

Pupil premium strategy statement



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	Hawkswood Secondary
Number of pupils in school	Commissioned 26
Proportion (%) of pupil premium eligible pupils	40% of actual numbers (based on December 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 – 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	January 2023 April 2023 July 2023
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 for 2021/22	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

Detail for 2022/23	Amount
Pupil premium funding allocation this academic year	£1,970
Recovery premium funding allocation this academic year	£6,000
National Tutoring Programme allocation this academic year	£846
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	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. This trend is most recognisable in maths outcomes and reading.
2	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.
3	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.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around preparing for adulthood and transition to next destinations.
5	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.

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
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	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.
Pupils have developed and can use a range of communication strategies to aid their understanding and to develop expressive communication skills.	<ul style="list-style-type: none"> Improved outcomes on holistic tracker. Improved engagement in the enrichment programme. Improved engagement in school re-integration programmes.
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.	<ul style="list-style-type: none"> Improved outcomes on holistic tracker. Improved engagement in the enrichment programme.

	<ul style="list-style-type: none"> • 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. • Engagement in volunteering programmes. • Engagement in AQA awards.

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: £ 1,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation programmes (sensory room, ear defenders etc). equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. Mental Health 1 st Aid training for staff.	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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Equipment and resources to enhance the enrichment programme with outdoor-based activities including gardening, animal care, walking and STEM.</p>	<p>Adventure Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2&5</p>
<p>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.</p>	<p>160302-sen-transition-to-further-learning-en.pdf (ioe.ac.uk)</p> <p>Transitions : Mentally Healthy Schools</p>	<p>4</p>
<p>Cultural capital visits to support curriculum subjects e.g. Tate Modern, Globe Theatre, pottery classes, baking academy. Development of vocational qualifications using AQA awards to drive holistic and vocational achievement.</p>	<p>Valuing culture and heritage capital: a framework towards informing decision making - GOV.UK (www.gov.uk)</p> <p>Irrningoutsdetheclssrm.doc (lotc.org.uk)</p>	<p>3&4</p>

Total income: £8,816

Total budgeted cost: £ 8,900 (overspend of £84)

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 2021 to 2022 academic year.

Pupil premium had a significant impact on pupils in 2021/22. The funding was used to support the following outcomes:

Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.

- Y.11 pupils made significant progress from their starting points.
- Every pupil passed every exam they sat, on arrival at Hawkswood, we couldn't even get many of these pupils on the school premises.
- One pupil scored 7 and 8's in every subject and has secured a place at The London Academy of Excellence, he started his journey with us as a transitioning inpatient at Coburn Centre for Adolescent Mental Health.
- Every pupil (100%) gained a 9-4 in English – this is higher than the national average for mainstream schools.
- One pupil who was taken into care this year and has overcome more trauma than is imaginable, passed every subject and gained a grade higher in every subject than predicted.
- Overall, despite the national trend, 2022 grades have improved compared to 2021.
- 72% of grades were 9-4 compared to the national average 73%, despite being in AP pupil attainment is similar to that of mainstream schools nationally.
- 50% of pupils with an EHCP gained 5 or more GCSEs grade 9-4, which is the same as the school average, pupils with an EHCP performed as well as the general cohort.
- 66% of pupils who receive pupil premium funding gained 5+ 9-4 grades at GCSE, which is greater than that of their peers.
- Pupils scored less well in Maths, which mirrored the national trend, however scores at Hawkswood were lower than the national average. This will be a focus of our tutoring funding next year.

Pupils have developed and can use a range of communication strategies to aid their understanding and to develop expressive communication skills.

- Pupils' holistic skills increased from the point of entry to the school. Those who have been at Hawkswood for 20 weeks or more at the end of the assessment period scored higher than those whose placements were 12 weeks or less. This indicates that the work of the school (including interventions) makes an impact.
- Pupils express greater confidence and speak openly about the impact of the school on their wellbeing and ability to communicate with others. These quotes

were taken from letters from our pupils to new pupils due to start at Hawkswood and placement review forms.

“I was scared when I first came to Hawkswood, I hadn’t been to school for nearly a year and I couldn’t imagine how I ever could again. But the teachers are great at helping you to build the confidence to come to school. I feel like a different person to the one I was when I came to Hawkswood and I’m going to a mainstream college after my exams. I feel able to cope now and can talk about how I feel rather than bottling things up, I have friends and people I can trust”.

“I used to be very loud and get into trouble before I came to Hawkswood. Being here has taught me how to use my words and a calm voice to get help. I also volunteered with the younger children which has also helped me manage my emotions, if I can work with others to stay calm when things are difficult, I can do it too!”.

“Hi, I am XXX and I am at Hawkswood in year 10. I didn’t want to come to Hawkswood at first, I didn’t want to go to any school, but being here has helped me grow as a person and feel confident to try my school work again. The teachers are really understanding and they know how to get you working at your best, not just on school work, but helping you to make friends and talk to people. I was elected to be on the school council and gave a speech to the whole school, I would never have done this before. I’m going back to mainstream school soon, and you will get there too, just trust the process and be prepared to try. You can do anything”.

We aim to develop this further next year by creating a system whereby pupils work towards self-identified holistic targets, making their personal aims for the placement more prominent to enable staff to encourage and support holistic development.

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.

- Pupils developed greater resilience to cope with the demands of attending school and developed the skills required to understand and manage mental health crisis. In 2020/21 there were no incidents on site involving self-harm, or externalised behaviours, despite 76% of the cohort arriving with self-harm part of their referral profile.
- Attendance remained higher than the national average for PRU’s and gradually improved throughout the year. The final attendance rate for the year was 77%, pupils who receive pupil premium was 73%. The average attendance on admission was 23%, indicating on average a 50% improvement in attendance for pupils who receive pupil premium.

We aim to further develop this by embedding mental health 1st aid and fully embed zones of regulation in 2022/23

Pupils have hope for the future and aspirations as they prepare for adulthood and transition to next destinations.

Pupils leave Hawkswood back into mainstream school, long-term alternative provision or progress on to further education.

- Every pupil leaving Yr.11 at Hawkswood has a place secured at college for KS5 and the tools, skills and wellbeing to transition successfully.
- More pupils transitioned back into mainstream school this year compared to previous years, despite higher numbers of referrals (14% to mainstream and 22% graduating to mainstream post 16 provisions).

We aim to develop this further next year by introducing AQA awards, which will help pupils to demonstrate holistic skills and personal development through recognised awards.