

# Pupil premium strategy statement 2022-2023 = Hallmoor School

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
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	18/11/2022
Date on which it will be reviewed	6/07/2023
Statement authorised by	Paul Roberts (LAC Chair)
Pupil premium lead	Paul Donkersloot
Governor / Trustee lead	Paul Roberts (LAC Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,300
Recovery premium funding allocation this academic year	£80,907
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£131,000
<b>Total budget for this academic year</b> <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>	<del>£287</del> £368,207

# 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, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly 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 where 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 work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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.

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.

## 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 pastoral 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 remember more.
7	We need to reduce factors that impede our pupils chances of success as adults taking their place in the wider community.
8	To develop the good practice in terms of increasing the awareness and understanding of autism in out school community and the wider community and home.

## 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.	<p>EHCP's include clear long-term aspirations for our pupils.</p> <p>Learning walks and lesson observations show that teaching refers to pupils EHCP targets.</p> <p>More pupils engage in work experience and supported internships.</p>

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.
Behaviour support enables the pupils to access the learning and build and maintain relationships.	Several case studies of pupils with RRP's/RRRP's show improvement in engagement and relationships.
Occupational Therapy enables referred pupils sensory and mobility needs to be met. An increase in this provision is needed due to more accurate assessment of pupils needs and an increase in the number of pupils coming through to Hallmoor with increasingly complex sensory needs.	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.	Thrive monitoring system allows monitoring of data to enable identification of need and a measure of impact. 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. Behaviour incidents reduced. Levels of engagement in learning of identified pupils improves. Attendance improves for identified pupils.
Ensure that all staff working with pupils on the Autism spectrum have a deeper understanding of educating those with Autism and additional complex difficulties, particularly those with pupils premium in preparing them	That pupils and staff demonstrate a greater understanding of autism and associated conditions.

for greater levels of inclusion on and off the school site.	
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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: £ [263,747]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading CPD and modelling of good practice £270*6 = £1620</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension: <a href="#">Learning to Read: "The Simple View of Reading"   National Center on Improving Literacy</a></p>	4
<p>Reading for pleasure technology (iPads) and app, resources and texts. (Phonics specialist modelling and phonics resourcing) £9,321 (<i>Paula Russell</i>) Plus 34 x £1250 = (£42,500) iPads for Primary age PP pupils Plus 90 x £750 = (£67,500) for laptops for Secondary PP pupils Both types of devices to include appropriate software and protective cases. Charging trolleys (£650 X 23=£15,000)</p>	<p>Building knowledge and understanding, exploring how evidence shows positive links between the use of apps and screens and reading for pleasure. <a href="#">Reading for Pleasure on and with Screens   National Literacy Trust</a> <a href="#">Encouraging On-Screen Reading for Pleasure — The Literary Platform</a> <a href="#">Reading for Pleasure On and With Screens participants' area   National Literacy Trust</a></p>	4

<p>Plus training for staff (£25,000) TOTAL £159,321</p>		
<p>Communication – SALT (Soundswell) <i>Currently £6,300</i> Purchase of an 1 full day per week of Speech and Language Therapist (SALT) time bringing it to 2 days per week £14,000</p>	<p>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. <a href="http://ican.org.uk">What works database (ican.org.uk)</a> This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2
<p>Buy into a support from specialist Maths consultancy to strengthen the 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. £14,000 <b>(Recovery Premium)</b></p>	<p>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: <a href="http://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> <a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a> There is strong evidence that teachers’ pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: <a href="http://suttontrust.com">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>  Audit the maths curriculum planning</p>	5
<p>Memorable learning experiences. Wow days and resources for our curriculum themes, off site educational visits, onsite provision and residentials. £20,000 for costing of approx. one trip per</p>	<p>The difference between “Episodic Memory” and “Semantic Memory,” and what it means for teaching and learning. Recognising the importance of memorable experiences on helping learners remember what they have learnt. <a href="http://educationnext.org">The Best Way to Help Children Remember Things? Not “Memorable Experiences” - Education Next</a></p>	6

