



Springwell
Harrogate

**Pupil Premium
Strategy 2025-26**

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for a 3 year period from 2024-2027, how we intend to spend the funding across these academic years and the effect that last year's contribution of pupil premium had within our school.

School overview

Detail	Data
School name	Springwell Harrogate
Number of pupils in school	28 current (30 capacity)
Proportion (%) of pupil premium eligible pupils	40.5% (8.5 Students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mary Ruggles
Pupil premium lead	Alex Bentley
Governor / Trustee lead	Ken Morton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-25 = £9265 2025 -26 =£11825
Recovery premium funding allocation this academic year	2024-25 = £0 2025-26 = £0
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	2024-25 = £9265 2025-26 = £11825

school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Springwell Harrogate Our intention is to identify the needs of each young person and tailor an individual learning and pastoral intervention plan. Our goals for our young people who face the challenges posed by a disadvantaged background are to offer a chance to succeed. Our young people present with a range of challenges and barriers to engaging positively in education that directly relate to factors associated with disadvantage. As our students have been or are at risk of exclusion from the mainstream the impact of disadvantage is compounded by additional vulnerabilities to disengagement in education. Our aims are to employ strategies to mitigate the risks of disengagement with education and the community.

Our mission is to equip students with the skills necessary to achieve the following:

- To foster an appreciation and understanding of the core values of truth, hard work, compassion and consideration for themselves and others.
- To respect themselves, value others and work collectively in a learning community.
- To enable young people to accept greater responsibility for their own actions

At Springwell Harrogate we believe that our curriculum should comprise not only of learning experiences, but of life experiences. Our current pupil premium strategy aims to develop an enriched curriculum that supports young people in their transition to future destinations including re-integration into mainstream education and transition to post-16 provision. We plan our curriculum to challenge young people in all aspects. We teach using principles of nurture and experiential learning that not only allows students to explicitly develop SEMH skills, a resilience to learning, and renew connections with learning and education.

The key principles of our plan are to:

- Identify the needs of each young person and tailor an individual learning and pastoral intervention plan including a focus on careers education and planning.
- Develop the skills necessary to successfully transition to appropriate destinations
- Enhance and develop SEMH skills and resilience to learning and challenge

We believe that working closely with our families and carers is vital for the success of our children and welcome their support and involvement. We aim to build relational wealth in young people and families that in turn builds the emotional resilience to tackle both social and educational challenges.

From our holistic assessment data, quality assurance processes, and evaluation of the current interventions used to support disadvantaged students, we see that when

students that are engaged in sustained targeted provision with appropriate therapeutic intervention they make good progress against EHCP outcomes, academic outcomes, and SEMH development depending upon differing starting points.

Challenges

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

Challenge number	Detail of challenge
1	The vast majority of our PP children enter the Academy with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations.
2	Many of our learners have obstacles to their individual learning based on their ability to communicate, social and emotional development or in their ability to interact with others.
3	Independence, confidence, self-esteem, resilience, problem solving and life skills need support to enable the learners to access their environment and community, raising aspirations about what they can achieve in life.
4	Our pupils join the academy after being excluded from mainstream education for a period or have historically low attendance in their previous educational settings.
5	Many of our pupils and their families feel disconnected from their previous educational settings and their local communities and are vulnerable to negative influences including criminality, social isolation, and a risk of being NEET in the future

Current Needs Profile

Completed September 2025

SEMH Needs	Sept 2025	Sept 2024	Oct 2023
Trauma	65.4%	88.9%	68.4%
Low mood	26.9%	72.2%	36.8%
Anxiety	65.4%	66.7%	78.9%
Emotional literacy/empathy	0%	66.7%	57.9%
Attachment	30.8%	61.1%	21.1%
Sexualised behaviour/language	23.1%	44.4%	31.6%
Self harm	15.8%	38.9%	15.8%
ADHD	34.6	38.9%	15.8%

Hypervigilant	38.6%	33.3%	47.4%
Neglect	23.1%	27.8%	10.5%
Conduct Disorder	46.2%	27.8%	0%

