

## 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	Hailey Hall School
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	21/12/21
Date on which it will be reviewed	18/12/22
Statement authorised by	Paul Delamaine
Pupil premium lead	Sara Hill
Governor / Trustee lead	John Hammond

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38115
Recovery premium funding allocation this academic year	£10150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48265

## Part A: Pupil premium strategy plan

### Statement of intent

The pupil premium strategy at Hailey Hall aims to sustain and achieve positive outcomes for disadvantaged pupils. Socio-economic disadvantage is not necessarily the primary challenge for pupils, although we have identified that there can be variance in outcomes for disadvantaged pupils across the school. This is most highlighted in social opportunities and wider experiences, academic attainment, and support.

The strategy is focused on the individual needs of our disadvantaged pupils, it is important to highlight that it will benefit all pupils, particularly where funding is spent on whole school approaches, such as high-quality teaching or curriculum wide interventions. Despite the intended outcome for disadvantaged pupils' outcomes to improve it will support non-disadvantaged pupils to progress alongside also.

The key areas Hailey Hall school have identified for the pupil premium strategy are as follows:

#### **Closing the attainment deficit/catch up**

Closing the attainment deficit and ensuring pupils are catching up from the COVID pandemic are still key priorities. Despite making some progress in this area, PP pupils are still behind their peers in numeracy and spelling. This will be a focal point during the next academic year. The use of the UCAN document and recovery premium resources will continue to support this. Reading is a whole school focus; we intend on enhancing the enjoyment of reading across all curriculum areas and in turn expect to see pupils working towards age related outcomes.

#### **Enriching and enhancing cultural capital**

When auditing PP pupils in summer 2021, it was clear that a number of pupils didn't have access to trips or wider experiences outside of the home or school setting. A key priority is to showcase the wider community and out of school setting experiences. For example, visiting museums, theatres, learning about different careers and having opportunities to explore key hobbies and interest. This may include inviting professionals into school to complete workshops or taking pupils out on school visits. Recently, we have been in contact with Hertford Theatre to support them with a bid for funding, in order to create a bespoke package for school participation as well as teacher training for the arts in schools.

#### **Providing High quality teaching**

At the forefront of key priorities is ensuring that teaching staff are providing high quality teaching. This will involve in house and external training, working with other professionals and sharing practice with other professionals. This is vital to ensuring PP pupils and all pupils make sufficient progress and meet their potential. The SEND Code of Practice highlights that 'provision is underpinned by high quality teaching and is compromised by anything less' (DfE and DoH 2015: para 1.24). As the needs of our pupils evolve, it is paramount that our practice also evolves to ensure we are providing the best possible learning environment and high-quality practice to ensure individual progress and attainment.

### **Providing an Individualised approach**

As highlighted above the needs of our pupils are ever changing. It is essential that our practice and approach is fluid and changes for the individual. Some of our pupils may need support with being prepared for school (uniform, equipment, revision). Others may need additional education or mental health intervention, or staff support in lesson, fidget toys etc. An Individualised approach should ensure that all pupils needs are met and any intervention is personalised to them.

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Our assessments, observations and discussions have highlighted disadvantaged pupils in general make less academic progress in spelling and numeracy.
2	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
3	Our observations, conversations and wider data demonstrates that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. 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.

<b>Intended outcome</b>	<b>Success criteria</b>
Improved attainment for disadvantaged pupils in reading, spelling and numeracy	This should be highlighted in not only end of year assessment data but through the baseline data collection in November and June each year. An increased number of disadvantaged pupils should be working at age related expectations.
Disadvantaged pupils will have greater independence and confidence when engaging with the wider community and preparation for adulthood.	Providing opportunities for pupils to explore the wider community. Inviting relevant professionals to give careers talks. This should be identifiable through discussion, observations and use of the life skills passport with pupils and their families.
Disadvantaged pupils will have greater opportunities to experience the wider community, improving cultural capital.	Through attendance to wider activities observation, discussions, and demonstration of social independence skills.
Disadvantaged pupils will have a personal and	Through improved self-worth, self-esteem

<p>individualised approach to support their progress. This could be through equipment, extra tuition, or support with their mental health.</p>	<p>and participation throughout the curriculum documented by observations and conversations.</p>
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### 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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Staff Training- responding to the needs arising (CPD)	The SEND Code of Practice highlights that 'provision is underpinned by high quality teaching and is compromised by anything less' (DfE and DoH 2015: para 1.24). As the needs of our pupils evolve, it is paramount that our practice also evolves to ensure we are providing the best possible learning environment and high-quality practice to ensure individual progress and attainment.	1,2,3

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support in class	Teaching assistants that are well deployed can support low attaining pupils overcome barriers to their learning (Education Endowment Foundation, 2021). This can support 4 months academic improvement across a school year.	1,3
One to One English 'That Reading Thing Intervention'	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit." (Education Endowment Foundation, 2021). One to one tuition allows for greater communication, relationship building and will address gaps in knowledge for individual pupils.	1,3
One to One 'UCAN' Math's intervention	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from	1,3

	one-to-one tuition. Low attaining pupils are particularly likely to benefit.” (Education Endowment Foundation, 2021). One to one tuition allows for greater communication, relationship building and will address gaps in knowledge for individual pupils.	
Transition Programme & Summer School for new pupils	The Education Endowment Foundation (2021) highlight that from research there is evidence that suggests that pupils from disadvantaged backgrounds, summer schools can be beneficial and if there is sustained small group teaching and intervention 5 months academic progress can be made.	1,3

