

# 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
School name	Hallmoor School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	41%
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 funding carried forward from previous years (enter £0 if not applicable)	£131,000
<b>Sports Premium</b>	<b>£16,410</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£384,617 (£368,207 – minus sports premium) Total above

# 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 remember 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.	<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.
Family support reduces persistent absence and increased engagement in learning.	<p>80% of referred pupils reach 90% plus attendance.</p> <p>80% of referred pupils demonstrate accelerated progress in core subjects.</p>
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.
<p>Occupational Therapy enables referred pupils sensory and mobility needs to be met.</p> <p>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.</p>	Referred pupils demonstrate progress in their relevant EHCP targets.
Mentoring gives referred pupils' strategies to self-regulate	<p>Attendance levels of referred pupils improves.</p> <p>Levels of engagement in learning of referred pupils improves.</p>
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. Meeting pupils basic needs in order to aid their engagement for learning.	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.

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: £ [223,926]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading CPD and modelling of good practice £270*6 = £1620  Read Write Inc training for 8 staff across school £3,600	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>	4
Reading for pleasure technology (iPads) and app, resources and appropriate	Building knowledge and understanding, exploring how evidence shows positive links between the use of apps and screens and reading for pleasure.	4

<p>reading materials including novels and story books. £10,000</p> <p>Phonics specialist modelling and phonics resourcing £9,321 (<i>Paula Russell</i>)</p> <p>Plus (£12,000) iPads for Primary age pupils</p> <p>Plus (£64,000) for laptops for rest of school</p> <p>Additional IT technician support to set up and maintain additional devices. £18,000</p> <p>Whole School Library resources including an electronic referencing system and new furniture. £18,000</p>	<p><a href="#">Reading for Pleasure on and with Screens   National Literacy Trust</a></p> <p><a href="#">Encouraging On-Screen Reading for Pleasure — The Literary Platform</a></p> <p><a href="#">Reading for Pleasure On and With Screens participants' area   National Literacy Trust</a></p>	
<p>Communication – SALT (Soundswell) <i>Currently £14,820</i></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.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2
<p>Buy into a support from specialist Science consultancy to strengthen the Science Teaching and Learning Responsibility lead to develop and improve Science teaching across the school in line with DfE guidance.</p> <p>The lead will develop the quality of Science teaching</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">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:</p>	5

<p>through coaching, co-teaching and science focussed learning days. Science and resources. £19,000 <b>(Recovery Premium)</b></p>	<p><a href="https://www.suttontrust.com/what-makes-great-teaching-report">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p> <p>Audit the maths curriculum planning</p>	
<p>Memorable learning experiences. Onsite provision for Learning Outside The Classroom (LOTC) £10,000 for building an outside classroom and associated learning area to include a fire pit and seating. <b>(Recovery Premium)</b></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="#">The Best Way to Help Children Remember Things? Not “Memorable Experiences” - Education Next</a></p>	6
<p>Cygnnet training to support parents understanding of their Primary age child’s Autism. £5,000  Promethean board to carry out effective training. (£3500)</p>	<p>Cygnnet is a parenting support programme for parents and carers of children and young people aged 2-18 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>	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</p>	<p>Thrive Impact Map - Children and young people outcomes:</p> <ul style="list-style-type: none"> <li>• Children better able to trust, develop relationships and participate in group activities.</li> <li>• Improved feelings of safety and security in school and care settings</li> </ul>	3

<p>target interventions on a whole school, class based and individual level. £1444 x 8 people = £10,000 (for staff training and resources) <b>(Recovery Premium)</b></p>	<ul style="list-style-type: none"> <li>• Children better able to access and engage in learning</li> <li>• Improved emotional resilience and feelings of hope, capability and confidence.</li> </ul> <p><a href="#">Impact of Thrive - The Thrive Approach</a></p>	
<p>SEND classroom consultancy (30 days X £425) £12,750</p>	<p>To provide individual coaching and feedback, from a specialist SEND consultant, on a consistent format against the agreed Hallmoor teaching and learning policy to improve the consistency of the quality of teaching.</p>	2,4,5,6
<p>Staff training on Makaton to increase communication across the school. (£2,835 training). Train the trainer x4</p>	<p>Makaton Training to increase the total communication approach <a href="#">Research - About Makaton</a></p>	2
<p>Purchase of Laser cutter and 4 Cricut machines to supplement curriculum need and delivery. Total spend: £7,000</p>	<p>Evidence that supports this approach:</p> <ul style="list-style-type: none"> <li>• These pieces of equipment will be used to develop the expansion of the curriculum.</li> <li>• Pupils will learn how design and produce quality products.</li> <li>• support the development enrichment and enterprise, initiatives, and projects</li> <li>• Raise aspirations</li> <li>• Develop higher level subject specific skill sets.</li> <li>• Access to this equipment will be for whole school.</li> <li>• Allow for practical skills and embedding functional skills.</li> <li>• Enterprise skills will allow pupils to raise funds and develop employability skills.</li> </ul>	6

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

Budgeted cost: £ [55,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Occupational Therapy</i>	We have observed that sensory equipment and resources such as	3



