

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hawkswood Primary PRU & SEMH Provision
Number of pupils in school	Commissioned 28
Proportion (%) of pupil premium eligible pupils	32% of commissioned number 75% of actual numbers (based on September roll list) Funding received for 18% of pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	January 2022 April 2022 July 2022
Statement authorised by	Quality of Education
Pupil premium lead	Nathalie Fitzgerald - Headteacher
Governor / Trustee lead	Lynette Parvez – Chair of Quality of Education Sub-Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,828.34
Recovery premium funding allocation this academic year	£6,000
National Tutoring Programme allocation this academic year	£1586.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Hawkswood Primary PRU & SEMH provision, our pupils traditionally have been permanently excluded, at risk of exclusion and or experienced multiple managed moves in schooling prior to admission. While socio-economic disadvantage is not always the primary challenge our pupils face, we see variances in outcomes compared to peers in the following areas:

- Academic attainment – due to gaps in education
- Social opportunities and communication
- Emotional regulation and behaviour needs
- Confidence and self esteem

At the heart of our approach is high-quality teaching focussed on areas that 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 and character development.

Due to the nature of the allocation of the funding and the transient nature of admissions, pupil premium is predominantly allocated to whole group interventions, with the exception of where there is specific need for individual pupils.

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 next destination planning and support.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils. 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 progression onto next destinations.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>This trend is most recognisable in writing outcomes, reading comprehension and SPaG.</p>
2	<p>Our assessments, observations, referrals and discussions with pupils, families and referring schools show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs social skills, regulation, resilience and cognitive problem solving skills.</p>
3	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
4	<p>Our attendance data over the year's pre-COVID indicates that attendance among disadvantaged pupils has been between 6-8 % lower than for non-disadvantaged pupils. 18% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>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 impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p>

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
<p>Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2021/22. An increase in the number of disadvantaged pupils making expected progress in all aspects of reading, writing and SPaG.</p>

<p>Pupils have developed and can use a range of communication strategies to aid their understanding and to develop expressive communication skills.</p>	<ul style="list-style-type: none"> • Improved outcomes on holistic tracker. • Improved engagement in the cultural capital & after school club programme. • Improved engagement in school re-integration programmes.
<p>Pupils have developed and can use a range of problem solving skills strategies to aid their emotional regulation, resilience in emotionally tricky tasks and situations.</p>	<ul style="list-style-type: none"> • Improved outcomes on holistic tracker. • Improved engagement in the cultural capital & after school club programme. • Improved engagement in school re-integration programmes. • Pupils can confidently use zones of regulation strategy. • Reduction in the need for out of class intervention.
<p>Pupils have developed the confidence and interest in broader holistic and cultural life experiences. Pupils have developed interests beyond the school gates and home.</p>	<ul style="list-style-type: none"> • Improved outcomes on holistic tracker. • Improved engagement in engagement in the cultural capital & after school club programme. • Improved life experience and hope for the future. • Improved social and cultural engagement.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Improved attendance demonstrated by: • The overall absence rate for all pupils improving throughout the year (%’s dependent on referral attendance). • Attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • The percentage of all pupils who are persistently absent being below 20%.

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: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation programmes (sensory circuits) equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	Effectiveness of Sensory Integration Interventions in Children With Autism Spectrum Disorders: A Pilot Study (nih.gov)	2 & 5
Enhancing English and early reading programme with access to accelerated reader programme & updated books connected to CLPE thematic schemes and reading for pleasure texts.	EEF blog: Accelerated reader – what does the research tell us? EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £ 5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the	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/education-evidence/teaching-learning-toolkit/one-to-one-tuition) And in small groups:	1

pupils who receive tutoring will be disadvantaged. Engagement of pupils in precision teaching.	educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipment and resources to enhance the curriculum and after school club programme with collaborative activities including gardening, animal care, walking, cooking and STEM.	Adventure Learning EEF (educationendowmentfoundation.org.uk)	2,3 & 5
Breakfast club provision consumables	Stat guidance template (publishing.service.gov.uk) Breakfast clubs - lessons from the best (npi.org.uk)	4
Cultural capital visits to support curriculum subjects e.g. Lambourne End Outdoor Centre, Paradise Wildlife Park, Duxford Air Museum, Stratford Theatre.	Valuing culture and heritage capital: a framework towards informing decision making - GOV.UK (www.gov.uk) Iringoutsdetheclssrm.doc (lotc.org.uk)	3,4 & 5

Total budgeted cost: £ 13,420 (overspend of overspend £5.41)

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.

Due to the high numbers of PP (only 3 pupils in the school not PP) it is challenging to make accurate comparisons between the attainment of PP and non-PP pupils. The report will focus on progress and development because of the funding.

Focuses 1-1 and small group Phonics Tuition and Intervention Groups (KS1 and Year 3 and 4)

Accelerated progress in reading.

Improved spelling.

- Children have made the same progress as non-PP children.
- Accelerated progress in phonics assessment.
- Children applying the knowledge to their writing.

Provision of staff for 1:1 reading to aid comprehension (Year 3, 4, 5, and 6)

Accelerated progress in reading.

- Children making the same progress as non-PP children.
- Children able to read more ambitious texts.
- 2 children now reading beyond the primary assessment age.

Provision of staff for 1-1 for numeracy support and precision teaching

Accelerated progress in Maths and Times Tables.

- Children completing more difficult daily maths challenges as part of the morning routine.
- The children are challenging themselves to get better scores in a shorter time.
- One child was unable to complete simple maths challenges and would become very angry when he saw one as he walked into the classroom. He is now enjoying 'countdown' challenges.

Breakfast Club

Improved attendance and punctuality. Improved progress in core subjects

- The children are starting their day without being hungry.
- They are able to eat in a more social environment and are learning life skills, manners and etiquette.
- The children want to eat with their friends and comment that they prefer this to home.

- They are able to focus on their learning as they are not hungry.

New and ambitious reading books for the library, classroom and home reading

Improved enjoyment and engagement in reading.

- The children are attending school because they are interested in what they are learning about.
- They are reading texts that they can understand, relate to and have knowledge of.
- The children are accelerating in reading and this in turn supports the learning across other subjects.
- The children are talking about the texts that they read in their down time and liken themselves to characters or places that they are learning about.
- They want to have dictionaries on their desks so they can find out for themselves what words mean in the ambitious texts.
- The children are requesting to visit the library – one child likes to read on a 1:1 basis in there.

Social skills activities

Improved attendance and pupils feeling safe. Improved behaviour and collaboration in class and playground. Reduction in the number of times positive handling is required.

- Positive handling has reduced from 82 holds this time last year to 21 this year.
- The children are interacting with one another in a positive way.
- The older children are able to support the younger children when playing games.
- The children are supporting each other with de-escalation – one child takes this very seriously and will remind younger children about sportsmanship and the importance of taking part.