Communication Needs	Sept 2025	Sept 2024	Oct 2023
ASC	50%	33.3%	36.8%
Limited Non-Verbal Communication Skills	11.5%	27.8%	36.8%
Poor Verbal Understanding	15.4%	16.7%	31.6%
Expressive receptive Language Difficulties	3.8%	16.7%	15.8%
Pathological Demand Diagnosis/Traits	19.2%	16.7%	10.5%

Cognition & Learning Needs	Sept 2025	Sept 2024	Oct 2023
Poor Executive Functioning	3.8%	66.7%	94.7%
Poor Working Memory	11.5%	44.4%	47.4%
Poor Auditory Memory	7.7%	22.2%	21.1%
Moderate Learning difficulties	15.4%	16.7%	21.1%

Specific Learning Difficulties	Sept 2025	Sept 2024	Oct 2023
Persistent difficulties Literacy, Numeracy, Motor Coordination	-	50%	57.9%
Slow Processing Speed	3.8%	33.3%	26.3%
Specific Learning Difficulty	15.8%	22.2%	52.6%

Physical, Sensory & Medical Needs	Sept 2025	Sept 2024	Oct 2023
Sensory Processing difficulty	19.2%	38.9%	26.3%
Medical conditions	3.8%	38.9%	21.1%

Hypermobility	7.7%	16.7%	0%
Problems with motor skills fine & gross	3.8%	11.1%	10.5%

Speech, Language & Communication Needs	Sept 2025	Sept 2024	Oct 2023
SLCN	15.8%	27.8%	63.2%

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
Ensure that pupils are properly supported and that their learning can be personalised to meet the individual needs of all PP pupils.	Curriculum design provides students with individual learning plans and pastoral plans that enable students to meet academic and personal development targets Therapeutic approaches (ELS) support learners to self regulate and engage in school successfully by demonstrating learning ready behaviours. Robust careers advice is provided to ensure all year 11 students have positive destinations. All students have access to a trusted adult to support the development of healthy attachments Appropriate staffing levels ensure students have access to highly skilled individuals to support a calm and purposeful environment in which to learn and re-establish their relationship with education
Our Pupil Premium learners are, over time, achieving good progress from their different starting points and in relation to their future destination.	Pupils will make progress in line personalised pathways and their individualised key performance indicators Including progress towards improving or maintaining good levels of attendance as well as meeting personal academic and SEMH targets

All students have the therapeutic support needed to ensure they are able to develop emotional resilience to reduce vulnerability and ensure successful re-engagement in destinations or return to mainstream education	Students access a full and enriched bespoke curriculum focused on developing SEMH skills. This includes opportunities for students to practice and apply social skills and develop resilience and within the wider community. Therapeutic and restorative approaches support learners to self regulate and engage in school successfully by demonstrating learning ready behaviours in a variety of contexts. External support is access to ensure students and their wider family unit are supported to develop positive attitudes to education.
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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: £9,125/year

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLRs provided to two staff to lead on focused interventions to develop SEMH skills and assessment of underlying academic need <i>2 X positions</i> <i>£9,125 total</i>	Research from The Sutton Trust and EEF reports show that interventions of this type have the highest impact on learning and attainment of disadvantaged students Research from the DfE suggests that more successful schools 'have strong social and emotional support strategies for those in need of additional support' Progress data and QA evidence (Internal and external) demonstrates that targeted SEMH interventions supports student engagement and promotes learning ready behaviours allowing students to demonstrate improvements in academic areas as well as confidence in learning.	All

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

Budgeted cost: £6,300/year

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA intervention <i>Not costed from budget as part of curriculum</i>	Research from the DfE suggests that more successful schools 'have strong social and emotional support strategies for those in need of additional support' Progress data and QA evidence (Internal and external) demonstrates that targeted SEMH interventions supports student engagement and promotes learning ready behaviours allowing students to demonstrate improvements in academic areas as well as confidence in learning.	2,3,4,5
Reading Plus Intervention £6,000 over 3 years £2000/year	Identified as a powerful tool to raise reading ages in students in similar settings. Reading plus is selected as schools such as Phoenix Park, in Lincolnshire, Schools in innercity areas and local to SWH show accelerated progress in increasing reading ages. Staff CPD is free to develop and roll out its us for all students in school. Improving reading ages, is not only a tool to improve learning skills, but as a means to safeguard students when they leave schools and enter the wider world.	1, 2, 3, 5