<p>key stage for during the summer term. <b>(Recovery Premium)</b></p>		
<p>Cygnnet training to support parents understanding of their Primary age child's Autism. £1,600</p> <p>Teen Life Programme to support parents understanding of their adolescent age child's autism. £3,000</p>	<p>Cygnnet is a parenting support programme for parents and carers of children and young people aged 5-18 who have a diagnosis of an Autistic Spectrum Condition. The <b>core Cygnnet programme</b> is delivered over seven two and a half to three-hour sessions which include:</p> <ul style="list-style-type: none"> <li>• Introductory session</li> <li>• Autism an overview</li> <li>• Sensory needs</li> <li>• Communication</li> <li>• Understanding behaviour</li> <li>• Supporting behaviour</li> <li>• Choice decided by parents/carers.</li> </ul> <p>Some organisations will also deliver additional sessions on</p> <ul style="list-style-type: none"> <li>• Supporting Siblings</li> <li>• Puberty, sexual wellbeing &amp; relationships</li> </ul> <p><a href="http://barnardos-parenting.org.uk">Cygnnet Programme (barnardos-parenting.org.uk)</a></p> <p>Teen Life Programme: <a href="http://autism.org.uk">Teen Life licensed user training (autism.org.uk)</a></p>	<p>8</p>
<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.</p> <p>£1444 x 4 people = £7,000 (for staff training and resources)</p> <p><b>(Recovery Premium)</b></p>	<p>Thrive <a href="#">Impact of Thrive - The Thrive Approach</a></p>	<p>3</p>
<p>Autism specific training (20 days) £8,000 <b>(Recovery Premium)</b></p>	<p>Over 1 in 100 people are autistic and the number of children receiving an autism diagnosis is rising. The AET professional development programme can play a key role in helping your setting to support autistic children, meet your wider responsibilities and will form an</p>	<p>8</p>

	essential part of your Continuing Professional Development (CPD). <a href="#">The Benefits of the Schools Programme   Autism Education Trust</a>	
Specialist consultancy for PSHE and independence skills £8,000	Providing a better understanding of the wider world and how to demonstrate positive behaviour and to confidently deal with social interaction in a variety of settings such as socially and in the workplace. <a href="#">Research review highlights PSHE's role in boosting academic attainment (sec-ed.co.uk)</a>	7
Staff training on Makaton to increase communication across the school. (£7,000 training).	Makaton Training <a href="#">Research - About Makaton</a>	2
Contingency of £20,206	Not yet allocated	

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

Budgeted cost: £ [51,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Occupational Therapy</i> (Increase from 1 day per week) £14,000 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. £10,000 for equipment/resources.	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.	3
Brought forward Pupil Premium underspend 2020-21 allocated to support teacher led	To support the costs of bringing in additional teachers (Agency) into the school to capacity build our intervention	3, 4 & 5

interventions to address gaps in the curriculum delivery due to Covid. £19,000 + £8,500 = £27,500 <b>School Led Tutoring fund</b>	programmes in Reading, Writing and Maths.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [52,960]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor (PM)</i> (£43,960)	Supporting parental engagement in their children's learning <a href="https://www.educationendowmentfoundation.org.uk/evidence-from-research-and-practice/parental-engagement-evidence-from-research-and-practice">Parental Engagement - Evidence from Research and Practice.pdf</a> <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	3
<i>Behaviour support</i> (£9,000)	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 <a href="https://www.educationendowmentfoundation.org.uk/evidence-from-research-and-practice/improving-behaviour-in-schools-evidence-review">Improving Behaviour in Schools Evidence Review.pdf</a> <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	3

**Total budgeted cost: £ [368,207]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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.

#### Education outcomes for primary pupils

Data from tests and assessments suggest that, whilst a high number of KS2 pupils have exceeded their end of year target in reading, there is little difference between PP and non-PP pupils in reaching the highest targets. However, most of the school's disadvantaged pupils have met their expected target or greater in reading in terms of their progress and attainment in 2021/22.

A higher percentage on disadvantaged pupils reached the higher exceeding or ambitious targets. Disadvantaged pupils are generally performing lower in writing.

There is very little difference between the number of PP and non-PP pupils achieving their exceeding and ambitious targets.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

#### Education outcomes for secondary pupils:

Assessments in our key Stage 3 formal pathways suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

In Reading, although the majority of disadvantaged pupils met or exceeded their targets, there is a high number of PP pupils who have not made enough progress throughout the year.

In Writing, non-PP pupils are outperforming PP pupils with a significant number not achieving their end of year target.

In Mathematics, there is a greater number of non-PP pupils that met their expected target or greater. A significant number of disadvantaged pupils have not met their expected target in mathematics.

In our semi-formal pathways, disadvantaged pupils outperformed non-PP pupils in Reading, however, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations in Writing and Mathematics.

In Key Stage 4, pupils across the board have achieved more accreditations in this academic year.

Wider outcomes, for primary and secondary pupils:

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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider