

Department / Site / School	<b>Springboard Project</b>
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This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Springboard Project
Number of pupils in school	67-38 eligible Yr 10 & 11
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	31/08/2022
Date on which it will be reviewed	31/08/2023
Statement authorised by	Trustees
Pupil premium lead	M Pidlyskij
Governor / Trustee lead	A Anwar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19'730
Recovery premium funding allocation this academic year	£18'216
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37'946

## Part A: Pupil premium strategy plan

### Statement of intent

Springboard Project is a specialist 14-19 provision for student with Social, Emotion and Mental Health difficulties. Based in the centre of Oldham, we opened in 2019 and have 55 students enrol which will increase to 75 in the next academic year.

Many of our students come from disadvantaged backgrounds and live in deprived areas of the town. We have high expectations for all students in our setting, and believe that with great teaching, effective engagement and a personalised approach, every student can fulfil their individual potential, both academically and socially.

We intend to use Pupil Premium funding to offer a broad and balanced curriculum and mixed academia with vocational opportunities. By offering a personalised curriculum and understanding students needs we will be able to increase engagement in college. This in turn will develop students numeracy and literacy skills which will offer them better opportunities in life.

### Challenges

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

Challenge number	Detail of challenge
1	Raising attendance, engagement, assessment and attainment of all students.
2	Development of Numeracy & Literacy
3	Support students and staff Mental Health and Wellbeing

### 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
Raised attendance and desired attainment of all students within SPT	More students attending and engage curriculum that will in turn improve chance of higher attainment.
Development of Numeracy & Literacy will enable students to access higher qualifications and provide them with more opportunities in life	Students will acquire more qualifications

Support students and staff Mental Health and Wellbeing

More students are attending school and engaging with staff around their MH & Wellbeing

## 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: £ 18'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Earwig Assessment Tool	Support the understanding of students needs educationally and emotionally using data and trends. Earwig will allow us to build up data to give a true picture of students progress.	1,2,
Reading Plus	Reading Plus is an internet-based reading intervention that uses technology to provide individualised scaffolded reading practice for students. It develops and improves students' reading fluency, comprehension, vocabulary, stamina and motivation. It will 'baseline' the current reading level for each student and then provide reading selections including high interest/low readability selections for older struggling students. It can be accessed from home and it also provides differentiated and targeted extension work for every student. It has a rapid improvement set up that will raise reading levels and increase engagement for all users.	1,2,
Mathletics	Mathletics is an online learning tool that allows me to set differentiated tasks for the students to use as part of the lesson and for extra to the lesson as well. Work can be set linked to the scheme of work being delivered and progress can be tracked.	1,2
Additional Vocational Opportunities (Art / Music Lessons)	A personalized offer engages more students. Working with professional artist gives students a wide range of exciting learning opportunities	1,3

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

Budgeted cost: 15'200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistants	The course trains staff members to deliver therapeutic programmes to individual students, and sometimes groups of students. Having ELSAs in school provides an accessible source of support for children experiencing a range of SEMH needs. ELSA is a long-term partnership between schools and educational psychologists; following the training, we continue to support ELSAs through group supervision.	1,3

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

Budgeted cost: £7730

Activity	Evidence that supports this approach	Challenge number(s) addressed
2023 National Wellbeing Pilot	<p>This is a 12-month programme and schools can commence in January or February. The last two years have been increasingly difficult for schools and the <b>Raising Attainment with Wellbeing</b> programme has been designed specifically to support schools to improve the emotional wellbeing and mental health of both <u>pupils and staff</u>.</p> <p>This high impact school improvement model is available to any education setting, addressing the critical link between emotional wellbeing, progress, attainment and supporting a cultural shift from trauma-aware to trauma-informed and therapeutic practice.</p>	3

Intraquest Supervision sessions for SLT and Safeguarding / Pastoral Staff	Having a workforce with good mental health will in turn support that of the students	3
Mental Health and Wellbeing Leads	Having a greater number of staff trained in supporting our young people with MH & Wellbeing will develop the the whole school MH & Wellbeing strategy	3

**Total budgeted cost: £40'930**

## 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 2020 to 2021 academic year.

AIM	OUTCOME	Lesson Learnt
Raising attendance	Attendance slowly rising but external contextual safeguarding, wrong diagnosis / needs / funding and factors affecting attendance	English specialist Teacher required to drive curriculum forward.  Targeted interventions required to understand student maths, English and emotional levels
Development of Numeracy & Literacy	Higher quality and quantity of qualifications gained	Students respond well to consistent teachers.  Interventions work very well.
Increase the Vocational offer	Student destinations not clearly signposted.	Offer an even broader vocational curriculum.  Offer experiences to take students outside their norm.  Link with more community partners  Work experience opportunities need to be found to engage school leavers

Integrate technology in teaching & learning	Students using technology more than ever. NHE employed at Lead for ICT working well with MAT ICT team and students. More students than ever completed certification last year.	Collaborative work between departments with weekly meetings working to meet common need.
Develop a progressive Leadership structure	Leads of different areas of the school employed to create a delegated leadership style. Each with their own expertise.	Changing culture takes time but this is right for this setting.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
2023 National Wellbeing Pilot	Teaching Time
Clinical Supervision	Intraquest

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy schemes</li> <li>• Broader vocational offer</li> <li>• Ipad project, increased technology in a range of subjects</li> <li>• Elsa</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>• Increased qualifications</li> <li>• Access to bespoke vocational curriculum gave students opportunity to develop and go onto further education to access qualification's at a higher level.</li> <li>• Ipad usage increased in all lessons which has also developed advanced knowledge.</li> <li>• Targeted and Adhoc intervention work with students to make sure all work was covered in a 1.1 setting with struggling students.</li> </ul>

