

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 Secondary
Number of pupils in school	Commissioned 26
Proportion (%) of pupil premium eligible pupils	38% of commissioned number 58% of actual numbers (based on September roll list) Funding received for 8% 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	£1,910.01
Recovery premium funding allocation this academic year	£6,000
National Tutoring Programme allocation this academic year	£528.75
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 Secondary Therapeutic, our pupils traditionally have been out of education for protracted periods 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
- Employability and higher education
- 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, careers guidance and further and higher education guidance is available to all.

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 adulthood and or 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>Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.</p> <p>This trend is most recognisable in maths outcomes and reading.</p>
2	<p>Our assessments, observations and discussions with pupils 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 assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around preparing for adulthood and transition to next destinations.</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 entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.</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 enrichment 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 enrichment programme. • Improved engagement in school re-integration programmes. • 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 the enrichment programme. • Improved life experience and hope for the future. • Improved social and cultural engagement.
<p>Pupils have hope for the future and aspirations as they prepare for adulthood and transition to next destinations.</p> <p>Pupils leave Hawskwood back into mainstream school, long-term alternative provision or progress on to further education.</p>	<ul style="list-style-type: none"> • Re-integration data. • Post 16 progression data. • Observations with pupils.

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: £ 450

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

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

Budgeted cost: £ 5,000

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 pupils who receive tutoring will be disadvantaged.	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: educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipment and resources to enhance the enrichment programme with outdoor-based activities including gardening, animal care, walking and STEM.	Adventure Learning EEF (educationendowmentfoundation.org.uk)	2&5
ASD Friendly visits to further education colleges (privately arranged direct with colleges). 1:1 mentoring and direct support for careers and college applications, interviews and visits.	160302-sen-transition-to-further-learning-en.pdf (ioe.ac.uk) Transitions : Mentally Healthy Schools	4
Cultural capital visits to support curriculum subjects e.g. Tate Modern, Globe Theatre, pottery classes, baking academy.	Valuing culture and heritage capital: a framework towards informing decision making - GOV.UK (www.gov.uk) Irringoutsdetheclssrm.doc (lotc.org.uk)	3&4

Total budgeted cost: £ 8,450 (overspend of £12)

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.

Pupil premium had a significant impact on pupils in 2020/21. The funding was used to support the following outcomes:

Pupils developing friends and attachments & social skills:

- Yr. 11 boys group have excelled and have developed a strong friendship group both in and out of school. There is social mixing at lunchtime and boys are now engaging in physical activity and sports together.
- Yr.10 group now engage in social activities at lunchtime and have begun to form friendships both in and out of school. The PP group in year 10 have developed stronger social skills than their non-PP peers.

Pupils who understand how to manage when they are becoming heightened.

- 62% of the PP group now have a strong sense of self-regulation and can recognise when they are heightened and respond with appropriate and self-help strategies, seeking help when needed. This is compared to 28% of the non-PP group.

Pupils who have developed strategies for self-care and mental wellbeing.

- All pupils in the PP group are able to administer self-care and seek the support of adult intervention when feeling low levels of wellbeing
- Further work is required to develop a proactive approach to wellbeing including health enhancing physical activity and improved sleep patterns.

Accelerated progress in reading and access to core subjects & accelerated progress in Maths and Times Tables.

- All PP pupils in Yr.11 accessed GCSE or Functional skills level English and Maths, with 38% entered for English, Maths and Double science.
- KS3 and Yr.10 pupils in the PP group are all following pathways for GCSE English, Maths and Double science.

Pupils who become more comfortable eating in front of others.

- Uptake for school dinners is up 75% from the start of the year to the end.
- 63% of PP pupils participate in social lunch in the dinner hall and have developed the confidence to eat in front of others and enjoy this experience; this is more prominent than the skills developed by non-PP pupils.