

# Pupil premium strategy statement – Hawthorns Special School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2022-2025 (some aspects)
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	P. Coiffait
Pupil premium lead	J. Sarno
Governor / Trustee lead	C. Headdock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,449.57
Recovery premium funding allocation this academic year	£ 48, 024
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 143,473.57



# Part A: Pupil premium strategy plan

## Statement of intent

Hawthorns School provides for children with multiple and complex learning needs. 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.

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

Our strategy continues to be 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

## 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	<p>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</p> <p>An additional satellite provision was opened in September 2021 and September 2022</p> <p>This makes a total of 59 pupils being educated off site which is has an impact on our resources</p>
3	<p>The recruitment of ECT's who are unable to take on a subject lead has impacted on subject leadership effectivity. The two year programme for ECT's now means that this time is extended.</p>
4	<p>An increased number of pupil's with specific difficulties in the areas of Language and Communication and sensory processing disorders needing a higher staff to pupil ratio.</p>
5	<p>Due to school expansion, the recruitment of new teachers and TA's has resulted in a high demand and need for CPD to ensure consistency of approaches and strategies to support teaching and learning.</p>
6	<p>The continued effects of partial school closures due to the Covid Pandemic on Education Recovery has resulted in some pupils' attainment remaining static.</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
Improved attainment for pupils in all subjects, 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 attainment in specifically in phonics and reading programmes and targeted interventions for pupils relative to their starting points	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
Improved attainment in <b>all</b> areas of the Maths curriculum relative to their starting points	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
Improved pupil communication skills for pupils relative to their starting points	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
Improved staff knowledge of identified approaches and strategies to support teaching and learning	Observations of teaching and learning will evidence the consistent application of approaches and the positive impact on pupil outcomes
Improved outdoor learning spaces which will benefit pupils in all Pathways	Through observations of teaching and learning and achievement of improved performance including emotional regulation
Improved knowledge of individual pupil's sensory profiles and strategies to support pupil's sensory needs	Staff will have a sound understanding of pupil's sensory needs and learn an arrange of strategies to support their education and wellbeing. This will be evidenced through improved outcomes and class observations

## 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: £ **£50,323**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a new whole school assessment system. Continued CPD for staff in regards to evidence gathering  <b>£2,495</b>	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	2,6

	evidence for additional support from a range of professionals.	
<p>CPD for staff on SCERTS/Play Project/Six bricks/Talk 4 writing/Talk 4 reading/Talk 4 Maths/SEE-KS/TEACHH</p> <p><b>£5,141</b></p>	<p>The National College states: CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.</p>	5,6
<p>Purchase of new SOW to support the teaching and learning of the Foundation subjects</p> <p><b>£6,716</b></p>	<p>Equals Schemes of Work have been written by teachers who have expertise in Special Education for pupils who are working below age related expectations. The information has also been reviewed and critically reviewed by another group of teaching professionals, including Head Teachers and School Inspectors</p>	3,6
<p>Purchase of Six bricks resources</p> <p><b>£700</b></p>	<p>Six Bricks is a concept designed to excite and motivate young children in the classroom to attain the skills, knowledge and attitudes necessary for success in later life. To help the formation of a young learner's brain, developmentally appropriate early experiences and relationships are vital.</p>	1,2
<p>Purchase of resources to make additional Story boxes</p> <p><b>£1,500</b></p>	<p>Recent studies in child-related language come from the field of speech and communication disorders. One such study by Hettiarachchi and Ranaweera (2013) illustrate the use of multisensory storytelling to enhance vocabulary development in children who have language-learning difficulties and discusses possibilities of increased skills in communication in this manner.</p>	1,2
<p>Support subject development in reference to the new frameworks on Evidence for Learning</p> <p><b>£10,000</b></p>	<p>Learning materials can significantly increase learners' achievement by supporting learning.</p>	1,2
<p>1.5 days out of class for our deputy headteacher to focus on teaching and learning strategies</p>	<p>The National College states: CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead</p>	3,4,5

and the development of bespoke CPD opportunities for staff  <b>£23,771</b>	to a more effective teaching environment.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£ 59,477**

