

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	84
Proportion (%) of pupil premium eligible pupils	71%
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	18/12/23
Date of next review	18/12/24
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	£51385
Recovery premium funding allocation this academic year	£46368
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	£97753

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 missed education. 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 'That Reading Thing', UCAN Maths, Lexia and MyMaths 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. We will also be enhancing our school library and continuing to develop class readers/reading for pleasure in school.

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 lessons, fidget toys etc. An Individualised approach should ensure that all pupils needs are met, and any intervention is personalised to them.

Providing Well-being support

As all our pupils have social, emotional, and mental health as their presenting need, constant and structured well-being support is essential. A significant number of pupils have significant trauma in early childhood, and some have diagnosis of attachment disorder. This creates a need for ongoing therapy. Following on from offering protective behavior intervention and counselling, we have also added Art therapy to offer wider support and increase the availability. In early 2024 we will also be offering Lego Therapy sessions, to promote social independence for a number of pupils.

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 September 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 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.
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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: £ 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 2022-2023 the school trained 3 members of staff in 'That Reading Thing' intervention to enable support for pupils in the classroom. We also purchased 'Zones of Regulation' and 'Talk About' intervention packages to run additional intervention, thus providing extra support for pupils.</p> <p>The school also purchased a number of classroom pedagogy literature to support staffs individual training needs, as well as generating ideas to support in the classroom.</p>	1,2,3

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

Budgeted cost: £ 35,753

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 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
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: £55,000

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 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
Art Therapy Interventions	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.	1,3
Attendance Monitoring/Rewards - Half termly breakfast - Weekly 100% attendance awards.	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
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: £ 97,753

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 2022 to 2023 academic year.

From baseline testing we have identified that in 2022-2023 73% (20 pupils) of PP pupils made progress in reading, 76% (22 pupils) made progress in spelling and 66% (20 pupils) made progress in numeracy. Only 16 non-pp pupils made progress in reading, 16 non-pp pupils made progress in spelling and 15 made progress in numeracy.

Whole school incentive program: Pupils compete as a tutor group, supported by their tutors to achieve the most improved attendance over a term period. Pupils and staff are updated weekly during the Celebration's Assembly. Any prolific non-attenders are removed from the tutor total so that no tutor group is at an unfair disadvantage. The winning tutor group receive a cooked breakfast prepared by Mr Aldiss and Shelley Long, this is funded using Pupil Premium money.

For the end of the Spring term 2023 8B were the winning tutor group for most improved attendance and 11B were the winning tutor group for highest attendance. All pupils fed back that the incentive had helped motivate them to improve and sustain high attendance.

All pupils with 100% attendance every week (Thursday to Thursday) are entered into a draw to win a £5 voucher.

All pupils in school are offered toast during tutor period in the morning, at break time and fruit if they wish throughout the day.

This academic year we ran 'That Reading Thing' and 'UCAN Maths' interventions. Pupils identified attend 1 x 30 minutes session weekly to close any gaps in reading or numeracy. One of our CLA pupils has attended 100% of sessions and has now surpassed age-related outcome in reading and spelling.

PP Attendance 2022-2023: 78.19%, non-PP 2022-2023 87.23%. Although, this is still slightly lower than we would have liked. The below case study highlights interventions that we have put in place for PP pupils to support attendance.

Pupil B Pupil premium (Year 10) Current accumulative attendance 50.5% (21/06/2023)
Background information about the pupil: Pupil B is a Yr. 10 pupil who came on roll at Hailey Hall School 03/09/2021 as a casual admission, Pupil B persistently non attends his school placement despite a wide range of interventions, his current cumulative attendance is 50.5% What work school have completed / attempted to address the attendance:

Set up of an independent taxi transport Restructured transport routes to support changes in home address

Multiple home visits by a variety of staff Onsite meetings with parents

Alternative Learning Program (Pupil B after a period of time refused this)

Referral to the school's pastoral hub
 Weekly welfare checks
 Personalised curriculum
 Form tutor contact in person
 Referral to AIO

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
Maths Watch	Maths Watch
That Reading Thing	Trisha Miller
UCAN	SPLD Hertfordshire