

Pupil premium strategy statement

School overview

Metric	Data
School name	Hawthorns
Pupils in school	171
Proportion of disadvantaged pupils	37%
Total PP allocation this academic year	PP: £89,289 Recovery Premium: £13,050 Total: £102,339
Number of pupils eligible for PP	63
Funding	
	PP eligible pupils
	Post LAC PP
	Service PP
Total Funding	
Academic year or years covered by statement	2021/2022- 2022-2024
Publish date	November 2021
Review date	July 2022
Statement authorised by	P. Coiffait
Pupil premium lead	J. Sarno
Governor lead	C. Headdock

Disadvantaged pupil barriers to success

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.

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

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of Impact	Target Date
To improve attainment for pupils in all subjects, notably maths, relative to their starting points	Creation of paired maths teaching and learning responsibility leads to develop and improve maths teaching across school CPD for staff on White Rose: concrete, pictorial and abstract focus New maths Framework written, outlining progression of skills. Observation of T&L in Maths in the Summer Term	July 2022
To Improve the assessment of reading levels and targeted interventions to improve attainment in phonics and reading	Training for the 5 minute box for TA's Purchase of new phonics scheme Purchase of new guided reading books linked to phonics scheme	July 2022

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

Measure	Activity
Projected Spend Click or tap here to enter text.	
To improve staff knowledge of sensory processing and strategies to support pupil's sensory needs	CPD for staff on sensory processing disorder
To improve assessment processes which support deep dives into the school's curriculum	Purchase and implementation of a new whole school assessment system New frameworks for all curriculum areas, outlining progression in skills

Teaching priorities for current academic year

Measure	Activity
Projected Spend £30,500	
Implementation of a new whole school assessment system	£6,000 plus staff training costs =£8,000
Assessment coordinator	TLR= £3,000
CPD for staff on sensory processing disorder	£3,000+ staffing training cost= £7,000
CPD for staff on White Rose	£3,000+ staffing training costs = £9,000
Additional SALT provision	£3,500

Targeted academic support for current academic year

Measure	Activity
Projected Spend £7,500	
To engage with the National Tutoring Programme	Unable to secure an appropriate tutor to meet the needs of our pupils at this present time

Wider strategies for current academic year

Measure	Activity
Projected Spend £32,000	
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs including autism	£20,000
Additional time allocation of the school counsellor to support a greater number of pupils	£12,000

Monitoring and implementation

Area	Challenge	Mitigating Action
Maths development	Subject monitoring to fit in the monitoring and evaluation cycle	Observations to take place in the Summer Term
Phonics and reading development	In April 2021, the DfE published the revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to validate complete systematic synthetic phonics teaching programmes. This meant a change to our use of First Steps phonics and a revised reading strategy	Literacy leads trained on Twinkle Synthetic phonics Staff accounts for Twinkle purchased New reading books purchased linked to the phonics programme
New assessment system	Impact on teacher workload to develop new subject frameworks	Curriculum development sessions used to write skills progressions
New assessment lead	Also a full time class based teacher	TLR awarded
NTP	To secure a tutor to meet the needs of our pupils	Unable to secure at present

Review: last year's aims and outcomes

Aim	Outcome
To increase the number of pupils achieving their targets in speaking and listening	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.
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
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.
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