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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Additional SLA for agency support <b>£10,127</b>	A pupils EHCP will clearly identify the support and provision which needs to be in place to ensure the achievement of the outcomes in all areas of SEN	1
Recruitment of a music therapist weekly <b>£8,665</b>	Music therapy can address a number of sensory needs for children with special needs as it provides concrete, multi-sensory stimulation (auditory, visual, and tactile)	4
Recruitment of new EP to assess and	Guidance from SENDIASS A report by an educational psychologist (EP) is often the	1

write reports for all pupils with EHCP's £10,000	cornerstone for an Education Health and Care Plan (EHCP). Their primary task is to help clarify and define the needs of the child/young person.	
Recruitment of TA to enable MLT development £20,695	The role of the Middle leader focuses on the development and implementation of strategies across school	1,5
Additional half day a week allocation of OT support by OT for Kids £10,000	An OT develops a child's ability to perform daily tasks as independently as possible. These tasks include basic activities of daily living such as eating, writing, dressing.	4

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

Budgeted cost: £ 33,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional time allocation of the school counsellor to support a greater number of pupils £12,000	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)	1,6
Converting a school space into a whole school community room to be used as an intervention and therapeutic/sensory space £2,000	Therapeutic spaces are places where a counsellor, therapist, emotional literacy support assistant (ELSA) or someone in an equivalent role delivers one-to-one or small group interventions to support emotional literacy, mental health and wellbeing	1,2

<p>Additional paid trip for classes with a focus on Cultural Capital to support parents with the cost-of-living crisis</p> <p><b>£6,300</b></p>	<p>Children benefit from wider experiences beyond the classroom to develop a greater range of experiences and to learn about a range of cultures and beliefs</p>	2
<p>Develop Forest School and Outdoor Learning area to make it accessible and to meet the needs of a greater number of pupils</p> <p><b>£5000</b></p>	<p>Research suggests that outdoor learning has several benefits for pupils to support learning and mental health and wellbeing. Pupils are supported with their vestibular and proprioceptive sensory needs. They learn skills of problem solving and cooperation. They learn to connect with nature and develop key science skills</p>	2,6
<p>Creation of story boxes to support the delivery of Story Massage sessions</p> <p><b>£4000</b></p>	<p>Story massage benefits children with additional needs in a variety of ways including increased concentration and emotional regulation</p>	1,4
<p>Development of sensory areas for the Communication Pathway educated at an alternative provision</p> <p><b>£4000</b></p>	<p>Sensory integration therapy is used to help children improve challenging or repetitive behaviours</p>	2,4

**Total budgeted cost: £ 143,100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

Comparisons against Pupil Premium, ever in Care, FSM, FSM Ever 6 and LAC show the majority of these groups outperforming those pupils who are not a part of these groups.

***Improved assessment processes which support deep dives into the school's curriculum***

The new assessment system Evidence for learning was introduced as our new approach to recording evidence and pupil progress. Assessment frameworks were devised to meet the needs of a diverse range of learners and bespoke to specific Pathways. The frameworks have been written to accurately reflect the curriculums for the Pathways. This enables teaching and learning to 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***

All staff took part in Sensory Processing Training. Observations of classroom practice has evidenced implementation of appropriate strategies and resources to enable pupils to emotionally regulate

***Improved assessment of reading levels and targeted interventions to improve attainment in phonics and reading***

Comparisons against Pupil Premium, ever in Care, FSM, FSM Ever 6 and LAC show the majority of these groups outperforming those pupils who are not a part of these groups.

***Improved pupil communication skills***

**For pupils in the Communication Pathway**

Comparisons against Pupil Premium, ever in Care, FSM, FSM Ever 6 and LAC show the majority of these groups outperforming those pupils who are not a part of these groups.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	
N/A	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A









## Further information (optional)

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated the outcomes from the previous years activity.

The implementation of a new assessment system is enabling us to demonstrate connected practice which links curriculum, pedagogy and assessment.

This will be embedded during this academic year, enabling us to identify areas for development and demonstrate improved attainment in targeted areas

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