

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 202 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	Hazelbeck School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	28% (49 students) including PP+
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years from 2025
Date this statement was published	October 25
Date on which it will be reviewed	October 26
Statement authorised by	Lisa Little
Pupil premium lead	Jonnie Czternastek
Governor / Trustee lead	John Winkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-2025 - £36,040.00
Recovery premium funding allocation this academic year	2024-2025 - £36,040.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2024-2025 - £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	2024-2025 - £36,040.00

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 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 lower attendance for some disadvantaged students. This has led to disruption of learning. There is also an ongoing issue around students who have complex medical needs
2	In the past our assessments, observations and discussions indicate that disadvantaged students generally struggle more with engagement and readiness for learning. This has improved see progress and attainment results end of cycle 3 2024 to 25
3	Our assessments in relation to Data Driven planning has improved the quality and accuracy of our progress and attainment data.
4	Our assessments, observations and discussions indicate that disadvantaged students do not have standard patterns of progress and attainment. The numbers are small, and each individual has their own barriers to learning, attendance, safeguarding or behaviour needs. This is tracked in detail using the Data Driven planning and SEND overview tracking. The school uses three types of provision the Universal offer, Universal plus and Universal plus + offer.

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 meaningful and appropriately levelled accreditation by the end of year 14. (or leaving date if sooner)	Disadvantaged students studying units that match well to their identified pathways through and beyond school.
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	Data driven planning for individuals, implementation of Universal offer, UO Plus and UO Plus +, use of SEND overview and tracking using the E1 to E4 system of progress and attainment, behaviour, safeguarding and attendance
Improved attainment for disadvantaged students most notably in Reading, relative to their starting points as identified through baseline assessments	An increase in the number of students achieving accreditation in Reading qualifications. Implementation of RWI will show better results in Reading. Progress in reading was not in line with the other areas of school for the Experiential learners. This will be a priority for 205/26
Disadvantaged pupils have more positive attitudes towards those in their community helping them to be better prepared to	Through observations and discussions with young people and families will show more positive and accepting attitudes and felt a

successfully interact with the community and prepare for adulthood.	better sense of belonging at the end of our strategy in 2024/25. CPD for staff on Preparation for Adulthood outcomes and collaborative work with outside agencies.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 2024-2025 - £8539.44

2025-2026

Activity	Evidence that supports this approach	Evaluation
1. 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. Spending on reading resources linked to reading curriculum and development of Total Communication approach	24% of girls PP 25% of boys PP Using Data Driven planning targets for the year <ul style="list-style-type: none"> 0.8% of girls E4 (not on track at end of cycle 3) 3% more girls E1 (on track) than non-PP girls 0% of boys E4 2% less boys E1(on track) than non-PP boys
2. CPD for teaching staff around engagement Experiential learners and autistic learners	www.engagement4learning.com https://www.gov.uk/government/publications/the-engagement-model continue to support development of observation skills and assessment. update of therapy room equipment, development of sensory diet resources	Continue to develop non developmental targets and outcomes linked to individual EHCPs. Develop observational skills of SNTA staff. CPD from Music therapist on Engagement CPD for intensive interaction lead 2 licenced Makaton tutors
3. Development of tracking and monitoring process	We have a strategic focus on Assessment throughout the Trust and have aligned our procedures with the other special school in the Beckfoot Trust. We are gathering data around Attendance, Behaviour, Safeguarding and the offer in the inclusive classroom. We	Year 2 of data driven planning following on from successful year 1. Develop links to curriculum from EHCP outcomes. Additional funding for intervention –including Music Therapy, Total Communication, early reading

	are adding this to the progress data and designing interventions to plug any gaps in learning by addressing the core issues with each student.	
4. Development and training of staff to ensure appropriate accreditation.	<p>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.</p> <p>The DfE guidance draws on evidence-based approaches: https://www.gov.uk/children-with-special-educational-needs</p>	<p>We continue to work with Pearsons and a folder has been set up on the share drive with AQA Unit awards organised to match up with the Curriculum schemes of knowledge. Staff continue to have training on the delivery of AQA unit awards and entry level qualifications to a uniformed approach.</p> <p>Invigilator training Development of accreditation linked to non-core curriculum subjects</p>
5. Development of RSE following updated guidance and EDI	<p>DfE guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p>	<p>The Central Efficacy Team for EDI are developing Protocols and scripted responses to deal with discrimination and direct teaching to support good practice.</p> <p>CPD for staff on RSE https://www.sexeducationforum.org.uk/</p> <p>Update policy and scheme of knowledge</p>

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

Budgeted cost: 2024-2025 - £5620.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted individual spending for Experiential PP students around engagement and readiness to learn.</p> <p>This is related to weaker attendance figures especially in PP boys</p>	<p>Targeted spending has historically given good results allowing our PP students to achieve in all four pillars of the Data Driven planning cycle.</p> <p>Link to accreditation for each area of send and curriculum pathway</p>	1,2,3,4

Where appropriate, students receive daily, discrete sessions on phonics (RWI).	<p>EEF research shows TA interventions do have an impact if coupled with positive interactions in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>https://improvingliteracy.org/brief/learning-read-simple-view-reading</p> <p>early reading using symbols – licence for Boardmaker, Tobi Dynavox, Colourful semantics resources</p>	1,2
Enhancing the sensory regulation and hydrotherapy equipment available for PP learners with increased sensory needs to support engagement. We will also fund staff training.	<p>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. This is subject to wear and tear and needs some updating.</p> <p>Music therapy sessions</p>	2
Development of RSE scheme of knowledge in line with updated guidance 2025	RSE lead to develop scheme and resources for all learners	5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The continued work of the attendance team to target those students and their families, who have low levels of attendance.</p> <p>Parental link workers to support parents to improve their child's attendance as required.</p>	<p>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.</p> <p>Evidence-based guidance from:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1

Enhancing resources for teaching Equality, Diversity and Inclusion	We have observed the success of this approach in other schools within our Trust.	5
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Total budgeted cost:

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 2024 to 2025 academic year.

<p>PP girls made 3% better progress in relation to EHCP outcomes than non-PP girls for the year 2024 to 25.</p> <p>PP boys made 2% less progress in relation to EHCP outcomes than non-PP boys for the year 2024 to 25.</p> <p>PP attendance 80.3% (girls 90.6%) non-PP 88.8% (girls 88.9%) note -with 157 on role last year every pupil is equal to 0.6%. Targeted work to continue with individuals and families. Some issues related to health needs. Trust policy and school Attendance protocol outlines actions</p> <p>The school introduced for the 2024/25 academic year, 'Data driven planning' across the four pillars – Teaching and learning linked to progress in EHCP outcomes, Safeguarding, Behaviour and Attendance. This approach aims to ensure that 'No child is left behind'. By reflecting on the data from across several areas, leaders can assess how the universal classroom is meeting the pupils' individual's needs. This is linked to their age, prior attainment and Primary broad area of need. Where the data indicates that those needs are not being met, specific interventions have been designed to address those factors as part of the schools, 'Universal offer'. This approach provided Leaders of Learning a much clearer understanding of the individual child's progress and inform their next steps for progress.</p>

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
Work around communication	Laura Hatton - SALT
Whole school phonics in-depth training	RWI (Read Write Inc)

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?	We currently have no service pupils in school.
What was the impact of that spending on service pupil premium eligible pupils?	N/A