Careers Education and Guidance £4,300	Research from the Sutton Trust recommends that 'schools should take a 'whole-school' approach to engendering life skills in young people Progress data and QA evidence (Internal and external) demonstrates that targeted SEMH interventions supports student engagement and promotes learning ready behaviours allowing students to demonstrate improvements in academic areas as well as confidence in learning.	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,133/year

Activity	Evidence that supports this approach	Challenge number(s) addressed
High staff to student ratios to ensure we are able to mitigate risks outlined in individual pupil risk assessments and maintain a safe, calm and purposeful environment <i>Not costed as from budget</i>	<i>Research from the EEF shows that the quality of teaching is 'one of the biggest drivers of pupil attainment, particularly those from disadvantaged backgrounds'</i> Progress data and QA evidence (Internal and external) demonstrates that targeted SEMH interventions supports student engagement and promotes learning ready behaviours allowing students to demonstrate improvements in academic areas as well as confidence in learning.	All
Follifoot £52 per session of riding £70 for stable management <i>Weekly total = £122 per student</i> <i>£4758 per academic year</i>	Education Endowment Fund research Progress data and QA evidence (Internal and external) demonstrates that targeted SEMH interventions supports student engagement and promotes learning ready behaviours allowing students to demonstrate	

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	improvements in academic areas as well as confidence in learning.	
YES project <i>AP budgeted 10,000/year</i>	Education Endowment Fund research Progress data and QA evidence (Internal and external) demonstrates that targeted SEMH interventions supports student engagement and promotes learning ready behaviours allowing students to demonstrate improvements in	2,3,4,5

	academic areas as well as confidence in learning.	
Just B Mental Health Practitioner £20,475	Education Endowment Fund research Progress data and QA evidence (Internal and external) demonstrates that targeted SEMH interventions supports student engagement and promotes learning ready behaviours allowing students to demonstrate improvements in academic areas as well as confidence in learning.	2,3,4,5

Total budgeted cost: £ 50,558 per academic year (£151,674 over 3 years)

Annual Contribution to 3 year cost

	PP budget	Post CLA	Service PP	Total Contribution
2024-2025	£8925	£0	£340	£9265
2025-2026	£11825	£2630	£350	£14805
2026-2027				

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 2023 to 2024 academic year.

The use of providers such as YES project, and Follifoot which supplies our work experience service and equine studies course, has enabled disengaged students to re-engage in their learning, build their resilience and increase their attendance. This personalised approach has enabled students to move on to appropriate next steps.

The one to one counselling from Just B has allowed students to gain confidence, improve their communication and increase their engagement in their learning, and thus move to destination schools.

Targeted SEND training and support linked to the whole school needs profile, has upskilled staff with the profile of students within the centre, and resulted in a number of students accessing Springwell Harrogate having assessments completed and appropriate provision be that a return to mainstream or moving to a specialist placement.

Targeted Unconditional Positive Regard CPD support for all staff to understand SEMH needs improved the quality of relational practice resulting in a consistently low number of behaviour incidents and a calm and purposeful environment where students can feel safe. An overwhelming majority of staff report that the training they received helped them in their work.

Ofsted report published in June 2022 state that:

“While at the school, pupils develop their self-esteem, confidence and sense of purpose. Their time at the school has a tremendously positive effect on them.”

“In the short time that most pupils stay at the school, they make strides in their

learning.” “Attendance has improved since the previous year and is now in line with similar schools.”

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
Work experience, one to one interventions	Yes Project
Equine studies and horse riding	Follifoot

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?	The services PP funding allowed individually targeted work experience to be put in place in addition to that already in place.
What was the impact of that spending on service pupil premium eligible pupils?	The student has increased attendance and engaged more positively when in the centre.

Further information (optional)

From the above planning it is evident that despite the relatively low PP income a significant investment is made to support disadvantaged pupils at Springwell Harrogate in achieving positive outcomes and supporting transition to their next step destination.