

# Pupil premium strategy statement 2025-26 – 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	293
Proportion (%) of pupil premium eligible pupils	56.1%
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 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kate Canty (LAC Chair)
Pupil premium lead	Richard Grant
Governor / Trustee lead	Kate Canty

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,760
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>	£171,760

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *School assessment, attendance and safeguarding data for 2024/25 demonstrates that pupil premium pupils are well supported at Hallmoor school.*
- *Exam results show that there are few gaps in attainment against non pupil premium pupils except pupils achieving entry level 3.*
- *Attendance of pupil premium pupils is 86.9% whereas the whole school is 87.9%. Nationally there is a difference of 5% in these rates*
- *Persistent absence <90% is 41.8% for pupil premium pupils and 39.2% for whole school. Nationally there is a difference of 20% in these rates*
- *Severe absence <50% is 3.6% for pupil premium and 3.7% for whole school Nationally there is a difference of 3% in these rates*
- *Therefore the school is continuing to support Pupil Premium Pupils and their families with a range of interventions, curriculum adaptions and staff.*
- *Currently pupil premium supports the pastoral team including Family Support worker, Learning mentor, Thrive practitioners. In addition the school commissions external agencies to support specific needs such as OT, SALT and behaviour support*
- *Hallmoor's intent is to remove the additional barriers that pupil premium children face alongside their Special Educational Needs. This includes working closely with families particularly at transition points to ensure pupils are prepared for adulthood. Working with a wide range of external agencies, providing a broad, balanced and enriching curriculum and wider experiences is the aim.*

## 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 ensure that pupils are entered for aspirational accreditations and have high quality careers advice and experience.
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 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 continue to close the attendance gaps through the introduction of inclusive attendance.
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 progress through setting and revising Personal Learning Goals 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>Challenge 1:</p> <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>Where appropriate pupils are entered for higher level qualifications.</p>	<p>EHCPs include clear long-term aspirations for our pupils.</p> <p>Improved outcomes in terms of higher-level qualifications and more pupils attending college earlier (as appropriate to each cohort)</p> <p>More pupils engage in work experience and to ensure there is a wider variety of opportunity.</p> <p>Programme of careers interview meetings for all pupils beginning at Year 9.</p>
<p>Challenge 2:</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>Specific SALT training delivered by specialists.</p>
<p>Challenge 3 and 4:</p> <p>School has a referral system and tracker for pupils who need additional support.</p> <p>Family support reduces persistent absence and increased engagement in learning.</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>85% of referred pupils show an improvement in attendance.</p> <p>85% of referred pupils demonstrate accelerated progress in core subjects or positive tracking on PLGs.</p> <p>Individual case studies of pupils with RRP/RPRPs demonstrate improvement in positive engagement and relationships.</p>

Occupational Therapy enables referred pupils sensory and mobility needs to be met.	
Challenge 4: To improve attendance and reduce number of pupils who are PA or SPA.	See inclusive attendance action plan.
Challenge 5 and 6: To implement and embed EFL to track pupils progress the curriculum and PLGs. Further develop the curriculum of all foundation subjects and the learning aspect of the enrichment opportunities and wider curriculum offer. To further develop the work on STEM which started in 2024/25.	EFL is used to track pupil progress across the curriculum including personal development opportunities during social times and enrichment. 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. Pupils understand the purpose and relevance of what they are being taught.
Challenge 7: To introduce Personal Learning Goals based on EHCP targets removing barriers to learning and ensuring that all progress is measured.	EFL evidences progress towards EHCP long term targets through termly data drops.

## 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: £30,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication – SALT (Soundswell) <i>Currently £14,820 plus targeted training £8,000</i> Resourcing for communication £5,000	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://www.ican.org.uk">What works database (ican.org.uk)</a> This has been endorsed by the Royal College of Speech and Language Therapists.	1, 2 Continuing
Enrichment – Forest School and outdoor education	<a href="#">Benefits of forest schools research</a>	5

CPD for staff members - £3,000	The evidence base shows that outdoor education may have positive impact on self-efficacy, motivation and teamwork	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 55,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Occupational Therapy</i> (Increase from 1 to 2 days per week) £25,000 from Pupil premium. Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional sensory integration equipment can be effective at providing support for our pupils with sensory needs.	3, 7 Continuation.
<i>Two days per week additional science (0.4 FTE teacher)</i> £30,626	To continue to develop the quality of science and STEM provision across the school.	5, 6

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

Budgeted cost: £ 85,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor (PM)</i> (£54,325)	Supporting parental engagement in their children's learning <a href="#"><u>Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)</u></a>	3,4 Continuation
<i>Family Support Worker (JC)</i>	Supporting parental engagement in their children's learning	3, 4

(£51,126)	<a href="#"><u>Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)</u></a>	Continuation

**Total budgeted cost: £ 171,997**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Specialist coaching – Teachers are more confident in their delivery of EHCPS. Positive feedback from the specialist coach regarding teaching and learning

Communication – SALT. All staff have had training from SALT. This has included the Introduction of SLEUTH and input from Intensive Interaction. As a result, staff now understand the language level of the pupils and this has been recorded on EfL to ensure that progress can be tracked.

Occupational Therapy – A positive focus on the impact of meeting sensory needs on the overall pupil progress and supporting staff in terms of classroom practice.

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. Entry level science was successful for pupils, through the development of a bespoke curriculum that links to preparation for life has been introduced.

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 as seen through the coffee morning and Cygnet

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

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

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## 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.*