

Pupil premium strategy statement – Halwin School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	10 th December 24
Date on which it will be reviewed	April 25
Statement authorised by	Tamsin Lamb
Pupil premium lead	Alexandra Carr / Linda May
Governor / Trustee lead	Ross Durkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,013
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,013

Part A: Pupil premium strategy plan

Statement of intent

At Halwin School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices. The activities outlined in this statement are also intended to support the needs of all children by preparing them well for secondary education, increasing future employability, positive community engagement and globally responsible citizens. It is important to us that we prepare children for a life in modern Britain and, for an exciting future and changing world. Developing and maintaining high quality teaching is at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

Our current pupil premium strategy supports our work to encourage good attendance; securing early reading and foundational literacy and numeracy skills; supporting the SEMH and/or SEN needs of the children to ensure that all pupils have equal opportunities and access to the curriculum; enabling the school to both nurture all children regardless of their background or needs while also delivering excellent teaching and curriculum delivery within a culture of high expectations of achievement for all. Our approach focused on the areas which our disadvantaged children require the most support.

The key aims of our strategy are to:

- address low levels of numeracy, literacy and oracy and prepare children for the next phase of their learning; acting early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations, with a particular focus on improving the children's level of vocabulary and oracy skills.
- target poor attendees and persistent lateness
- adopt a whole-school approach in which staff take responsibility for disadvantage outcomes and have high expectations of what they can achieve
- support the mental health needs of all pupils, but especially those identified as disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	Foundational skills in literacy and numeracy are not yet secure.
3	The word-gap between children living in disadvantage and their peers is large. High numbers of children living in disadvantage have speech and language needs.
4	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.
6	Our attendance data indicates that disadvantage children's' attendance is lower than that of non-disadvantaged. Our assessments and observations confirm that this negatively impacts on progress.

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
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To improve foundational skills, closing the gap between children living with disadvantage and their peers.	Children reach milestones and age-related expectations. Teachers deliver quality first teaching.

To decrease the word-gap between children living with disadvantage and their peers and ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy. Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.
To improve attendance of disadvantaged children and reduce the percentage of lateness	Children will be in school and this will positively impact their academic, social and emotional progress.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate) -participating in live Lyfta lessons 	<p>hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."</p> <p>Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.</p> <p>EEF Improving Literacy studies (giving pupils a reason to write).</p>	1

<p>- Lyfta resources will be mapped against the curriculum</p> <p>- Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)</p>		
<p>CPD for teachers and TAs to support quality first teaching in EYFS</p> <p>Partnership with Kernow English Hub</p>	<p>Strong Foundations in the First Years of School – OFSTED October 2024</p>	<p>2</p>
<p>CPD for teachers and TAs to support quality first teaching in relation to oracy and vocabulary including CPD delivered by James Taylor (Trust SENCO) and Clair Roberts (Trust SaLT)</p> <p>CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs including CPD delivered by James Taylor (Trust SENCO) and Clair Roberts (Trust SaLT)</p>	<p><i>“Professional development can support whole school approaches to close the word gap for disadvantaged pupils.”</i> ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS</p> <p><i>“Professional development in speech, language and communication”,</i> publication from The Communication Trust</p>	<p>3</p>
<p>CPD for teachers to strengthen pedagogy and curriculum implementation in computing including online safety e.g. attendance and dissemination of information from computing network meetings</p>	<p><u>Unicef – Closing the digital divide for good.</u></p>	<p>4</p>
<p>CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of</p>	<p><i>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.</i></p> <p><i>Schunk (1981): Self-efficacy as a predictor of academic performance</i></p> <p><i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i></p>	<p>5</p>

challenge; creating opportunities for roles of responsibility.		
--	--	--

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve early foundational literacy: Introduce pilot project for Year 1 intervention from HfL. Train staff to undertake accurate phonological diagnostic assessment and develop automaticity and prosody for those who need it.	EEF evaluation Autumn term 2024/Spring 2025. Strong Foundations in the First Years of School – OFSTED October 2024	2
Targeted interventions for early reading and writing e.g. pegs to paper, Fast Track Phonics	Strong Foundations in the First Years of School – OFSTED October 2024	2
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	3

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

Budgeted cost: £513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops to raise the importance of parental engagement in learning e.g.	Reference list from the Book Trust's " <i>Getting Children Reading</i> " strategy John Hattie (2008) estimates that the effect of parental engagement is	2, 3

<ul style="list-style-type: none"> - EYFS early reading and phonics - Maths e.g. Maths Whizz, MTC - SEND / SaLT 	<p>equivalent to two to three additional years learning over a pupil's school career.</p>	
<p>Parent workshops to support with online safety</p>	<p>South West Grid for Learning</p>	<p>4</p>
<p>School to work with families to improve attendance. Work with the County Attendance Officer and Inclusion team. School to commit to the Crofty procedure for raising attendance.</p>	<p>Working together to improve school attendance – August 2024</p>	<p>6</p>

Total budgeted cost: £18,013

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

**Small cohorts with small numbers of pupil premium. Whole School data has been provided so that Pupil Premium children are not identifiable.*

The data below is strong evidence of the impact of the work over the last 12 months to raise attainment for all pupils, particularly those who are disadvantaged or with SEND.

Attainment at the end of Yr1 phonics, Yr2 phonics and end of KS2 has improved in all areas.

***End of KS2 data for all pupils 2023-2024**

- Reading: 90%
- Writing: 50%
- Maths: 90%
- Combined: 50%

***Phonics**

Yr1 = 100%

Yr2 = 90%

KS2 Pupil safeguarding conferencing

- *100% of children in KS2 said they enjoy coming to school*
- *100% of children could name an adult they trust*
- *Children are able to explain confidently that everyone has different needs and they get what they need*

Attendance

Whole school attendance has improved to 95.1% and is in line with national.

Disadvantaged pupils attend less well and this remains a priority for the coming year.