# 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 | **Hazelbeck School** |
| Number of pupils in school | 151 |
| Proportion (%) of pupil premium eligible pupils | 27% (40 students) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2 years |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Beth McPhail |
| Pupil premium lead | Jo Dowson |
| Governor / Trustee lead | Paul Hill |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £40,032.00 |
| Recovery premium funding allocation this academic year | £10,150.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £50,182.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, many of them have difficulties in terms of:   * Academic attainment * Progression to further and higher education * Employability * Social opportunities   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. 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 careers guidance, further and higher education guidance and pathway planning is available to all.  Our strategy is integral to wider school plans for education recovery following the school closures due to the pandemic.  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. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Our data shows erratic attendance for some disadvantaged students, leading to disruption of learning due to Covid-19 and partial closures throughout the academic year. There is also an ongoing issue around students who have complex medical needs or mental health issues, which impact on attendance. |
| 2 | Our assessments, observations and discussions indicate that disadvantages students generally struggle more with engagement and readiness for learning. |
| 3 | Our assessments and data shows issues around targeted provision for disadvantaged students and the ability to analyse data across the school. This is particularly notable with subject leaders, who have not had access to effective data which allows them to track procedural and subject knowledge. |
| 4 | Our assessments, observations and discussions indicate that disadvantaged students generally make less progress from their starting points when entering school. This trend is most visible in our reading outcomes. |
| 5 | Through observations and conversations with students and families, we find that the inclusion of our young people in society and opportunities to interact with others have been impacted by the pandemic. |

## 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 |
| All students to achieve at least 10 pieces of meaningful and appropriately levelled qualification by the end of year 11. | Each student to achieve at least 2 Unit awards each academic year in addition to the other accreditation happening in school.  All students to have gained Arts Award Explore and Discover by the end of KS4  Disadvataged students studying units that match well to their identified pathways through and beyond school.  This will be demonstrated by our end of year assessments at the end of our strategy in 2024/25. |
| Subject leads to be able to track and monitor progress of disadvantaged students and provide support and resources to support students learning and remembering more | Through assessments and the use of ‘insights’, subject leaders will be confident in the use of the program and will be able to use it to discuss their subject with SLT and during internal and external reviews.  School wide analysis of disadvantaged student progress towards EHCP outcomes.  Subject leaders to be able to analyse data for their subject in order to have meaningful conversations about the progress of disadvantaged students within their curriculum area and provide colleagues with appropriate professional development by the end of our strategy in 2024/25 |
| Improved attainment for disadvantaged students most notably in Reading, relative to their starting points as identified through baseline assessments | Through achievement of improved performance at end of year assessments at the end of our strategy in 2024/25  An increase in the number of students achieving accreditation in Reading qualifications. |
| Disadvantaged pupils have greater engagement supporting them to increase their confidence and independence across subjects and within the wider community to prepare them for adulthood | Through observations, use of engagement profiles, achievement data towards EHCP outcomes and discussions with families we will see higher levels of engagement from students. |
| Disadvantaged pupils have more positive attitudes to those in their community helping them to be better prepared to successfully interact with the community and prepare for adulthood | Through observations and discussions with young people and families will show more positive and accepting attitudes and feel a better sense of belonging at the end of our strategy in 2024/25 |

## 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: £16,000.00 (+£6000 catch up)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted Pupil Premium spending | Our disadvantaged students achieve similar results to our non-disadvantaged students partly because of targeted spending. This should continue due to our Assessment data supporting this approach. | 3 |
| CPD for teaching staff around engagement | Engagement of students is identified as an area of development for the school and is part of our SIP.  As laid out in the evidence- based Engagement for learning website: [www.engagement4learning.com](http://www.engagement4learning.com) | 2 |
| Development of tracking and monitoring process  Training with teaching staff around the use of Insights to track build of procedural knowledge and overcoming barriers  Training with subject leaders around the use of Insights to analyse their subjects’ data in order to target training and resources as required. | This gives solid data to measure impact.  This will allow is to track progress more effectively and will allow the drilling down into the data that is effective for PP students.  As evidenced in Lambeth council’s document: Using data to raise achievement – Good practise in schools | 2 & 3 |
| Development of and training staff to ensure appropriate accreditation.  Further member of staff trained to be an Arts Award Assessor  The support of an experienced member of staff who leads on accreditation should help to guide teaching staff in providing a uniformed approach to accreditation. | Ensuring accreditation is matched to students needs and interests allows a bespoke offer to our students, targeting their studies in areas that will help them along their career pathways.  The DfE guidance draws on evidence-based approaches:  <https://www.gov.uk/children-with-special-educational-needs> | 3 |
| Development of an English lead group to develop and improve teaching of reading, with a focus on phonics, and early communication across the school in line with DfE guidance  The leads will engage with schools within our Trust and other special schools to buy high quality resources (RWI) and develop the quality of reading through CPD  Purchase of an additional half day per week of Speech, and Language Therapy time to work with class teachers to develop strategies | The DfE guidance draws on evidence-based approaches:  <https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>  The Communication Trust worked with the Better Communication Research programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.  <https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/> | 2, 3, 4 |
| Purchase of an Occupational Therapist one day per term to work | An overview of research literature highlights the benefit of Sensory Integration to support students readiness to learn.  <https://www.researchgate.net/publication/283515728_Occupational_Therapy_for_Children_and_Youth_Using_Sensory_Integration_Theory_and_Methods_in_School-Based_Practice> | 2, 5 |
| Development of behaviour and teaching & learning team to improve strategies and staff understanding of engagement and cognitive science | DfE guidance draws on evidence based approaches  <https://www.gov.uk/government/publications/the-engagement-model>  Evidence suggests carefully introducing new content has an impact engagement and knowledge retention  <https://earlycareer.chartered.college/cognitive-load-theory-and-its-application-in-the-classroom-3/> | 2, 5 |
| Development of RSE and EDI leads who will engage with schools within our Trust and other special schools to share best practice, ensure the teaching of EDI runs through the curriculum and develop the knowledge and deliver of EDI through CPD | Df E guidance  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780766/Relationships_and_Sex_Education-Equality_Impact_Assessment.pdf> | 1,5 |

