

Pupil premium strategy statement 2021-2022

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	Hallmoor School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	17/12/2021
Date on which it will be reviewed	6/07/2022
Statement authorised by	Paul Roberts (LAC Chair)
Pupil premium lead	Neil Wilson
Governor / Trustee lead	Paul Roberts (LAC Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,150
Recovery premium funding allocation this academic year	£41,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,519
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	£215,429

Part A: Pupil premium strategy plan

Statement of intent

We have a high proportion of pupils who are economically disadvantaged. All our pupils have EHCP's for their cognition and learning needs or autism. Many pupils in addition live restricted lives due to their family's perception of their learning difficulties.

Our disadvantaged pupils made similar levels of progress in core subjects to their peers. However, all of our pupils made less than expected progress due to the effects of Covid 19.

Our mission: Hallmoor School aims to foster the development of young people by meeting their needs and giving them the confidence and competence to lead independent, purposeful, and enjoyable lives.

We use pupil premium to overcome barriers to learning for our disadvantaged pupils. We do this through family support, speech and language therapy, occupational therapy, behaviour support and mentoring as well as focused support for reading.

Challenges

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

Challenge number	Detail of challenge
1	Pupils and their parents are uncertain of what they can aspire to and we need to prepare pupils more effectively for post-school destinations.
2	We need to develop the teaching of a range of communication strategies to allow our learners can enhance their communication so they can learn more and remember more.
3	We need to continue to deliver effective family support, behaviour support and occupational therapy and mentoring to address pupils' barriers to learning which prevents them from accessing a full entitlement curriculum, being fully participating members of the community and can access a curriculum which prepared them for life after school.
4	We need to develop consistently high-quality teaching of reading and a love of reading in our pupils in addition to developing pupils' ability to communicate with expressive and receptive language and in written form, to enable them to catch up from learning lost during Covid and to accelerate their learning.
5	We need to develop consistently high-quality teaching of Maths to enable them to catch up from learning lost during Covid and to accelerate their learning.

6	We need to offer more memorable learning experiences in the wider community to consolidate and apply pupils' learning so that they can learn more and remembers more.
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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
Pupils develop clear aspirations and more pupils actually achieve them.	EHCPs include clear long-term aspirations for our pupils. Learning walks and lesson observations show that teaching refers to pupils EHCP targets. More pupils engage in work experience and supported internships.
Speech and language therapy support enables staff to support pupils' communication needs effectively.	Learning walks and lesson observations show that staff use appropriate modes and levels of communication that match pupils needs, allowing them to communicate through every part of the school day.
For staff to be trained in the use of Makaton to aid pupils' communication across school.	Increase in the level of pupil's communication across the school.
Aid whole school communication through Makaton training for staff.	Enhance pupils' communication across school.
Family support reduces persistent absence and increased engagement in learning.	80% of referred pupils reach 90% plus attendance. 80% of referred pupils demonstrate accelerated progress in core subjects.
Behaviour support enables the pupils to access the learning and build and maintain relationships.	Several case studies of pupils with RRP/RRRPs show improvement in engagement and relationships.
Occupational Therapy enables referred pupils sensory and mobility needs to be met.	Referred pupils demonstrate progress in their relevant EHCP targets.
Mentoring gives referred pupils' strategies to self-regulate	Attendance levels of referred pupils improves. Levels of engagement in learning of referred pupils improves.
Progress in pupils reading accelerates and more pupils read for pleasure.	80% of pupils across school achieve their expected levels of progress in reading.
Progress in pupils' maths accelerates	80% of pupils across school achieve their expected levels of progress in maths.
Pupils consolidate and apply their learning through memorable learning experiences in the community.	All pupils access regular learning beyond the classroom. Learning walks and lesson observations show that staff use these

	learning experiences to consolidate and apply classroom learning.
To bring about whole school cultural change in the way we relate to our school community. The Thrive approach will equip staff with the skills to identify gaps in pupils' SEMH needs and adapt and target interventions on a whole school, class based and individual level. By enabling Hallmoor to better support pupils and parents by promoting best practice, working both reparative and at right time development, we will be able to prepare students for learning and for greater levels of independence in readiness for their entry into the wider world.	<p>Thrive monitoring system allows monitoring of data to enable identification of need and a measure of impact.</p> <p>It provides staff with clearly defined action plans to work from in order to meet the needs of pupils on class based and individual intervention level.</p> <p>Behaviour incidents reduced.</p> <p>Levels of engagement in learning of identified pupils improves.</p> <p>Attendance improves for identified pupils.</p>
Drawing and talking therapy to support the emotional wellbeing of learners and, making computing and digital literacy areas of the curriculum more accessible to pupils needs, interactive and engaging.	Levels of engagement in learning of referred pupils improves as well as enhancing pupil's numeracy skills, fine motor skills

