



Pupil Premium Strategy Statement

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	Hawthorns
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2022-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	P. Coiffait
Pupil premium lead	J. Sarno
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,289
Recovery premium funding allocation this academic year	£13,050
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	£102,339

Part A: Pupil premium strategy plan

Statement of intent

Hawthorns School provides for children with multiple and complex learning needs. All of our pupils are in receipt of an Education Health and Care Plan. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our SEND pupils

All of the children at our school have difficulties with cognition and learning. Some of our children have physical disabilities and emotional and social difficulties. Most of our children have language and communication difficulties. A high number of children have additional needs in the area of social communication including Autistic Spectrum Condition and Sensory Impairments.

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 by school closures during the Pandemic and in the support of their mental wellbeing.

We aim to provide high-quality teaching focussed on areas that our 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.

Challenges

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

Challenge number	Detail of challenge
1	Additional pupils have resulted in less opportunities for one to one interventions, and means that outside agencies (eg. SALT, OT) have more pupils to see in the same amount of time.
2	Additional pupils have resulted in extra classes which has impacted on the space to work 1:1 or in small groups to deliver reading and number interventions

3	The continued effects of Covid on pupil's attendance has meant some pupils' attainment remained static, and a small minority made retrograde progress
4	The recruitment of ECT's who are unable to take on a subject lead has impacted on subject leadership effectivity over the last two years
5	An increased number of pupil's with specific difficulties in the areas of Language and Communication needing 1-1 or small group interventions
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our SEND pupils have been impacted by the pandemic. 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 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 on- going assessments and end of year assessments at the end of our strategy in 2024/25
Improved assessment processes which support deep dives into the school's curriculum	Teaching and learning will be personalised to support learners needs and demonstrate connected practice which links curriculum, pedagogy and assessment and identifies areas for development
Improved staff knowledge of sensory processing and strategies to support pupil's sensory needs	Staff will understand the reasons and range of need of pupils with SP difficulties and learn a range of strategies to support their education and wellbeing. This will be evidenced through improved outcomes and class observations
Improved assessment of reading levels and targeted interventions to improve attainment in phonics and reading	Through achievement of improved performance, as demonstrated by our on- going assessments.
Improved pupil communication skills	Through achievement of improved performance, as demonstrated by our target setting and on- going assessments and 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: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of paired maths Teaching and Learning Responsibility leads to develop and improve maths teaching across the school	DfE research and paper into effective school partnerships and collaboration. Subject leads ensure that practices improve the quality of education to meet the needs of all pupils and to raise attainment in school. A subject leader plays a key role in supporting, guiding and motivating teachers and other adults.	4
Purchase and implementation of a new whole school assessment system	Assessment plays a foundational role in special education for teachers to fully understand pupil's strengths and needs and to use and interpret data. This includes formal and standardised assessments. Information is used as supporting evidence for additional support from a range of professionals.	6
CPD for staff on sensory processing disorder	Sensory processing and integration is fundamental to healthy development, function, participation, learning and psychological well being	5,6
CPD for staff on White Rose: concrete, pictorial and abstract focus	Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils	4
Additional SALT provision	The Royal College of Speech and Language Therapists (RCSLT) supported the development of the legislation and its ambition of improving and extending support for improving and extending support for	1,5

	children and young people with SEND	
--	-------------------------------------	--

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

Budgeted cost: £ 37,500

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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,6
Employment of a TA to work across school to implement interventions identified and supported by the SENCO and SALT	A key role of a SENCO is to identify pupils who would benefit from additional support to address their barriers to learning and to acquire key skills	1,2,3,6

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available	Sensory processing and integration are foundational to healthy	6

for PP learners with enhanced sensory needs, including autism.	development, function, participation, learning and wellbeing	
Additional time allocation of the school counsellor to support a greater number of pupils	School counselling provides pupils with opportunities to discuss and address concerns and worries. School counselling provides a safe space within a school and includes education staff in the strategies used to support an individual in overcoming their difficulties or concerns. Guidance for parents and carers post Pandemic can be found on the Government website and is supported by Every Mind Matters (NHS guidance)	6

Total budgeted cost: £100,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Due to continued school closures and bubble restrictions due to the pandemic, the planned Sensory processing training was not able to take place.

Staff took part in Maths Rose training but this was remote on-line modules due to the pandemic. Bubble restrictions has meant that the impact through class observations has not been measured.

Due to COVID restrictions, outside agencies spent a reduced amount of time in school during this period and did not have the same access to children.

Strategy aims for 2020-2021

1) To increase the number of pupils achieving their targets in speaking

Throughout the year the Speech and Language Therapist continued to meet virtually with the SENCO and classroom teachers to review children's progress in speaking and offer advice around targets. Class teachers met with the SALT termly to review targets. SALT contacted parents at home to offer advice during periods of home schooling due the pandemic.

15 pupils were discharged from the service as they had made good progress and no longer needed specific targets

School had a Service Level Agreement (SLA) for one morning per week to assess pupils, train staff and carry out therapy. There is a cost to school for this. The SLA also worked with individual pupils around social awareness and improving social skills.

Chatterbox, a sound production intervention, continued to take place in classes where staff were trained. Assessment and training by the SLA SALT supported this intervention. Staff on further classes were trained in sound production strategies by the SLA.

Two TA's trained in sign language worked on signing programmes with 8 children on a 1-1 basis, to improve their communication skills.

Additional information:

There was reduced SALT time available to school due to staffing issues/distribution within the Service. Following negotiations an additional SALT will be in school one day per week for the Academic year 2021-2022.

The SLA time in school was reduced due to restrictions and illness. For the Academic Year 2021-2022, the SLA will be in one full day a week.

2) To improve pupils fine and gross motor skills

The therapist from OT for Kids assessed and/or provided therapy for 30 pupils. Class staff and parents were advised about strategies to support improvement in children's fine and gross motor skills and to increase independence in self-care skills.

3) For children returning from long COVID lockdown to settle back into school routines and to secure their behaviours for learning

24 pupils accessed AQP programmes to develop their skills around regulating and managing their emotions both within school and home to enable them to mutually and self-regulate enabling them to access learning.

4) To improve assessment of pupil reading levels

Joint assessment of pupil reading took place in two classes. The SENCO was working from home during lockdown so not all classes who could have accessed this training were able to do so. This has been extended into 2021/2022

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
N/A	
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated the reasons whereby the previous years activity had not had the degree of impact that we had expected. Most notably, the effects of the Pandemic due to school closures, pupil absence and staff absence

The implementation of a new assessment system will demonstrate connected practice which links curriculum, pedagogy and assessment, identifies areas for development and demonstrates improved attainment in targeted areas including communication.

We have used the EEF's implementation guidance to set out our plans and will use it to evaluate the outcomes for all our pupils.