

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 Primary PRU & SEMH Provision
Number of pupils in school	Commissioned 28
Proportion (%) of pupil premium eligible pupils	64% of actual numbers (based on December roll list) Funding received for 7% of pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022—2023-24
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 2021/22

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

Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£2,770.34
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 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 and the national multiplication tests.</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: £ 3,200

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. 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
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: £ 4,000

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	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)	1-5

<p>pupils who receive tutoring will be disadvantaged.</p> <p>Engagement of pupils in precision teaching.</p> <p>Enhanced target setting for pupils to know and understand both academic and holistic targets.</p>	<p>And in small groups: educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,520

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

Total income £9,616

Total budgeted cost: £ 9,720 (overspend of overspend £104)

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.

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

Pupils who receive pupil premium (pp) have made accelerated progress, closing gaps in all subjects. Our class teacher assessments demonstrate the following:

	Main Cohort			PP		
	Baseline	End of year or placement	Gap closure	Baseline	End of year or placement	Gap closure
Gap between reading age and chronological age	-16.9 months	-6.4 months	10.6 months	-14.6 months	-4.1 months	10.4 months
Gap between writing age and chronological age	-1.3 years	-0.2 years	1.1 years	-1.3 years	-0.3 years	1.0 years
Gap between maths age and chronological age	-1.1 years	-0.2 years	0.9 years	-1.3 years	-0.1 years	1.1 years

(minus figures indicate the years or months below are related expectations).

- Pupils who receive pp closed the gap in attainment during their placement to bring their attainment almost in line with age related expectations in all subjects.
- Those in the pp group started the year with a higher baseline for reading than non-pp children, this group is largely populated by pupils who received reading support in the previous round of pp interventions.
- In writing pupils in the pp group made similar progress to that of the non-pp group.
- In Maths the pp made greater progress compared to the main cohort and achieving almost in line with mainstream age related expectations (less than 1 month behind).

In the national multiplication test, the whole cohort were in the pp group and every child has an EHCP and 1 or more diagnosis of SEND disability (only 46% of pupils with an EHCP took the test nationally). Therefore comparisons have been made against national data for mainstream pupils:

National average score	National disadvantage average score	National EHCP average score	Hawkswood average score (all pp and EHCP)
20/25	18/25	7/25	23/25

Pupils who receive pp at Hawkswood scored higher than their peers in mainstream school and scored significantly higher than disadvantaged pupils in mainstream schools and their peers with EHCP's.

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

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.

	Main Cohort			PP		
	Baseline	End of year or placement	Gap closure	Baseline	End of year or placement	Gap closure
Gap between personal skills age and chronological age	-2.7 years	-0.7 years	2.0 years	-2.6 years	-0.1 years	2.5 months
Gap between social skills age and chronological age	-2.4 years	-0.5 years	1.9 years	-1.8 years	-0.8 years	1.0 years
Gap between cognitive skills age and chronological age	-2.0 years	-0.5 years	1.5 years	-2.2 years	-1.0 years	1.2 years
Gap between creative skills age and chronological age	-1.8 years	-0.5 years	1.2 years	-2.3 years	-1.2 years	-1.2 years
Gap between wellbeing skills age and chronological age	-2.9 years	-0.5 years	1.9 years	-2.6 years	-1.5 years	-1.1 years

- Using our holistic tracker to understand assess and analyse holistic skills, which include personal skills (resilience and perseverance), social skills (communication and interaction), cognitive skills (critical thinking and problem solving), creative skills (adaptability and flexibility and well-being skills (social, emotional and physical wellbeing) we can conclude that the baseline for pupils in both the main cohort and pp cohort is significantly lower than age related expectations on entry. The biggest deficits in personal skills and wellbeing.
- All pupils in both the main cohort and the pp group made accelerated progress in the holistic skills.
- Pupils in the pp group made better progress in personal skills, taking their skill level almost to that of age related expectations.
- The interventions this year were less effective in supporting pupils in the pp cohort to improve social skills and wellbeing skills. These pupils felt that they need more frequent reminders of these skills. We will be adapting the programme this year so that pupils have target cards on their tables each day with visual reminders of the skills they are currently working on to improve how pupils transfer their skills into daily habits. We will also be linking skills to Hawkswood Hero awards.
- Suspensions and exclusions have remained relatively stable in 2021/22 with one external exclusion and 2 internal suspensions (less than in previous years).
- The use of positive handling has increased, however this is concentrated on new arrivals and is directly impacted by the higher level of need in current new arrivals. Existing pupils who

have attended the school for the full placement length show high levels of self-regulation. This will be a focus next year, with all staff undertaking the mental health first aid training.

- All pupils entering Hawkswood this year have graduated successfully back to mainstream school or on to a long term specialist provision. 18% of pupils remain at Hawkswood until long-term placements can be found by the SEND team.

Pupils have developed the confidence and interest in broader holistic and cultural life experiences. Pupils have developed interests beyond the school gates and home.

All pupils experience a range of cultural capital experiences and activities, including:

- Lambourne End Outdoor Centre
- Paradise Wildlife Park
- Duxford Air Museum
- Stratford Theatre
- Local war memorial
- Military obstacle course
- Animal care workshops with cats protection league
- Family picnic and visit to the Epping Forest museum
- Jubilee family celebration

These trips, linked to the school curriculum, helped pupils make sense of their learning and broaden their understanding of the world outside of home and school. This connected learning contributed to some of the excellent writing outcomes across the pp cohort and the development of greater perseverance and resilience.

Sustain improved attendance for all pupils, particularly our disadvantaged pupils.

In both main cohort and pp cohort there has been improved attendance and punctuality, and almost all pupils come to school for breakfast club. This has impacted positively on improved progress all subjects.

	Main cohort	Pupil Premium Group
Attendance baseline on referral	77%	67%
Annual attendance to July 2022	96%	92%
Attendance improvement	19%	24%

- Attendance at Hawkswood is significantly higher for all pupils than the national average for PRU's (54%), for the main cohort this is broadly in line with national average for mainstream, in the pp cohort this is slightly below at 92%, it is however skewed by the attendance of 2 pupils.
- Children in the pp group have made the greatest improvements in attendance, increasing by 24% compared to 19% in the main cohort.
- 5 of the 7 pupils in the pp group have attendance over 97%
- 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.
- 22% of pupils across the school have persistent absences, 2 of the 3 children in this group are pupils who receive pp, and this will be a focus of our work next year.