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: £ [86,120]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading CPD and modelling of good practice £270*6 = £1620	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: "The Simple View of Reading" National Center on Improving Literacy	4
Reading for pleasure technology (iPads) and app, resources and texts. (Phonics specialist modelling and phonics resourcing) £6,325 + £973	Building knowledge and understanding, exploring how evidence shows positive links between the use of apps and screens and reading for pleasure. Reading for Pleasure on and with Screens National Literacy Trust Encouraging On-Screen Reading for Pleasure — The Literary Platform	4

	Reading for Pleasure On and With Screens participants' area National Literacy Trust	
Talk for Writing programme for Reading and Writing including CPD. £4250 per year for 2 years (Total £8500) from the 21-22 Recovery Premium (£41,760))	Talk for Writing: TfW-Training-Offer-Website.pdf (talk4writing.com) EEF research finding: Talk for Writing EEF (educationendowmentfoundation.org.uk)	4
Communication – SALT (Soundswell) £6,300 Purchase of an additional half day per week of Speech and Language Therapist (SALT) time.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	2
Creation of a maths Teaching and Learning Responsibility lead to develop and improve maths teaching across the school in line with DfE guidance. The lead will engage with our local research school and maths hub to develop the quality of maths teaching through CPD. Maths Mastery programme and resources. £5000 from the 21-22 Recovery Premium (£41,760))	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers’ pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	5
Memorable learning experiences. Wow days and resources for our curriculum themes, off	The difference between “Episodic Memory” and “Semantic Memory,” and what it means for teaching and learning. Recognising the importance of memorable experiences on	6

<p>site educational visits and onsite provision. £5000 for costing of approx. one trip per key stage for during the summer term.</p>	<p>helping learners remember what they have learnt. The Best Way to Help Children Remember Things? Not “Memorable Experiences” - Education Next</p>	
<p>Talentino Careers programme £5,778</p>	<p>Through the framework of the Gatsby Benchmarks, Talentino has developed extensively through our work in special and mainstream schools a programme which works together with each young person and their parents and carers to set objectives, minimise barriers and support them effectively towards a positive career outcome. Talentino Gatsby (goodcareerguidance.org.uk)</p>	1
<p>To bring about whole school cultural change in the way we relate to our school community. The Thrive approach will equip staff with the skills to identify gaps in pupils’ SEMH needs and adapt and target interventions on a whole school, class based and individual level. £1444 x 8 people = £15,000 (for staff training and resources)</p>	<p>Thrive Impact of Thrive - The Thrive Approach</p>	3
<p>Drawing and talking therapy to support with , making computing and digital literacy areas of the curriculum more accessible to pupils needs, interactive and engaging. £25,000 for iPads, apple pencils, charging trolley and staff training</p>	<p>Drawing and Talking CORC-Report-Drawing-and-Talking .pdf (drawingandtalking.com)</p>	3
<p>Staff training on Makaton to increase communication across the school. (£6,624 training).</p>	<p>Makaton Training Research - About Makaton</p>	2

Contingency of £9,077	Not yet allocated	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [48,219]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Occupational Therapy</i> (Increase from 1 to 2 days) £14,850.00 x 2 = £29,700 negotiable from Pupil premium. Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. £5000 for equipment/resources.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	3
<p>Brought forward Pupil Premium underspend 2020-21 allocated to support teacher led interventions to address gaps in the curriculum delivery due to Covid. £18,519</p>	<p>To support the costs of bringing in additional teachers (Agency) into the school to capacity build our intervention programmes in Reading, Writing and Maths.</p>	3, 4 & 5

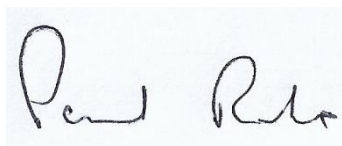
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [72,013]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family Support (AW & PM)</i></p>	<p>Supporting parental engagement in their children's learning</p>	3

(£5,871) + (£37,872)	Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)	
<i>Malachi support</i> (£19,800)	Supporting parental engagement in their children's learning Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)	3
<i>Behaviour support</i> (£8470)	Positive behaviour management for SEND pupils, helping them emotionally self-regulate and develop strategies to cope in their environment. Improving Behaviour in Schools: Evidence Review December 2019 Improving Behaviour in Schools Evidence Review.pdf (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ [215,429]



Paul Roberts, Local Academy Council Chair 17.12.2021

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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources and live and recorded lessons via the Class Dojo platform that made up our Blended Learning remote offer. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

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

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