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

Budgeted cost: £ 18,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and Snacks available for all pupils	Our own research has seen an improvement when breakfast has been provided to pupils. One pupil has an improvement in attendance from last academic year from 48.5% and is now 66.4%.	1,3
School Counsellor Sessions	Social and Emotional learning enables pupils to develop relationships and self-regulation strategies that can support them with their wider learning, therefore increasing academic attainment by up to 4 months (Education Endowment Foundation,2021). It also supports pupils' general wellbeing and participation in the school community.	1,2,3
One to One/Small Groups Protective Behaviour Interventions	“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition” (Education Endowment Foundation, 2021). This can support a 4 month increase in attainment as well as contributing to wellbeing and the wider school community.	1,3
Attendance Monitoring/Rewards - Half termly breakfast - Weekly 100% attendance awards.	Last academic year Pupils competes as a tutor group, supported by their tutors to achieve the most improved attendance over a ½ term period. Pupils and staff are updated weekly during the celebration's assembly. 8b's average cumulative attendance increased by 2.45% during the first half of the Autumn term	1,3

	Additionally, responding to feedback from pupils for the second ½ of the Autumn term going forward, the highest attending tutor group will also receive the incentive of a cooked breakfast.	
Transport	Providing transport where possible for parental meetings or to deliver food parcels to families, not only supports families financially but also allows them to be an active part of the school community.	2
Uniform	“Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms” (Education Endowment Foundation, 2021). Ensuring school uniform is available for all pupils will enable pupils to be in school, ready to learn and equipped for the school day.	1,3
Educational & Rewards Trips	All pupils should have access to positive experiences both inside and outside of the classroom although, there is little research to prove that trips support progress however, it is vital that pupils experience wider activities to enhance cultural capital.	1,2,3

**Total budgeted cost: £ 38,115**

## 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.

An increased number of TA support has been available, particularly in KS3 lessons to support pupils in the classroom. Since this has been in place and funding has been allocated:

Out of class behaviour slips Sep-Nov 2020 = 335

Out of class behaviour slips Sep-Nov 2021= 266

From baseline testing 58% of PP pupils made progress in reading, as opposed to 48% non-PP pupils. Recognition that the attainment gap is narrowing in reading and the intervention has been successful. In spelling there is still a key attainment gap with only 54% of pupils making progress compared to 71% of non-PP pupils. In numeracy 62% of PP pupils made progress and 67% of non-PP pupils made progress.

Introducing a cooked breakfast for the tutor group with most improved attendance for the half term. For the academic year 2020-2021 pupil premium attendance was at 89.4% and non-pupil premium was at 82.9%. Attendance can often be a huge barrier to learning for some pupils and interventions have in turn supported the level of attendance.

All pupils in school are offered toast during tutor period in the morning, at break time and fruit if they wish throughout the day. One pupil is also offered a meet, greet and breakfast intervention with a member of SLT if he wishes every morning. This has seen an improvement in attendance from last academic year it was 48.5% and is now 66.4%. There are currently 13 families receiving fortnightly food parcels from Jedidiah (a charity providing food parcels for those on free school meals). We make sure all parcels are sent home once they arrive in school. This intervention has been particularly helpful for those that have hit financial hardship during the pandemic.

#### **Case Study 1-Pupil A**

Pupil A was at risk of permanent exclusion in the Autumn term 2020 following an emergency review with the local authority due to a spike in behaviour incidents. The support put in place was as follows: support in class, weekly sessions with a behaviour mentor and behaviour interventions including a PSP and a risk reduction plan used to support. Since these interventions Pupil A has made 2 years 5 months progress in spelling, 1 year 9 months progress in reading age. Pupil A did not engage with the numeracy test the first time due to numeracy being a trigger but when he sat the same test in June his numeracy age was 15 years 4 months, age appropriate. This pupil received 30 behaviour incidents slips between the 1<sup>st</sup> September 2020-25<sup>th</sup> November 2020, as opposed to 15 for the same period this year (2021). A reduction of 50%. Pupil A is no longer at risk of permanent exclusion currently and has been engaged in learning.

#### **Case Study 2- Pupil B**

Pupil B had struggled with building and sustaining friendships in school. Throughout the lockdowns Pupil B had sessions with our school counsellor as there were concerns around low mood and anxiety. Following these interventions, we also offered this pupil 1 day a week extended day for half a term, support in class and drop-in sessions with our counsellor. The impact of these interventions has not necessarily seen huge academic achievement, however in terms of wider being Pupil B would disengage and shut down in lessons before intervention, now even in English lessons (that are a trigger), the pupil is engaged and using strategies to regulate independently. Teachers report that Pupil B is now attempting work independently, rather than relying on staff to support. Pupil B has also started to build relationships with other pupils, even spending Enrichment time with another pupil playing card games and asking others to join.

### 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
Dan Gaze Behaviour Support Service	Dan Gaze