

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	Hazelbeck School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	25% (39 students) - including PP+
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	December 2024 (First published in October 2021)
Date on which it will be reviewed	December 2025
Statement authorised by	Lisa Little
Pupil premium lead	Jonnie Czternastek
Governor / Trustee lead	John Winkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 - £42,235.00 2023-2024 - £45,425.00 2024-2025 - £36,040.00
Recovery premium funding allocation this academic year	2022-2023 - £31,464.00 2023-2024 - £52,440.00 2024-2025 - £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2022-2023 - £0 2023-2024 - £0 2024-2025 - £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	2022-2023 - £73,699.00 2023-2024 - £97,865.00 2024-2025 - £36,040.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, many of them have difficulties in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality careers guidance, further and higher education guidance and pathway planning is available to all.

Our strategy is integral to wider school plans for education recovery following the school closures due to the pandemic.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our data shows erratic attendance for some disadvantaged students. This has led to disruption of learning. There is also an ongoing issue around students who have complex medical needs or mental health issues, which impact on attendance.
2	Our assessments, observations and discussions indicate that disadvantaged students generally struggle more with engagement and readiness for learning.
3	Our assessments and data have shown issues around the ability to analyse data effectively across school for disadvantaged students. This is particularly notable with subject leaders, who have not had access to effective data which allows them to track procedural and subject knowledge.
4	Our assessments, observations and discussions indicate that disadvantaged students generally make less progress from their starting points when entering school. This trend is most visible in our reading outcomes.
5	Through observations and conversations with students and families, we find that the inclusion of our young people in society and opportunities to interact with others have been impacted by the pandemic.

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
All students to achieve at least 10 pieces of meaningful and appropriately levelled qualification by the end of year 11.	Each student to achieve at least 2 Unit awards each academic year in addition to the other accreditation happening in school. All students to have gained Arts Award Explore or Discover by the end of KS4. Disadvantaged students studying units that match well to their identified pathways through and beyond school. This will be demonstrated by our end of year assessments at the end of our strategy in 2024/25.
Subject leads to be able to track and monitor progress of disadvantaged students and	Through assessments and the use of 'insights', subject leaders will be confident in the use of the program and will be able to

<p>provide support and resources to support students learning and remembering more</p>	<p>use it to discuss progress in their subject with SLT and during internal and external reviews.</p> <p>School wide analysis of disadvantaged student progress towards EHCP outcomes.</p> <p>Subject leaders to be able to analyse triangulated data for their subject to have meaningful conversations about the progress of disadvantaged students within their curriculum area and provide colleagues with appropriate professional development, in response to this, by the end of our strategy in 2024/25.</p>
<p>Improved attainment for disadvantaged students most notably in Reading, relative to their starting points as identified through baseline assessments</p>	<p>Through achievement of improved performance at end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of students achieving accreditation in Reading qualifications.</p> <p>Implementation of RWI will show better results in Reading.</p>
<p>Disadvantaged pupils have greater engagement and readiness for learning, supporting them to increase their confidence and independence across subjects and within the wider community to prepare them for adulthood.</p>	<p>Through observations, achievement data towards EHCP outcomes, trauma informed strategies being implemented and discussions with families we will see higher levels of engagement from students.</p>
<p>Disadvantaged pupils have more positive attitudes towards those in their community helping them to be better prepared to successfully interact with the community and prepare for adulthood.</p>	<p>Through observations and discussions with young people and families will show more positive and accepting attitudes and feel a better sense of belonging at the end of our strategy in 2024/25.</p>

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: 2021-2022 - £16,000.00 (+£6000 catch up)

