

Hallmoor School

Pupil Premium 2019-20

Hallmoor School's Pupil Premium Strategy and Action Plan			
Executive Head teacher name:	Sarah Kelly	Signature:	
Head teacher name:	Scott Harper	Signature:	
Chair of Local Academy Council name:	Paul Roberts	Signature:	

Pupil Premium Profile	
Number of eligible pupils:	Primary 26 Secondary 103
Amount per pupil:	£1,320.00 £935.00
Total pupil premium budget:	£130,000

Executive summary
<p>Our strategy:</p> <ul style="list-style-type: none"> • Our strategy is to identify barriers, however small, that impact on pupil academic progress and outcomes. For our pupils this includes fostering a readiness to learn through developing increasing levels of independence, removing or reducing behavioural barriers, encouraging our pupils to use self-help techniques where possible and most importantly developing our pupils verbal and non-verbal modes of communication to enable them to engage with others in order to learn, be safe and be part of their school and local community. • The overall aims of the plan are to: <ul style="list-style-type: none"> ○ Reduce progress gap between the school's disadvantaged pupils and others nationally ○ Raise the in-school attainment and progress of both disadvantaged pupils and their peers • This plan is reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils.

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Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
To support 1-1 provision and additional support for specific pupils to support learning	£49,000	Continued	To increase the ratio of staff: pupils in particular classes where behaviour, cognitive, physical, personal care needs are high, to provide sessions for interventions	<ol style="list-style-type: none"> 1. To provide opportunity for learning/ targets to be achieved through specific 1:1 teaching activities. 2. No gap between PP and Non-PP pupils in relation to achieving progress targets in Maths and English 3. Early intervention for those students flagged as in danger of not meeting their progression targets 4. Individual learning targets achieved through specific 1-1 teaching activities: <ul style="list-style-type: none"> - Physical - Behaviour - Communication intervention 	<ol style="list-style-type: none"> 1. Lesson observations by SLT 2. Book/evidence folder trawls by SLT and Literacy Co-ordinator 3. Report from Literacy co-ordinator/Maths co-ordinator to SLT and Governors 4. Evidence from pupil progress meetings of specific pupils meeting challenging targets. Monitored through Pupil Meeting and SLT data trawls 	

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To support the interventions assigned in the TLR action plans for raising standards	£3,000	New activity	<ol style="list-style-type: none"> To provide opportunities for a range of interventions that supports learning across the curriculum and addresses gaps in skills and understanding 	<ol style="list-style-type: none"> To ensure that outcomes from disadvantaged pupils are in line with others 	<ol style="list-style-type: none"> Intervention feedback Pupil evidence folders 	
To deliver a phonics/reading intervention for specific pupils	£10,000	New	<ol style="list-style-type: none"> AHT/ML English to identify the focus group of pupils to be targeted for phonics/reading support (RWI and BEP Reading Project) Extend opportunities for readers off all standards across all phases of the school Provide necessary phonics and reading resources. 	<ol style="list-style-type: none"> To accelerate progress in literacy for identified pupils Teacher knowledge of phonic/reading strategies is improved and there are high aspirations for pupils Pupils show improvement in the phonic knowledge and reading comprehension levels 	<ol style="list-style-type: none"> Lesson observations by SLT and ML English Book/work trawls by SLT/ML Report from AHT/ML English to SLT/LAC Evidence from pupil progress meetings of pupils meeting and exceeding targets. Monitored through Pupil Progress meetings and SIT data trawls 	