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

Budgeted cost: £12,000.00 (+ £3100 from catch up)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted individual spending for PP students around engagement. | Targeted spending has historically given good results allowing our PP students to achieve results similar to their peers.  As laid out in the evidence- based Engagement for learning website: [www.engagement4learning.com](http://www.engagement4learning.com) |  |
| Insights purchased for whole school use.  Assistant Headteacher to set up the parameters for Insights with support from EfL. | This will allow the assessment lead, subject leaders and class teachers to more effectively assess learning.  As evidenced in Lambeth council’s document: Using data to raise achievement – Good practise in schools  This will allow us to design what data we require and is useful to us as a school. | 3 |
| Teachers to consider the engagement of students in their base within their planning. | This should allow teachers to demonstrate that they are focussing on engagement.  As laid out in the evidence- based Engagement for learning website: [www.engagement4learning.com](http://www.engagement4learning.com) | 2 |
| 20-minute sessions on phonics (RWI, Toe by toe) and language comprehension programmes from a trained SNTA/HLTA. Each identified pupil to receive a daily session | EEF research shows TA interventions do have an impact if coupled with positive interactions in class.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  Understanding the meaning of a text requires a combination of word recognition and language comprehension:  <https://improvingliteracy.org/brief/learning-read-simple-view-reading> | 2,4, |
| Enhancing the sensory regulation and hydrotherapy equipment available for PP learners with enhanced sensory needs to support engagement. We will also fund staff training. | We have observed that sensory equipment and resources, such as swings, rollers, tunnels, weighted jackets provide support for our young people with sensory needs to engage in learning | 2, 5 |

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

Budgeted cost: £10,000.00 (+£1050 catch up)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted PP 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 AHT. | Targeted spending has proved to be very effective in the past. | 1, 2 & 3 |
| Time in Autumn 1 for teams to gather readiness for learning information and add to student’s PLP. | This will help staff to understand when students are at their optimum levels of potential learning.  As evidenced in the EEF documents on Learning behaviours:  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews> | 2 |
| The continued work of the attendance team to target those students and their families, who have low levels of attendance  Parental link workers to support parents to improve their child’s attendance as required. | The attendance of our students with more complex needs affects their progress and achievement. Targeting these families with support should help to improve attendance and therefore achievement.  Evidence-based guidance from:  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 1 |
| Enhancing resources for teaching Equality Diversity and Inclusion including the series of books used for in the ‘No Outsiders’ scheme and developing CPD for staff and coffee mornings with parents to discuss this. | We have observed the success of this approach in other schools within our Trust. | 2,5 |

**Total budgeted cost: £38,000.00**

# 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.

|  |
| --- |
| Our internal assessments 2020-2021 indicated that disadvantaged pupils' academic outcomes were in general on a par with their non-disadvantaged peers. This has historically been the case for many years. However, the progress of the whole school population has generally been below what was anticipated.  The reasons for these outcomes are primarily to Covid-19. School closures reduced social interactions and a lot of families that have struggled to engage with technology in order to access remote learning. Also, there has been a reduction in opportunities for social communication for our students.  We mitigated the impact on academic outcomes by our development of a new high-quality curriculum and the development of on-line resources such as the activity builder on Evidence for Learning.  Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees.  Learning from home was effective during the pandemic and parents said that they felt supported during this time, with the right balance of work being given.  87% of parents logged into EfL during the pandemic.  Outreach continues for our poorly students and this has helped families to feel supported and allowed the students to access targeted learning.  All Annual reviews were completed via TEAMS/Zoom or via conference call.  ‘Work at home’ was replaced with distanced learning during the pandemic. This will be a focus for next year.  Staff felt more confident about knowing the order of skills that students acquire for communication and could better plan next steps.  There was positive feedback from Laura (Speech and Language specialist) from her drop-in information that shows more individualised approaches in school.  Staff were able to talk more confidently about student’s communication.  Communication targets were better met last year.  9 members of staff were accredited with an Elklan qualification. This good practice will be seen in classrooms this next year.  All training from Laura Hatton completed and beginning to be seen in classroom practice.  Students’ profiles are informing planning and practice with greater evidence of communication needs being considered.  PP students made similar progress to their peers.  Itemised spending:  2 full set of ipads.  Evidence for Learning subscription.  Ipad lending service during covid.  Outreach extended to help critically vulnerable students.  Home learning provided for families  Increased use of text messaging to parents.  CPD from Laura Hatton around Receptive and Expressive communication, the impact of communication disorders and the development of individualised communication approaches.  Targeted individualised spending of PP money around engagement and communication |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

|  |
| --- |
|  |