2022-2023 - £26,000.00

2023-2024 - £34,200.00

2024-2025 - £8539.44

Activity	Evidence that supports this approach	Evaluation
Targeted Pupil Premium spending	Our disadvantaged students achieve similar results to our non-disadvantaged students partly because of targeted spending. This should continue due to our Assessment data supporting this approach.	Students made expected progress with our PP students performing as well and, in some cases, better than non-PP. In the academic year 2023-2024 Pupil Premium students performed better than non-PP students.
CPD for teaching staff around engagement	Engagement and readiness for learning of students is identified as an area of development for the school and is part of our SIP. As laid out in the evidence-based Engagement for learning website: www.engagement4learning.com www.traumainformedschool.co.uk	Staff have a growing understanding of what good engagement and readiness for learning looks like. This continues to be an area for development. Work on the engagement model is going ahead in Term 2 2025.
Development of tracking and monitoring process Training with teaching staff around the use of Insights to track progress so that teaching is responsive	This gives solid data to measure impact. This will allow us to track progress more effectively and will allow the drilling down into the data that is effective for PP students. As evidenced in Lambeth council's document: Using data to raise achievement – Good practise in schools	Insights was purchased and it's use continues to be developed within school. Our parameters for assessment have altered so that they produce more useful information about our curriculum. This continues to be an area of development. We have a strategic focus on Assessment throughout the Trust and have aligned our procedures with the other special school in the Beckfoot Trust. We are gathering data around Attendance, Behaviour,

<p>Training with subject leaders around the use of Insights to analyse their subjects' data in order to target training and resources as required.</p>		<p>Safeguarding and the offer in the inclusive classroom. We are adding this to the progress data and designing interventions to plug any gaps in learning by addressing the core issues with each student.</p>
<p>Development and training of staff to ensure appropriate accreditation.</p> <p>The support of an experienced member of staff who leads on accreditation should help to guide teaching staff in providing a uniformed approach to accreditation.</p>	<p>Ensuring accreditation is matched to students needs and interests allows a bespoke offer to our students, targeting their studies in areas that will help them along their career pathways.</p> <p>The DfE guidance draws on evidence-based approaches: https://www.gov.uk/children-with-special-educational-needs</p>	<p>Invigilator training for staff to deliver level 1 and 2 examinations (successfully achieved by all sitting the exams). We are now an accredited site for JCQ and Pearsons examination boards.</p> <p>Invigilator training for 2 additional staff went ahead in November 2023. This training has been renewed in 2024. We continue to work with Pearsons and a folder has been set up on the share drive with AQA Unit awards organised to match up with the Curriculum schemes of knowledge.</p> <p>Staff continue to have training on the delivery of AQA unit awards and entry level qualifications to a uniformed approach.</p>
<p>Development of an English lead group to develop and improve teaching of reading, with a focus on phonics, and early communication across the school in line with DfE guidance</p>	<p>The DfE guidance draws on evidence-based approaches: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>The Communication Trust worked with the Better Communication Research programme to develop the What Works database of evidenced interventions to</p>	<p>RWI training has been delivered to staff and for those students where it is appropriate, they are now starting to deliver the programme. QA and further training continue to be a focus. RWI is now embedded in school and delivered daily.</p> <p>Teachers are now completing their own assessments for Phonics (Term 1 2024). An English lead group has been established, and an</p>

<p>The leads will engage with schools within our Trust and other special schools to buy high quality resources (RWI) and develop the quality of reading through CPD</p> <p>Continued work with our Speech and Language Therapist throughout all areas of school.</p> <p>The creation of a Teaching & Learning Policy.</p>	<p>support children's speech, language and communication.</p> <p>https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</p>	<p>English framework has been developed Term by Term with a sequence from which Leaders of Learning teach. This ensures that there is consistency in the quality of teaching in this curriculum subject.</p> <p>Laura (SALT) continues to do drop-ins to classes around school and gives advice to staff.</p> <p>Discussions were had with local special schools and those in the Trust and it was decided to initially use the Phonics programme and supplement with Fresh start as opposed to fully use Fresh Start.</p> <p>SLT have written a Teaching and Learning Policy along with our other Special School in the Trust which reflects our vision, implementation and pedagogy in our Teaching and Learning.</p>
<p>Continued work with physical and vestibular therapy including training of staff with Therapy room equipment.</p>	<p>An overview of research literature highlights the benefit of Sensory Integration to support students' readiness to learn.</p> <p>https://www.researchgate.net/publication/283515728_Occupational_Therapy_for_Children_and_Youth_Using_Sensory_Integration_Theory_and_Methods_in_School-Based_Practice</p>	<p>The therapy room is now set up with support from OT. Staff have been trained to use the equipment and set up programmes by the OT. Feedback and data shows this has had a positive impact for students, particularly around communication and their ability to regulate. This continues to be an area of further development.</p> <p>The Therapy room is now timetabled daily for different classes who have identified students with sensory integration needs.</p> <p>One of our behaviour team has enrolled in a course around sensory processing:</p>
<p>Training delivered by behaviour and teaching & learning team to develop</p>	<p>Evidence suggests carefully introducing new content has an impact on engagement and knowledge retention</p>	<p>Training has been delivered regarding the importance of environmental and emotional</p>

