

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hazelbeck School
Pupils in school	144
Proportion of disadvantaged pupils	45
Pupil premium allocation this academic year	£43,200
Academic year or years covered by statement	2020 to 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Beth McPhail
Pupil premium lead	Jo Dowson
Governor lead	Sue Pierce

## Disadvantaged pupil barriers to success

### Attendance and Learning:

Erratic attendance leading to disruption of learning due to Covid-19 and partial closures throughout the academic year. The technical literacy within the family home – difficulties promoting and accessing Home Learning.

#### Key Issues:

- Families need access to IT equipment that will give them access to home learning in the event of their child self-isolating due to Covid-19
- An ongoing issue around student who have complex needs or mental health issues, which impact on attendance

### Communication:

Issues around Speech, language and communication across the school.

#### Key Issues:

- Training needed for staff, to link in with child development CPD.
- Training needed for staff around specific communication approaches.
- Discussions needed re Individual class/ student communication provision in response to QA data

### Engagement:

Issues with engagement as observed in drop-ins across the school.

#### Key Issues:

- CPD needed on child development and engagement.
- Baseline of engagement levels for students required.

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
For families of PP students to have access to ICT equipment at home	Increase in use of Evidence for Learning during periods of self-isolation & generally with work from home.	July 2021
Improvement in communication skills of PP pupils.	Communication assessments show that PP pupils have made strong progress in communication skills.	July 2021
Improvement in engagement for PP pupils.	Engagement observations in drop-ins shows an improvement for students.	July 2021

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To increase the use of Apps, ICT, websites etc. to improve the engagement with parents	The following should be evident: <ul style="list-style-type: none"> <li>An increase in the use of TEAMS for Annual reviews.</li> <li>An increase in the volume of parents logged into Evidence for Learning and an increase in engagement with Work from Home done via the App.</li> <li>An increase in text message and the use of our website to communicate</li> </ul>	July 2021
To be able to measure the impact of communication strategies used across school	An individualised curriculum for all shows greater progress. The use of baselines and assessment points gives solid data to measure impact. INSIGHTs provides us with further data about different cohorts and this data shows greater progress.	July 2021
To increase the understanding of Engagement in learning and it's impact on outcomes and mental health	Targeted Pupil Premium spending shows that engagement in learning has improved. A greater understanding of engagement is evident through drop-ins and CPD The progress of PP students increased throughout the curriculum	July 2021

## Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Engagement	Targeted Pupil Premium spending shows that engagement in learning has improved.	July 2021

	<p>A greater understanding of engagement is evident through drop-ins and CPD</p> <p>The progress of PP students increased throughout the curriculum</p>	
Assessment	<p>The use of baselines and assessment points gives solid data to measure impact.</p> <p>INSIGHTs provides us with further data about different cohorts and this data shows greater progress.</p>	July 2021
Individualised communication	<p>Communication assessments show that PP pupils have made strong progress in communication skills.</p>	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>2 full sets of ipads set up on a Trust Account.</p> <p>All ipads downloaded with Evidence for Learning.</p> <p>Temporary logins sought for parents if they are not signed up.</p> <p>Systems in place to get ipads home to students' and their families.</p> <p>Outreach supplied for students' whose attendance is affect by their physical health or their mental health.</p>
Priority 2	<p>Evidence of individualised communication approaches seen in practice. Practice matches pupil profiles.</p> <p>The communication section in pupil profiles is increasingly detailed and better informs next steps. Role of communication champion is stronger.</p> <p>Student voice is evident in all lessons. Student's communication needs are being met as a result of bespoke provision and increasingly individualised.</p>
Priority 3	<p>The impact of CPD is beginning to be seen in planning and practice. This will demonstrate staff's increased level of understanding around engagement and child development.</p> <p>Triangulated evidence demonstrates increasing consistency in the level of engagement of individuals within activities.</p> <p>Student profiles are informing planning and practice leading to greater evidence over time of consistent engagement in lessons.</p>
Barriers to learning these priorities address	<p>Access to ICT equipment at home</p> <p>Training of staff in communication approaches</p> <p>CPD on Child Development and Engagement</p>
Projected spending	£9,000 (plus 6,900 on targeted individual spending)

## Wider strategies for current academic year

Measure	Activity
Priority 1	<p>All Annual reviews to be completed via TEAMS wherever possible.</p> <p>Activities to engage parents with EfL i.e. text messages, letters, phone calls, tutorials.</p> <p>Teachers to use EfL to set weekly 'work at home' for their bases.</p> <p>Admin and school attendance staff to use text messaging to increase the engagement of parents</p>
Priority 2	<p>Teachers and HLTAs to complete CPD training (at least 7 sessions) with Laura Hatton around the following areas:</p> <ul style="list-style-type: none"> <li>• Receptive communication – stages and progression</li> <li>• Expressive communication – stages and progression</li> <li>• The impact of communication disorders on our students</li> <li>• Individualised total communication strategies to use within bases for our students</li> </ul> <p>These strategies should then come through into Personal Learning plans and eventually, EHCPs.</p>
Priority 3	<p>CPD on Engagement to continue as required.</p> <p>Targeted Pupil Premium money given to each child to be spent on engaging students in their learning – this is to be spent by teaching staff and quality assured by Jo Dowson.</p> <p>Teachers to consider the engagement of students in their base within their planning.</p>
Barriers to learning these priorities address	<p>Access to and use of technology.</p> <p>Knowledge of teaching staff around Total communication</p> <p>Low levels of engagement for some of our students as observed in drop-ins last year</p>
Projected spending	£27,300

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	The cost of training the Assessment lead in the use of INSIGHTs	Assessment lead given time to be trained in the use of INSIGHTs. PP money used to pay for training and the cost of the programme.
Targeted support	Releasing the communication team to implement and train.	Teacher or HLTAs to cover in bases to release members of the communication team to complete some work towards this.
Wider strategies	Reluctance of parents to login to EfL and use it regularly	Jo Dowson to investigate how other schools have successfully engaged parents.

## Review: last year's aims and outcomes

Aim	Outcome
To improve Quality Teach for all	Outcomes for communication - not measurable due to the pandemic. Work on this continues. The discovery curriculum – work began on this and is continuing
Targeted support	Personalised resources – these were beginning to appear in classrooms, but the impact could not be measured due to the pandemic. Engagement of learners – CPD was completed on this and the use of observations at the start of the year allowed staff to gain a greater understanding. Impact could not be measured due to the pandemic.
Other approaches	Parental engagement – the pandemic sped up the progress for this due to the need to use Evidence for Learning as a means to getting work home to students during the school closure. This resulted in nearly half of parents (70 out of 145) logged into the website. Work continues with this to increase numbers.