

Funding Received

Financial Year	2022-2023
Pupil premium (1 student)	£1,145
Pupil Premium Plus (1 student)	£1,600
Birmingham - ESFA (2 students)	£1,104
Warwickshire - Covid Catch Up funding recovery premium payment (7 students)	£3,864
Total	£6113

As an independent setting, Spring Hill High is not eligible to receive pupil premium for their pupils in normal circumstances, however in the academic year 2022-2023 we receive £1145. This was passed directly to us from a student's previous setting, as funds they had not spent. As an independent setting, local authorities determine our eligibility for additional funding. In the academic year 2022-2023 we received ESFA funds from Birmingham and Covid catch up funding premium from Warwickshire and pupil premium plus funding from Bromley.

Statement of Intent

Our aim is to use government funding to help us achieve and sustain positive outcomes for our disadvantaged pupils alongside our non-disadvantaged pupils. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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 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

1	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often have greater challenges around sexual and gender identity.
2	Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

Intended Outcomes

Intended Outcomes	Success Criteria
<p>Staff develop a secure understanding of LGBT awareness and how they can support students with questions around the sexual or gender identity.</p>	<p>Staff report confidence in these discussions and show the ability to support all students.</p>
<p>Staff are trained to understand a wide variety of speech, language and communication needs and how to implement strategies to support students.</p>	<p>Through achievement of EHC short term outcomes.</p>
<p>Specific staff are trained in the delivery of the Thrive Programme to support the mental health of all students. Whole school training ensures consistent approaches.</p>	<p>Students can see improvement in their mental health through increased SDQ scores, increased behaviour point retention, improved attendance, and engagement with learning.</p>
<p>Music Therapy delivered to enhance the student's communication, social, and developmental needs, and to provide opportunities for self-expression.</p>	<p>The student has shown an improvement in their communication with peers and staff, and shows thorough enjoyment in the sessions.</p>

Activity in this academic year

Activity	Cost	Evidence
LGBT Awareness Training – whole school, ½ day.	£560.92	Staff reported greater understanding and confidence. This leads to greater support for students.
Speech, Language and Communication Needs Training – whole school, ½ day	£348.41	Staff reported greater understanding and confidence. The Speech and Language Therapist reported an increased level of understanding and engagement from staff, and a wider implementation of strategies for the benefit of all students.
The Thrive Approach Programme. Licensed Practitioner x 1 Building Emotional Health Practitioner x 2 Leading Emotionally Health School training x 1 Whole School Training, 1 day Thrive Online Software	£5386.80	The Thrive Approach will take 3-5 years to embed and see full results across the whole school. Stage 1, whole school staff training, SLT training, and practitioner training has increased staff understanding of student mental health and childhood development.

<p>Music Therapy weekly sessions, reports and assessments.</p>	<p>£1600</p>	<p>The student appears to have felt comfortable and secure enough to immediately enter into expressive dialogues and his positive response to this environment would indicate that Music Therapy is a beneficial live interaction that can support some of Robert's strengths and needs whilst also ensuring that he has consistent access to a therapeutic medium. Full report available.</p>
<p>Total</p>	<p>£7896.13</p>	
<p>Surplus paid by SHHS</p>	<p>£183.13</p>	