<p>understanding and implementation of engagement and readiness for learning strategies.</p>	<p>https://earlycareer.chartered.college/cognitive-load-theory-and-its-application-in-the-classroom-3/ www.traumainformedschool.co.uk</p>	<p>states on readiness to learn and cognitive load. Drop ins and feedback from staff show increasing impact of this CPD in classes. This will continue to be a focus. Training has been given on Zones of regulation and this is now embedded into daily classroom practise. A new Assistant Head has been employed who has a specialism in behaviour management and is focussing on those students who have high levels of behaviour incidents or particularly problematic behaviour. He is working together with teachers to identify issues and reach solutions.</p>
<p>Development of RSE and EDI leads who will engage with schools within our Trust and other special schools to share best practice, and ensure a strong preventative curriculum is in place and staff have confidence to deliver it.</p>	<p>DfE guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780766/Relationships_and_Sex_Education_Equality_Impact_Assessment.pdf</p>	<p>RSE training provided by the Chailey Heritage school to upskill teachers, so they had more confidence to deliver RSE. Collective efficacy group within the Trust for EDI ensures best practice. This is now a strand on the annual calendar and there are ongoing conversations to ensure discrimination is challenged at all levels to help all belong and feel safe. The PSHE curriculum has also been updated to reflect a stronger emphasis on keeping safe, knowing our place in the world and respecting diversity. The Central Efficacy Team for EDI are developing Protocols and scripted responses to deal with discrimination. They have also edited the Schemes of Knowledge for RSE to reflect some changes requested by the 6th form. There was recent whole school training on what protected</p>

		<p>characteristics were and how we should respond to people.</p> <p>We have seen a reduction in these types of incidents across school and staff feel more confident in addressing issues around EDI.</p>
<p>Hazelbeck will become a Trauma Informed school.</p>	<p>Trauma Informed Schools UK</p> <p>As a response to increased behaviours and students who have experienced Trauma, we have invested in becoming a Trauma Informed school.</p>	<p>As our Trauma informed trained staff have left the school, our new Assistant Head has completed his Trauma informed training.</p>

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

Budgeted cost: 2021-2022 - £12,000.00 (+ £3100 from catch up)
 2022-2023 - £20,000.00 (+ £11,525 targeted spending)
 2023-2024 -£41,100.00
 2024-2025 - £5620.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual spending for PP students around engagement and readiness to learn.	Targeted spending has historically given good results allowing our PP students to achieve results similar to their peers. As laid out in the evidence- based Engagement for learning website: www.engagement4learning.com	2
Insights purchased for whole school use. Assistant Headteacher to set up the parameters for Insights with support from EfL.	This will allow the assessment lead, subject leaders and class teachers to more effectively assess progress. As evidenced in Lambeth council's document: Using data to raise achievement – Good practise in schools This will allow us to design what data we require and is useful to us as a school.	3
Teachers to consider the engagement and readiness for learning of students in their base within their planning and practise.	This should allow teachers to demonstrate that they are focussing on engagement and responsive teaching. As laid out in the evidence- based Engagement for learning website: www.engagement4learning.com	2

Where appropriate, students receive daily, discrete sessions on phonics (RWI).	<p>EEF research shows TA interventions do have an impact if coupled with positive interactions in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>https://improvingliteracy.org/brief/learning-read-simple-view-reading</p>	2,4
Enhancing the sensory regulation and hydrotherapy equipment available for PP learners with increased sensory needs to support engagement. We will also fund staff training.	We have observed that sensory equipment and resources, such as swings, rollers, tunnels, weighted jackets provide support for our young people with sensory needs to engage in learning	2, 5

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

Budgeted cost: 2021-2022 - £10,000.00 (+£1050 catch up)
 2022-2023 - £16,000.00
 2023-2024 - £20,500.00
 2024-2025 - £8,539.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted PP money given to each child to be spent on engaging students in their learning – this is to be spent by teaching staff and quality assured by AHT.	Targeted spending has proved to be very effective in the past.	1, 2 & 3
Time in Autumn 1 for teams to gather readiness for learning information and add to student's PLP.	This will help staff to understand when students are at their optimum levels of potential learning. As evidenced in the EEF documents on Learning behaviours: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews	2
The continued work of the attendance team to target those students and their	The attendance of our students with more complex needs affects their progress and achievement. Targeting these families with	1

<p>families, who have low levels of attendance</p> <p>Parental link workers to support parents to improve their child's attendance as required.</p>	<p>support should help to improve attendance and therefore achievement.</p> <p>Evidence-based guidance from: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Enhancing resources for teaching Equality, Diversity and Inclusion including the series of books used for in the 'No Outsiders' scheme and developing CPD for staff and coffee mornings with parents to discuss this.</p>	<p>We have observed the success of this approach in other schools within our Trust.</p>	<p>2,5</p>

Total budgeted cost: 2021-2022 - £48,000.00
2022-2023 - £73,535.00
2023-2024 - £95,800.00
2024-2025 - £36,040.00

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 2023 to 2024 academic year.

90% of Pupil Premium students made expected or better progress.

85% of Non-Pupil Premium students made expected or better progress.

Attendance continues to be impacted by the complex medical and mental health needs of our most vulnerable students. Due to the complexity of our students, many have regular weekly or fortnightly appointments that continue to impact their overall attendance figure. In some cases, families are hesitant to send their child to School during specific times of year due to pupil and staff illness. Our Welfare and Attendance team continue to work closely with those families ensuring support and advice is provided to reduce the Parents or Carers level of anxiety. This support is provided via daily telephone or email communication and in addition home visits accompanied by our care team. As a result of this personalised strategic approach, there have been many success stories whereby pupils' attendance has improved overtime. It is an extremely measured and well thought, our approach doesn't seek to add to the levels of anxiety already felt by families and pupils involved but aims to reduce any stress or concerns they may have.

Our Assessment strategy continues to indicate that disadvantaged students struggle with their engagement and readiness to learning in class. Progress has also continued to be impacted by the pandemic, with many still having to recover Academic, Emotional and Mental Health gaps that developed during this period of change and uncertainty.

The Assessment model however does require further working to best capture pupil progress. The trust has introduced for the 2024/25 academic year, 'Data driven planning' across the whole trust. This approach aims to ensure that 'No child is left behind'. The approach involves using data captured across several areas, such as Attendance, Behaviour and Academic progress. By reflecting on the data from across several areas, Leaders can assess how the universal classroom is meeting the pupils' individual's needs. Where the data indicates that those needs are not being met, specific interventions have been designed to address those factors as part of the schools, 'Universal offer'. This approach will provide Leaders of Learning a much clearer understanding of the individual child's progress and inform their next steps for progress.

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
Work around communication	Laura Hatton - SALT
Whole school phonics initial training	RWI (Read Write Inc)

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?	We currently have no service pupils in school.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Commented [BM1]: Is this about Service PP?...this sounds like an evaluation of how PP money was spent but not sure it is different.