

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	Halwin School
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Lawrence
Pupil premium lead	Richard Lawrence
Governor / Trustee lead	Rebekah Beazley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19830
Recovery premium funding allocation this academic year	£3885
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	£23715

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 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
That pupils make good progress in reading, writing and maths	In year reading, writing and maths progress is at least 6 points
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
That pupils continue their learning outside of school through homework and other methods	Homework is completed on time to a good quality; Reading at home is completed;

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN CPD for staff	Senior Leader SEN CPD programme	2
CPD all staff; metacognition strategies	Training	4

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

Budgeted cost: £18050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal counselling programme (£1250)	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 (£1000)	As above	1
Internal 1-1 and small group support staff (£15300)	EEF Teaching and Learning Toolkit: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the	1,2

	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.	
Internal specialist teacher time work with external support; (£500)		1,2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of online learning to support home learning; funding of machines for PP pupils to use at home; online packages such as Reading Eggs; Times tables Rockstars (£1000)	EEF Teaching and Learning Toolkit: The average impact of homework is positive across both primary and secondary school.	3
Further reading materials to support home learning of early reading in particular (£500)	Reading framework supports reading at home to support in class learning	3

Total budgeted cost: £21550

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

13 pupils out of 75 were PP 2020/21; 2 joined during the year and are not counted in yearly progress figures. 1/3 have a SEN with 1 undergoing an assessment for an EHCP.

The progress was measured in teacher assessment from the October data drop to July.

Reading: 5.0 points vs the whole cohort of 6.6 against expected progress of 6 points.
6 pupils made at least the expected progress of 6 points

Writing: 4.3 points vs the whole cohort of 6.6 against expected progress of 6 points.
5 pupils made at least the expected progress of 6 points

Maths: 5.6 points vs the whole cohort of 6.4 against expected progress of 6 points.
5 pupils made at least the expected progress of 6 points

5 out of 13 made expected performance in reading; 5 in writing; 7 in maths.

1 child made greater depth in maths and no children made greater depth in reading or writing.

6 received professional external counselling for social, 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	CHALK; Innate Connection
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)

One of our members of teaching staff had to shield during COVID and we used her time to undertake online learning with individuals and small groups which included disadvantaged pupils.