

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	60
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	Oct 2023
Date on which it will be reviewed	Oct 2024
Statement authorised by	Alexandra Carr
Pupil premium lead	Alexandra Carr
Governor / Trustee lead	Cath Ashenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,414
Tutoring funding (to be used firstly on PP pupils)	£0
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	£18,414

Part A: Pupil premium strategy plan

Statement of intent

It is our intention for all pupils to make good progress and achieve high levels of attainment across all areas of the curriculum regardless of the challenges they face, their background or starting point. It is this strategy that will help us to achieve that goal, including those who are more able or have special educational needs. We include those who have additional challenges, such as those with a social worker, service children or young carers.

Our strategy has wider school plans for education recovery; is responsive to need and rooted in diagnostic assessment. We aim to offer ambitious learning for those from lower starting points or with SEND, raise levels of numeracy, literacy and oracy, pursue a rich, joyous use of words to create successful, ambitious and confident young people, give access to powerful knowledge and cultural capital, increase retrieval and retention, challenge negativity regarding education and school experience and care for those with mental health anxieties.

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.

We will:

- 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
- 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

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation, and discussion with pupils tells us that oral language skills are under-developed and there are vocabulary gaps among many disadvantaged children.
2	Early reading assessments and observations suggest that generally disadvantaged children have greater difficulties with phonics than their peers. This impacts negatively on their development as readers. Assessment and classroom observations of reading tells us that not reading fluently impacts negatively on children's ability to comprehend.

	Assessment in writing and discussions with pupils tells us that writing was the least engaged in activity during online learning and school closure. This has negatively impacted on basic grammatical structures, stamina for writing and creativity.
3	Assessment and observations indicate that the education of many disadvantage children has been impacted by partial school closure. These findings support the national picture. There are gaps in learning Mathematical fluency and automaticity leading to pupils falling further behind.
4	Children and families tell us that the social emotional well-being of children is a factor for many pupils. This is also observed in classroom behaviour for learning with children either being passive or dysregulated.
5	Attendance levels, in particular persistent absenteeism, of those children in receipt of pupil premium are lower than the non-pupil premium children in the school.

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
<p>Gaps in early reading, fluency and comprehension are closed; accelerated progress is made.</p> <p>Ensure all disadvantage children achieve expected outcomes in the phonics check at the end of year 1 and the Autumn term assessment in Year 2.</p> <p>Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p>	<p>80%+ achieve age related expectations in reading.</p> <p>Year 1 phonics check is achieved by the vast majority of children.</p> <p>Year 2 phonics target 80%+ achieve pass.</p> <p>Children read widely and for pleasure.</p>
<p>Accelerate progress in writing and increase stamina. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p> <p>Behaviour for Learning is excellent.</p>	<p>80%+ achieve age related expectations in writing.</p> <p>Children produce high quality writing, sustained for extended periods.</p>

Reduce the gap between disadvantage and non-disadvantage and develop fluency and automaticity in mathematics. Behaviour for learning is excellent.	80%+ achieve age related expectations in mathematics.
Children attend school regularly and on time. Families facing the greatest challenges to be engaged and supportive.	To achieve 96+% attendance. The family is positively engaged and aspirational for education and learning.

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: £6164

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPPD and appraisal for teachers and leaders implemented Whole school BIG SHIFT x3 <ul style="list-style-type: none"> • Questioning & feedback • Explaining & Modelling • Practise & retrieval High quality subscriptions to support teaching: <ul style="list-style-type: none"> - Accelerated Reader - Mastering Number - Maths Whizz - Times Tables Rock Stars - The Write Stuff 	Incremental coaching model and evidence informed practice. Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF) Evidence suggests high quality oral language interventions and high-quality classroom discussions have a positive impact on reading (EEF) Evidence based approaches 'Maths guidance KS1 and KS2 publishing.service.gov.uk' Herts Fluency Reading Strategy supported by EEF intervention suggests accelerated progress	1, 2, 3 SDP Priority 1, 2, 3 & 4

- Mastering Number (KS1) RWI leadership training for Head and Phonics Lead		
Devise, prioritise and deliver CPPD for support staff, including EYFS staff Implement RWI training, and ensure Mastering Number training is cascaded. Use the Herts Fluency intervention classroom teaching strategies to model high quality reading	Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF)	1, 2, 3 SDP Priority 1, 2, 3 & 4
Ensure MHST practitioner supports targeted individuals needing mental health support	Extensive evidence suggests teaching social and emotional skills improves school outcomes, friendships and behaviour (EEF)	4, 5 SDP Priority 5

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

Budgeted cost: £10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Interventions - RWI RWI CPPD training Implement RWI Pinny Time	Studies suggest, on average, one to one tuition is very effective at improving pupil outcomes (EEF) Studies suggest that phonics approaches have a strong evidence base indicating a positive impact on pupils; particularly from disadvantaged backgrounds (EEF)	1,2 SDP Priority 1, 3
Small group work; additional TA time	Studies suggest that small group tuition is effective and, as a rule of thumb, the smaller the group the better (EEF).	1, 2, 3, 4 SDP Priority 1, 2

Targeted speech and language therapy intervention	Oral Language Interventions evidence (EEF)	1, 2, 3, 4 SDP Priority 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, Maths Whizz and AR Home connect.	Studies suggest the average impact of homework is positive across both primary and secondary school (EEF).	3, 4, 5 SDP Priority 1, 5

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

Budgeted cost: £1750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from Mental Health School Team	<p>Studies suggest 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.</p> <p>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.</p> <p>(EEF)</p>	4, 5 SDP Priority 5
Forest School (£10 ph per child)	Evidence suggests that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience regardless of any impact on academic outcomes (EEF)	1, 4, 5 SDP Priority 2, 4, 5
Support for trips and visits	Metacognition and self-regulation evidence (EEF)	1, 4, 5 SDP Priority 2, 4, 5

Total budgeted cost: £18414

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.

Pupil Survey July 2023:

- I enjoy school 97%
- My teacher's give me work that challenges me 90%
- I enjoy learning 98.4%
- Teacher's listen to what I say 100%
- School encourage me to look after my physical health 100%
- School encourage me to look after my emotional and mental health 98%
- I take part in school activities outside of lessons 91%
- School encourage independence and taking on responsibilities 100%
- School encourages me to respect people from different backgrounds and treat everyone equally 100%
- I would recommend this school to a friend 100%

All children had the opportunity to go on school trips throughout the school, access clubs and sporting events.

Pupil Premium children were given first access to forest school intervention. The impact can be seen in the pupil survey information above.

KS2 outcomes:

Of the 13 pupils in year 6, 4 were disadvantaged.

In reading, 75% of disadvantaged students achieved expected levels compared to 77.8% for others. The average scaled score for disadvantaged students was 102.8 compared to 106.7 for others.

In writing, 25% of disadvantaged students achieved expected levels compared to 22.2% of others.

In maths, 100% of disadvantaged students achieved expected levels compared to 77.8% for others. The average scaled score for disadvantaged students was 108.8 compared to 104.8 for others.

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	Primary Mental Health Support Team
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 support emotional well-being