

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	Halwin School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	Nov 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Richard Lawrence
Pupil premium lead	Richard Lawrence
Governor / Trustee lead	Cath Ashenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,799
Tutoring funding (to be used firstly on PP pupils)	£1,782
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	£20,581

Part A: Pupil premium strategy plan

Statement of intent

To provide a holistic package of support for each individual child to tackle their challenges to learning.

- Each Pupil Premium child to make at least the expected standard of progress in reading, writing and maths
- Each Pupil Premium child has increased confidence in tackling learning challenges and improved self-motivation to succeed in their learning
- Each Pupil Premium to develop their emotional intelligence in managing their emotions and in building relationships with others

We will achieve this by tackling the challenges of their Social and Emotional well-being, their SEN and their access to learning.

The current plan has included:

- Individual counselling; internal and external
- Access to support programmes
- New PSHE curriculum

Challenges

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

Challenge number	Detail of challenge
1	The emotional health and well-being of the pupils
2	The SEN of the pupils
3	The academic support for pupils in and beyond the school
4	Self-motivation and strategies to develop independence
5	

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
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That pupils make good progress in reading, writing and maths	In year reading, writing and maths progress is at or exceeds expected
That pupils are able to focus on learning in school and can manage the social emotional challenges they face from home and at school	Pupils engage in social, emotional support programmes; Pupils are able to manage their emotions without behavioural incidents Pupils show good levels of engagement and confidence during lessons

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: £250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising the knowledge and skills of the teaching staff; staff CPD	OFSTED research papers; NICE guidance; Trauma informed understanding SEN: EEF '5 a Day' Principles	1,2,3,4
Metacognition and self-regulation for pupils	EEF Teaching and Learning Toolkit: The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate aspects of their learning can be effective.	4

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

Budgeted cost: £13342

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 Interventions; RWI (£1026)	EEF Teaching and Learning Toolkit: On average, one to one tuition is very effective at improving pupil outcomes.	1,2

Small group work; additional TA time (£10260)	EEF Teaching and Learning Toolkit: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2
Development of online learning to support home learning; funding of machines for PP pupils to use at home; and online packages such as Times tables Rockstars (£400)	EEF Teaching and Learning Toolkit: The average impact of homework is positive across both primary and secondary school.	3,4
Tutoring top up (£1656)	EEF Teaching and Learning Toolkit: On average, one to one tuition is very effective at improving pupil outcomes.	1,2

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

Budgeted cost: £3276

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal counselling programme (£1026)	EEF Teaching and Learning Toolkit: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1
External counselling programme; Play Therapy (£200) External counselling (£1200)	As above	1
Forest School (£10 ph per child) (£300)	As above	1
Support for trips and visits (£750)		

Total budgeted cost: £16443.20

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.

14 pupils out of 75 were PP 2021/22; 19%

5 are on K for SEN; 12 have safeguarding files;

The progress was measured in teacher assessment from the July 21 data drop to July 22. 3 pupils are not included because they joined mid year.

Reading: 8.9 points vs the whole cohort of 7.4 against expected progress of 6 points.
9 out of 11 made the 6 points expected progress.

Writing: 8 points vs the whole cohort of 7.3 against expected progress of 6 points.
9 out of 11 made the 6 points expected progress.

Maths: 7.7 points vs the whole cohort of 7.1 against expected progress of 6 points.
8 out of 11 made the 6 points expected progress.

5 received professional external counselling for social and emotional needs.

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
External Counselling	Innate Connection; Primary Mental Health Support Team; Play Therapy; NTP Tutoring
Forest Schools	Local practitioner

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Additional funds were used to support an entitlement curriculum: residential, school trips to tackle challenge 1 around emotional well-being