skills from each child's starting point when identified for intervention with a school SALTA.	<p>2024-26 (by Sep 2026 this support will be embedded within school provision and funded in full, from the school budget)</p> <ul style="list-style-type: none"> <li>• Progress meetings and or/data for S&amp;L indicate improvements in specific areas (linked to SALT targets and school assessment information).</li> </ul>

	<p>2025-2026</p> <ul style="list-style-type: none"> <li>Establish an Assistive Technology (AT) Lending Library to support early engagement, attention and communication. This will be a Hartlepool wide library based at Springwell and therefore also available to our pupils.</li> </ul>
<p>3. Highly effective collaborative approaches with health and social care professionals are in place which support pupils to engage in learning in school and at home.</p>	<p>2024 - 25</p> <ul style="list-style-type: none"> <li>Family support groups are re-established and attended by targeted families. They are well supported by a wide range of health and social care professionals.</li> <li>Highly effective signposting in place so that families report they know where they can get advice to help them meet the needs of their child at home.</li> </ul> <p>2025-27</p> <ul style="list-style-type: none"> <li>Contribute to high quality EHCPs through effective partnership with professionals that leads to children making progress towards a clear, shared vision as evidenced at annual review meetings for targeted PP children.</li> </ul> <p>In Year 2 of the strategy, we will:</p> <p>Establish and trial an approach to having a Family Support Worker from social care based in school for 3 days a week so that:</p> <ul style="list-style-type: none"> <li>School staff work closely with the FSW to develop strong connections with families</li> <li>There is a holistic, child centred approach established where disciplines are deliberately blurred to employ a “targeted electric flexibility”</li> </ul> <p>Research which supports this approach:</p> <p><i>Fergusson and Carpenter (2011) The complex learning difficulties and disabilities research project: developing pathways to personalised learning.</i></p> <p><i>Fergusson and Carpenter (2010) Professional learning and building a wider workforce (complex needs series)</i></p> <p>It was not possible to recruit to this post, the funding has therefore been re-allocated to other aspects of this strategy.</p>
<p>4. Overall attendance remains above national and NE average for Special schools.</p>	<p>2024-27</p> <p>Attendance of disadvantaged pupils is in line with or better than their peers.</p> <p>Case studies demonstrate actions taken and the impact on individual children’s attendance and progress.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,515.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to develop subject knowledge of staff thereby improving outcomes for disadvantaged children and their peers in S&amp;L:</p> <p>The Curiosity Programme for 25 staff.</p> <p>ELKLAN for senior leaders and SALTAs.</p> <p>Executive functioning training for all staff delivered in conjunction with our Educational Psychologist.</p>	<p>A range of research indicates that rich, responsive interaction is foundational to the development of early communication skills. Interactive learning environments where adults scaffold communication through turn-taking, mirroring, commenting, and expanding on children’s vocalisations or gestures have been shown to significantly boost language, social engagement, and shared attention.</p> <p>For minimally or pre-verbal children increasing the frequency, length, and regularity of child-initiated interchanges during play-based intervention correlates with measurable gains in expressive communication and/or language.</p> <p>Training in Intensive interaction, Curiosity Programme, Attention Time and the Elklan Communication Programmes supports staff to develop children’s communication skills at all developmental levels.</p> <p>Supporting evidence:</p> <p>McLachlan, H., &amp; Elks, L. (2017) <i>Elklan - Communication Builders for Complex Needs</i>, Research References P115-119</p> <p>Driver, H., &amp; Elks, L. (2025) <i>Elklan - Language Builders for Autistic Children and Young People</i>, Research References P151 -157</p>	<p>2 &amp; 4</p>

