

# Pupil premium strategy statement 2024-25 – Hallmoor School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lucas van der Schalk (LAC Chair)
Pupil premium lead	Paul Donkersloot
Governor / Trustee lead	Lucas van der Schalk (LAC Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,410
Recovery premium funding allocation this academic year	£ 0
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>	£0
<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>	£152,410

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	We need to continue to ensure that pupils and their parents are clear of what they can aspire to, and we need to continue to prepare pupils effectively for life after school.
2	We need to continue to develop the teaching of a range of communication strategies to allow our learners to 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	To further develop broader learning in line with foundation subjects and further explore the context and relevance of our curriculum to real life.
5	We need to continue 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.
6	To further develop STEM (Science, Technology, Engineering and Maths) initiatives across the school and within the curriculum.
7	To promote pupil advocacy around setting and revising learning targets through the EHCP process.

## 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
<p>Pupils develop clear aspirations, and more pupils achieve them.</p> <p>Pupils and their parents receive effective and focused careers advice from specialist independent careers advisor to inform decisions about future destinations.</p>	<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> <p>Programme of careers interview meetings for all pupils beginning at Year 9.</p>
<p>Speech and language therapy support enables staff to support pupils' communication needs effectively.</p>	<p>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.</p>
<p>Family support reduces persistent absence and increased engagement in learning.</p>	<p>85% of referred pupils reach 90% plus attendance.</p> <p>85% of referred pupils demonstrate accelerated progress in core subjects.</p>
<p>Behaviour support enables the pupils to access the learning and build and maintain relationships.</p> <p>Pupils emotional regulation and resilience is supported in school by the Thrive approach.</p>	<p>Individual case studies of pupils with RRP's/RRRP's demonstrate improvement in positive engagement and relationships.</p>
<p>Occupational Therapy enables referred pupils sensory and mobility needs to be met.</p> <p>Implement regular pupil multi-disciplinary clinics to ensure all pupil needs are met.</p>	<p>Referred pupils demonstrate progress in their relevant EHCP targets.</p> <p>Within the culture of the school there is an interdisciplinary approach to the challenges of the most complex pupils is fully embraced</p> <p>The school achieves Thrive recognition.</p>
<p>Mentoring gives referred pupils' strategies to self-regulate</p>	<p>Attendance levels of referred pupils improves.</p> <p>Levels of engagement in learning of referred pupils improves.</p>
<p>Through curriculum task force groups, further develop the curriculum of all foundation subjects</p>	<p>To implement and embed the assessment system for foundation subjects.</p>
<p>Pupils consolidate and apply their learning through memorable learning experiences in the community.</p>	<p>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.</p> <p>Pupils understand the purpose and relevance of what they are being taught.</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: £24,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist coaching classroom consultancy (20 days) £10,000	What are the major benefits of coaching in education? Improved learning in the classroom – it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results. <a href="http://focus-education.co.uk">Impact of Coaching in Education   Focus Education : Focus Education (focus-education.co.uk)</a>	7  In progress
Communication – SALT (Soundswell) <i>Currently £14,820</i>	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.	2  Continuing

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

Budgeted cost: £ 35,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Occupational Therapy</i> (Increase from 1 to 2 days per week)	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional sensory integration equipment can	3  Continuation.

£25,000 from Pupil premium. Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.	be effective at providing support for our pupils with sensory needs.	
<i>Two days per week additional science (0.4 FTE teacher)</i> <i>£5,000 (contribution from this funding).</i>	To continue to develop the quality of science and STEM provision across the school.	6

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

Budgeted cost: £94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor (PM)</i> (£52,000)	Supporting parental engagement in their children's learning <a href="#">Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)</a>	3 Continuation
<i>Family Support Worker (JC)</i> (£42,000)	Supporting parental engagement in their children's learning <a href="#">Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)</a>	3 Continuation

**Total budgeted cost: £ 154,130**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Specialist coaching – Teachers are more confident in their delivery of teaching and learning. Teachers are significantly more reflective in their practice. Teachers have a better understanding of the centrality of the EHCP in plotting pupil progress. This provides a sound basis for future work in developing the EHCP process.

Communication – SALT. This has allowed an informed review of progress against individual EHCP targets.

Occupational Therapy – A positive focus on the impact of meeting sensory needs on the overall pupil progress.

Additional science – Significantly informed and improved delivery of science across the school. This has stimulated the interest and enthusiasm of the subject through science wow days.

Learning Mentor – A positive impact in supporting the access to learning for those with emotional and mental health barriers.

Family Support Worker – A significant increase in the number of parents directly involved in the work in the school.

Read Write Inc training – refresher courses successfully provided for new and existing staff.

Additional IT technician support – unfulfilled.

Promethean boards to carry out effective and interactive teaching – unfulfilled.

Buy into a support from specialist Maths consultancy to strengthen the Maths Teaching and Learning Responsibility – successfully completed.

Cygnet training to support parents – successfully provided a further 3 cohorts of cygnet training for parents.

34 iPads to facilitate the assessment of pupils through the Evidence for Learning – Awaiting order.

Staff training on Makaton for Teachers to increase communication across the school – training successfully delivered.

Robotics and AI resources to support STEM – materials ordered and fully implemented.

To appropriately resource the conference training facility – revamped and refurbished facility in full use.

Behaviour support – regular consultation has supported reflections upon positive pupil interventions.

Magic Breakfast – successfully provided for the first term in the academic year.

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*