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To support students social, emotional and mental health wellbeing	£30000	Continued	<ol style="list-style-type: none"> 1. Timely and time sensitive interventions including counselling, play therapy, crisis management, self-esteem etc. 	<ol style="list-style-type: none"> 1. To provide opportunity to build resilience and self-esteem to enable students to cope with difficulties and challenges 2. To support students to maintain good attendance and access to learning opportunities enabling progress to be made 3. Reduction in negative incidents recorded by class teacher/on CPOMS 4. Increase self-esteem and self-perception/awareness 	<ol style="list-style-type: none"> 1. Evidence from pupil progress meetings of specific pupils meeting challenging targets. Monitored through Pupil Progress Meeting and SLT data trawls. 2. Attendance monitoring 3. Behaviour monitoring 4. Referral and recording system for the school counsellor 5. Pupils baseline and exit questionnaires 6. Thrive data 	

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To provide curriculum enrichment and enhanced learning activities for pupils through Educational Visits	£2,000	Continued	<ol style="list-style-type: none"> To enable pupils to attend a range of creative learning activities to support curriculum learning, including educational visits, workshops and visitors to school. 	<ol style="list-style-type: none"> Pupils have enhanced engaged and learning enhanced. To support transport costs and admission cost to a number of venues enabling those who receive the grant to experience outdoor activities and promote opportunities for developing their independent skills in 'real-life' situation To support the cost of visitors to school who provide additional curriculum enrichment activities. 	<ol style="list-style-type: none"> Enrichment logs Educational visit evaluations Evidence in pupils' work showing high levels of engagement 	

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To continue to establish high levels of on task behaviour across all groups.	£6000	Continued	<ol style="list-style-type: none"> 1. Behaviour Consultant (S Brown) to provide advice and support relating to specific behaviour and ASD strategies 2. Team teach training for all staff including regular revisit of principals and de-escalation strategies by Team Teach Trainers (on site) 3. To work with parents/families to develop positive behaviour in the home environment, through parental courses, support meetings, and liaison with external agencies and providers. 	<ol style="list-style-type: none"> 1. To de-escalate challenging behaviour using a variety of techniques 2. To use specific ASC interventions/program mes 3. Behaviour at home improves and the pupils can engage more at school rather than being in crisis 	<ol style="list-style-type: none"> 1. Lesson observation by SLT 2. A reduction in the number of serious incidents recorded in the bound book. Monitored by SLT (SG) 3. Attendance and Behaviour reporting, provided to the HT/LAC (SG) 4. External Behaviour Audit 	

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To enhance modes of communication for most vulnerable through appropriate resources	£3000	Continued	<ol style="list-style-type: none"> To provide a range of different and pupil specific materials that support pupil communication 	<ol style="list-style-type: none"> To ensure all pupils have the tools to communicate with their peers, home and teachers 	<ol style="list-style-type: none"> Communication audit and communication book Resources in place and are used by pupils. Evidenced in learning walks, observations etc. 	
To provide additional Speech and Language Therapy and Occupational Therapy (SALT and OT) assessment and support interventions	£9000 (SALT) £7000 (OT)	Continued	<ol style="list-style-type: none"> Procurement of SALT and OT SALT and OT assessments and programmes for specific pupils being in place Training for staff to deliver programmes (reviewed as appropriate) Resources purchased to deliver programmes 	<ol style="list-style-type: none"> SALT audit and assessments carried out/programmes in place to enable school staff to maximise communication and language achievement for pupils OT assessment carried out and sensory programmes delivered 	<ol style="list-style-type: none"> Monitoring of pupils' assessments and programmes in place: effectiveness measured through English assessment, behaviour/PSHE Monitoring of impact through agency reports and school monitoring of behaviour for learning CPOMS 	

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To provide a Family Support Worker for identified families	£11000	New	<ol style="list-style-type: none"> 1. Malachi Family Support to provide advice and support relating to specific family issues. 	<ol style="list-style-type: none"> 1. Parents engage with support and activities/training provided at home, local venue or school. 2. Improved attendance 3. Improved pupil behaviour 4. Parents able to support learning at home, homework etc 	<ol style="list-style-type: none"> 1. Attendance data 2. Behaviour 3. Increased parental engagement 4. Homework and home learning extended 5. Parental participation in workshops. 	