

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 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 | Hailey Hall School |
| Number of pupils in school | 78 |
| Proportion (%) of pupil premium eligible pupils | 65% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | 21/12/21 |
| Date of review | 18/12/22 |
| Date of next review | 18/12/23 |
| 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 | £41690 |
| Recovery premium funding allocation this academic year | £40408 |
| 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 | £82098 |

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 remain 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, some PP pupils are still below age expectations in literacy, numeracy and/or spelling. This remains 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. Throughout the last academic year, we ensured all year groups attended a cultural capital trip in which the school funded for all pupils, these included Warner Bro's studio tour, Bletchley Park, The Tower of London and Lifesize Monopoly. We intend to use recovery premium spend in 2022-2023 to offer the same intervention for all pupils to experience a wider community, cultural capital trip.

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.

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Our assessments, observations and discussions have highlighted disadvantaged pupils in general are often below ages related expectations in reading, 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.

| Intended outcome | Success criteria |
|--|--|
| 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, |

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| | 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 individualised approach to support their progress. This could be through equipment, extra tuition, or support with their mental health. | Through improved self-worth, self-esteem and participation throughout the curriculum documented by observations and conversations. |

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: £ 7,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continued Staff Training- responding to the needs arising (CPD) | <p>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.</p> <p>During the academic year 2021-2022 the school funded training in early reading, Dyslexia and attachment and trauma training responding to arising needs for individual pupils.</p> | 1,2,3 |

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

Budgeted cost: £ 35,000

| 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 | 1,3 |

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| | greater communication, relationship building and will address gaps in knowledge for individual pupils. | |
| One to One 'UCAN' Math's 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 Spelling 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. The school are working with the SPLD team who are providing training in a bespoke spelling programme for pupils that are not making progress in spelling. | 1,3 |
| 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: £ 40,098

| 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. | 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 | 1,2,3 |

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| | pupils' general wellbeing and participation in the school community. | |
| 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 compete 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. 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. | 1,3 |
| Transport | Providing transport where possible for parental meetings, 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 |
| Cultural Capital Trips | All pupils should have access to wider experiences throughout their school career. Despite little research about progress attending trips allows for valuable life skills such as 'travel training' to be taught as well as offering additional cultural capital experiences, enhancing/complimenting the curriculum offer. | 1,2,3 |

| | | |
|----------------------|--|-------|
| Contingency Planning | A small fund will be kept to ensure that if any extra needs arise throughout the year, it will be available in a contingency fund. This can be used to meet individual needs or support a wider school strategy. | 1,2,3 |
|----------------------|--|-------|

Total budgeted cost: £ 82098

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 2021 to 2022 academic year.

From baseline testing 18 PP pupils made progress in reading, as opposed to 13 non-PP pupils. Recognition that the attainment gap is narrowing, proving that reading interventions are successful. In spelling the gap is now narrowing 28 of PP pupils made progress compared to 12 non-PP pupils. In numeracy 30/35 PP pupils made progress.

Introducing a cooked breakfast for the tutor group with most improved attendance for the half term. For the academic year 2021-2022 pupil premium attendance was at 79.6% and non-pupil premium was at 80.37%. 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.

Pupil A- Had a significant period of time without education in Year 6, before this he was attending on a part-time timetable taught 1:1 outside of the classroom. In the October baseline he required a huge amount of support to access the testing. In June he completed all 3 baseline assessments and has made progress across all 3 areas. Although he is working below age expectations, he is now only below expectations in reading and spelling by months, rather than years. This pupil has also attended the 1:1 intervention offered in reading and numeracy, engages completely and has shown a huge increase in self-esteem and confidence in his learning.

Pupil B- Initially engaged in 1:1 intervention however, refused to attend after the Spring term. Despite significant literacy difficulties, 2 years reading progress has been made since October 2021. We have also seen a huge improvement in his engagement. Spelling age has still not seen improvement, therefore an SPLD referral has been submitted to support further.

This academic year we introduced 'That Reading Thing' and 'UCAN Maths' to our interventions. Pupils identified attend 2 x 20 minutes session weekly in order to close any gaps in reading or numeracy. Generally, the engagement from pupils has surpassed any other interventions we have completed before. An example, one of our CLA pupils has attended 100% of sessions since September-July prior to this, he would refuse to attend these frequently. We were also able to offer another CLA pupil online tutoring to support with education when they were unable to attend school.

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 |
|------------------|-----------------|
| Lexia Core 5 | Lexia |
| Sum Dog Numeracy | Sum Dog |
| NTP | NTP Tuition |