(Increase from 1 to 2 days per week) £28,000 negotiable from Pupil premium. Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.	mattresses, lap pads, tunnels, weighted jackets and additional sensory integration equipment can be effective at providing support for our pupils with sensory needs.	
Brought forward Pupil Premium underspend 2020-21 allocated to support teacher led interventions to address gaps in the curriculum delivery due to Covid. £19,000 + £8,500 = £27,500 <b>School Led Tutoring fund</b>	To support the costs of bringing in additional teachers (Agency) into the school to capacity build our intervention programmes in Reading, Writing and Maths.	3, 4 & 5

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

Budgeted cost: £ [92,960]

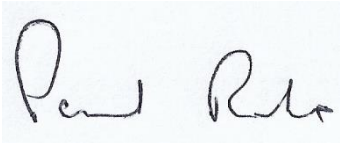
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor (PM)</i> (£43,960)	Supporting parental engagement in their children's learning <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-evidence-from-research-and-practice">Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)</a>	3
<i>Family Support Worker (JC)</i> (£40,000)	Supporting parental engagement in their children's learning <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-evidence-from-research-and-practice">Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)</a>	3
<i>Behaviour support</i> (£4,620)	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	3



	<a href="#">Improving Behaviour in Schools Evidence Review.pdf</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
<i>Magic Breakfast £2000</i>	Meeting pupils basic needs in order to aid their engagement for learning through providing a breakfast so that pupils are ready to learn.	3
Swimming At Wyndley Leisure Centre £2,630.40 for 12 week swimming programme for all classes. Coach company transport £6,000 for the 12 week programme. <b>Total £8,630.40.</b>	Swimming lessons provide all children with vital skills to help with survival and this is no different for children with Special Educational Needs and/or Disabilities (SEND). Children with autism spectrum conditions (ASC) are at a greater risk of drowning (accidental drowning is the leading cause of death in children with ASC under the age of 14, accounting for 91% of childhood deaths in this population ). This is because of three common characteristics, wandering, fascination with the water and a lack of understanding of danger. Teaching children to swim can mean the difference between life and death if they find themselves accidentally in the water.  For young people, the pool can be a fun and relaxing environment. For those with SEND, the process of learning to swim helps with balance, coordination and the development of motor skills. As children learn to float and then move through the water, they can build muscle tone, strength, and coordinate different motions. Additionally, they can develop better spatial awareness through exploring water depth. <a href="#">Providing all children with vital skills through inclusive school swimming and water safety - Youth Sport Trust</a>	6
Climbing wall for small hall £5,500 Protective safety crash mats for in front of the climbing wall. £2,000  (Sports Premium)	Climbing activities in the school playground incorporate the physical experience of climbing, all that reaching, pulling, stretching and grasping, building balance, strength and coordination, with many other skills. Climbing provides a number of Physical, Cognitive, Sensory and Communication benefits to children and young people, including: <ul style="list-style-type: none"> <li>• Increased strength in arms, legs and hands, leading on to improvement in fine motor skills.</li> <li>• Decision making runs through the heart of climbing, as children are faced with choosing a particular path, assessing risk and contemplating how they are going to get across the wall safely. Making the best</li> </ul>	6

	<p>decisions will see them complete their climb. Regular decision making in this context helps children to believe in themselves and have confidence in their own decisions.</p> <ul style="list-style-type: none"> <li>• A climbing wall in itself, with bold bright splashes of colour across the holds, looks really exciting, intriguing and inviting for young children! Nothing better to motivate them and get them keen to have a go and get moving their bodies.</li> <li>• Climbing allows for independent movement just as much as it is a team activity. Some children with autism spectrum conditions may not like physical contact, but climbing is an activity that takes account of that and allows them to move independently, unlike many team sports which involve regular physical contact.</li> </ul> <p><a href="#">The Benefits Of Climbing For Children With SEN   Pentagon Play</a></p>	
<p>Football kit for participation   Aston Villa SEN football tournament and league. £1000</p>	<p>Football helps to improve your overall cardiovascular health and you should see your endurance increase over time if it's played frequently.</p> <p>Football is a combination of running, walking, sprinting and kicking. This can bring benefits including:</p> <ul style="list-style-type: none"> <li>• increased stamina</li> <li>• improved cardiovascular health</li> <li>• reduced body fat</li> <li>• improved muscle strength and tone</li> <li>• increased bone strength</li> <li>• improved coordination</li> </ul> <p>Playing regular sports is also thought to help improve symptoms of some mental health issues like depression and stress. This can increase confidence and self-esteem and can help to reduce anxiety.</p>	<p>6</p>

**Total budgeted cost: £ [390,552]**

A handwritten signature in black ink on a light blue background. The signature reads "Paul Roberts" in a cursive, slightly slanted script.

Paul Roberts, Local Academy Council Chair

## 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.

#### 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.

#### Sports Premium

Bikes and Occupational therapy room and equipment:

A bike ability programme has been started in school with encouraging results and a member of staff from each class base has been trained in the use of the Occupational Therapy movement room and specialist equipment. This is now an established part of the routine for many of our pupils.

#### Catchup Premium

This has provided individual interventions through the school led tutoring programme and the impact has been carefully tracked through pupil progress meetings and termly data input. Post Covid identified gaps are closing as a result of these interventions.

## 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