	<p>Kasari, C., &amp; Wong, C. (2012). <i>Play and Joint Attention of Children with Autism in the Preschool Special Education Classroom</i>. Journal of Autism and Developmental Disorders.</p> <p>How, M., Tannous, J., &amp; Sigafos, J. (2019). <i>Enhancing Peer Interaction in Early Childhood Special Education: Chains of Children’s Initiatives, Adults’ Responses ... in Play</i>. Early Childhood Education Journal.</p> <p>Mundy, P., Sigman, M., &amp; Kasari, C. (2000). <i>Early predictors of communication development in young children with autism spectrum disorder: joint attention, imitation, and toy play</i>. Journal of Autism and Developmental Disorders.</p> <p>Molecular Autism (2025): <i>Impact of imitation abilities on social communication in autistic children: evidence from an Early Start Denver Model intervention study</i>.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £33,443.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for targeted children to improve their language/communication development delivered by SALTAs.	<p>The Communication Trust &amp; Better Communication Research Programme developed the What Works database of evidenced interventions – what works (ican.org)</p> <p>M Clarke, H McCornachie, K Price &amp; P Wood (2001) Speech &amp; Language Therapy Provision for children using augmentative and alternative communication systems. European journal of special needs education, 16(1), 41-54</p>	1 & 2

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

Budgeted cost: £40,032.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expand our work with families to include the wider family by:</p> <ul style="list-style-type: none"> <li>• Think partnership with families not simply partnership with parents.</li> </ul> <p>Provide opportunities for families to meet and engage in courses to gain confidence in meeting the needs of their child:</p> <ul style="list-style-type: none"> <li>• Early Bird Plus to be run once each term for 5 families per course.</li> <li>• Reading Café to be held annually by every class so that families know how to support a “love of reading” for their child.</li> <li>• The National Sleep course delivered to 5 targeted families.</li> </ul>	<p>“For students with SEND research has suggested that engaged behaviour is the single best predictor of successful learning”  <i>(Lovannone, Dunlop, Huber &amp; Kincaid 2003, Bulgren &amp; Carta 1993, Casey &amp; McWilliam 2005, McWilliam 2010)</i></p> <p>“In the twenty-first century it is not just parents, grandparents, stepfamilies, foster families, siblings, aunts, uncles and friends act as core family members  <i>(Carpenter and Egerton 2007, Carpenter et al 2012, Rawson 2010)</i></p> <p><i>Beveridge 2005 – Children, families and schools: Developing partnerships for inclusive education</i></p> <p><i>Carpenter and Filmer (2015) – Working with families: partnership in practice</i></p> <p><i>Ofsted 2010 – The special educational needs and disability review: as statement is not enough</i></p>	<p>1, 2 &amp; 4</p>

**Total budgeted cost: £78,990.00**

## Part B: Review of the previous academic year

Intended outcome	Success criteria	RAG Feb 25	RAG July 25
1. Highly effective support provided to families to enable them to help their child engage in learning in school and at home.	<p>2024-27</p> <ul style="list-style-type: none"> <li>100% of families contribute to their child's annual EHCP Review and report they feel able to support their child's learning at home.</li> <li>Over 90% families attend school events which help them to know how to support their child's learning at home e.g. Reading Café, Class assembly etc.</li> <li>End of Year Pupil reports indicate strong progress made by every child which is understood and celebrated by families.</li> </ul>	<p>Green</p> <p>Green</p> <p>N/A</p>	<p>Green</p> <p>100% families contributed to their child's EHCP Review.</p> <p>Green</p> <p>100% families attended at least 1 event over the year.</p> <p>Family members of all our 21 Leavers attended the Leavers Assembly.</p> <p>Green</p> <p>54% of PP families responded to their child's end of year Report.</p>
2. Improved communication skills from each child's starting point when identified for intervention with a school SALTA.	<p>2024-26</p> <ul style="list-style-type: none"> <li>Progress meetings and or/data for S&amp;L indicate improvements in specific areas (linked to SALT targets and school assessment information).</li> </ul>	<p>Green</p> <p>Team Africa – 20 PP/SW children supported, 2 did not make expected progress in Speaking.</p> <p>Team S. America – 18 PP/SW children supported, 2 did not make expected progress in Speaking.</p> <p>Team Asia – 24 PP/SW children, 1 did not make expected progress in Speaking.</p> <p>In total 11 children did not make progress as expected in speaking, 5 are PP/SW pupils, 6 are not.</p>	<p>Green</p> <p>Sparkle Pathway PP children: 22/22 children received SALTA support. All 22 made progress in relation to the specific speaking target.</p> <p>Glitter + Pathways PP children: 35/37 children received SALTA support.</p> <p>End of year assessment indicates:</p> <p>19 Exceeded Expectation = 54%</p> <p>9 pupils made Expected = 26%</p> <p>7 pupils were below expectations =20%</p>
3. Highly effective collaborative approaches with health and social care	<p>2024 - 25</p> <ul style="list-style-type: none"> <li>Family support groups are re-established, attended by targeted families, they are well supported by</li> </ul>	<p>Amber</p> <p>Contact made with Community Nurse, LA Parenting Co-ordinator and voluntary</p>	<p>Green</p> <p>Targeted Support Group attended by 5 families over 6 weeks for the Early Bird Plus Programme led by a FSW and a SALTA.</p>

<p>professionals are in place which support pupils to engage in learning in school and at home.</p>	<p>a wide range of health and social care professionals.</p> <ul style="list-style-type: none"> <li>Highly effective signposting in place so that families report they know where they can get advice to help them meet the needs of their child at home.</li> </ul> <p>2025-27</p> <p>Contribute to high quality EHCPs through effective partnership with professionals that leads to children making progress towards a clear, shared vision as evidenced at annual review meetings for targeted PP children.</p> <p>In Year 2 of the strategy, we will:</p> <p>Establish and trial an approach to having a Family Support Worker from social care based in school for 3 days a week so that:</p> <ul style="list-style-type: none"> <li>School staff work closely with the FSW to develop strong connections with families.</li> <li>There is a holistic, child centred approach established where disciplines are deliberately blurred to employ a “targeted electric flexibility”.</li> </ul>	<p>agencies to plan appropriate group sessions for families.</p> <p>Autumn Term Coffee Morning attended by 9 PP family members.</p> <p>Improved signposting in place following attendance at FSW Network and visit from Gill Coser, LA Parenting Co-ordinator.</p> <p>Amber</p> <p>Discussion with Managers in social care made little progress in response to our proposal to second a FSW from social care.</p>	<p>Extremely positive feedback indicated the targeted model is the best approach.</p> <p>Renewed contact with the Community Nurse and LA Parenting co-ordinator has improved FSW ability to correctly signpost families.</p> <p>Amber</p> <p>Further discussion with the Assistant Director Early Intervention, Performance and Commissioning resulted in an agreement for the LA to:</p> <ul style="list-style-type: none"> <li>Provide support to recruit a FSW</li> <li>Provide supervision of the FSW</li> <li>Support the delivery of parenting courses</li> </ul> <p>However, the legal department of the LA did not provide an SLA as requested. Recruitment did not therefore go ahead as planned and was delayed until the Autumn Term 25.</p>
<p>4. Overall attendance remains above national and NE average for Special schools.</p>	<p>2024-27</p> <p>Attendance of disadvantaged pupils is in line with or better than their peers.</p>	<p>Green</p> <p>Whole School attendance to 21.12.24 = 92.9%</p>	<p>Green</p> <p>Whole School attendance = 92.6%.</p>

	<p>Case studies demonstrate actions taken and the impact on individual children's attendance.</p> <p>2025-27</p> <p>Case studies for families supported by the FSW from social care demonstrate effective early intervention which have a current and long-term impact on improved attendance/punctuality.</p>	<p>Attendance for PP children = 93.7%</p> <p>Attendance for non-PP children = 91.6%</p> <p>Attendance of children in care = 96.5%</p> <p>Attendance of children never in care = 92.8%</p> <p>Whole School Persistent Absence (PA) = 25%</p> <p>PA for PP children = 21% (11 children)</p> <p>PA for non-PP children = 30% (14 children)</p> <p>N/A</p>	<p><i>This remains significantly above national average for special schools (87.1%), the Northeast regional average (87.3%), and Hartlepool LA (89.9%)</i></p> <p>Attendance for PP children = 92.9%</p> <p>Attendance for non-PP children = 92.1%</p> <p>Attendance of children in care = 98.15%</p> <p>Attendance of children never in care = 92.5%</p> <p>Whole School PA = 20%</p> <p><i>Of the 20%, 7 children had medical reasons or illness linked to their SEND. When these are removed from the data, the adjusted PA figure is 13 children (13%). This compares favourably with the national average, being slightly below mainstream primary schools (13.5%) and significantly below special schools (35.8%)</i></p> <p>Ofsted Report, June 25 stated: <i>"Pupils attend well and have excellent attitudes to learning. They thrive because they feel safe and are very well looked after."</i></p> <p>N/A</p>
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## Externally provided programmes

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

Programme	Provider
None	