

Hob Moor Oaks Academy

Pupil premium strategy statement

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 progress, attainment and achievement 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.

Hob Moor Oaks Academy overview

Detail	Data
School name	Hob Moor Oaks Academy
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Olivia Hargreaves, Headteacher
Pupil premium lead	Sarah Taylor
Governor / Trustee lead	Gail Blunt, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45, 024
Recovery premium funding allocation this academic year	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£53,144 £11,368 + Catch up funding = £64, 512

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. All our pupil at Hob Moor Oaks Academy have Special Educational Needs and Disabilities (SEND), all pupils have an Educational, Health & Care Plan (EHCP), therefore socio-economic disadvantage is not the primary challenge our pupils face. At times, we may see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Communication barriers
- Academic progress & Attainment
- Optimum Health & Wellbeing
- Social & Leisure opportunities

At the heart of our approach is high-quality teaching focussed on areas that our pupils with SEND require it most, this is achieved in our 'universal' offer and total communication environments, helping pupils to access a broad and balanced curriculum. Multidisciplinary support and assessment of need enhances our provision for targeted support for identifies pupils.

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. Our intended outcomes detailed below, intent for outcomes for non-disadvantaged pupils to be improved alongside progress for their disadvantaged peers.

All pupils at Hob Moor Oaks Academy will access support and high-quality teaching to develop Personal, Social and Emotional Development (PSED) with rich experiences for lifelong learning. This will have a positive impact on their preparation for adulthood as evidenced in EHCPs.

Our strategy will be driven by the needs and strengths of each pupil, 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 have meaningful and functional communication skills to improve their quality of life.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that 25% of our cohort did not attend school for our blended provision during national lockdowns. These pupils are now our focus target children in for Learning Achievement Meetings (LAMS) 2021-2022.
2	Through LAMS we closely monitor progress and limited progress is flagged as 'cause for concern' within our learning journal Tapestry.
3	All pupils have communication difficulties attending Hob Moor Oaks. Communication leads support NHS SALT Interventions.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects, with particular focus in communication, language and literacy (CLL) & Personal, Social and Emotional Development (PSED) in line with our recovery curriculum.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.

Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
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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: **£19,106**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 2days x HLTA cover to allow teachers to lead on Total Communication project.	Total communication to be evident in all aspects of teaching. Close liaison with SALT to embed evidence based practices. https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/total-communication/	1, 3

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for pupils with Visual Impairment. Target pupils to receive two sessions per week for one term.	For pupils with SEND, VI as primary need. Recommended evidence based interventions from Specialist Teacher for VI.	1, 2, 3
Grid 3 purchased for 2x iPads to improve communication for identified pupils.	https://thinksmartbox.com/product/grid-3/	3

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

Budgeted cost: **£35, 787**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff support children in developing their inclusion in the community through our recovery curriculum.</p>	<p>Pupil's quality of life improves through improved productivity, caring communities & high relaxation activities. This is in line with our Positive Behaviour Strategy. https://www.nappiuk.com/courses/view-your-requirements/upskilling-teams/nappi-positive-behaviour-support-model</p>	<p>4, 5</p>
<p>Additional staff allocated to WEB to support improved attendance and close liaison with parents and carers.</p>	<p>Pupil's attendance in school to be improved in line with DfE requirements & expectations.</p>	<p>1, 5</p>

Total budgeted cost: £56, 393 (See catch up premium impacts in other information)

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.

Hob Moor Oaks Pupil Premium Funding September 2020-21 with impact statements.

Due to COVID-19 and the closure of school for all children except key worker families initially, Hob Moor Oaks worked hard to ensure that all pupils in school had 2 weekly phone calls with a key worker from their class team. This included sharing resources and check ins which covered emotional wellbeing.

Teaching and Learning:

Each class teacher shared an overview of home learning activities on either a weekly or half termly basis. Alongside this there was an expectation of parents to upload pupil home learning onto our Tapestry Online Learning journal to share with staff in school. All pupils at Hob Moor Oaks were offered appropriate key school resources to support their learning at home, for some this included paper based learning activities, workbox practical activities and for some large school equipment for physical development and regulation including bikes, trikes, tuff spot trays, physio balls and specialist equipment such as standing frames, walkers and walking harnesses.

The school wellbeing team also completed regular "pavement visits" to all pupil premium families, delivering resources and food packages.

IMPACT:

Pavement visits and twice weekly phonecalls were able to highlight any concerns within families, along with ensuring that the Wellbeing Team were meeting families and pupils to reduce safeguarding concerns.

Physical resources provided families with familiar activities for pupils to establish a routine in the home, along with additional equipment which they may not usually have access to on a regular basis. This worked alongside home learning videos shared in pupil's online journals.

Pupils had access to curriculum activities linked to the school curriculum, curriculum plans were broad and balanced and shared learning opportunities which could be accessed in the home.

Emotional Wellbeing

Where it was noted that additional support was needed for families, some were directed to Early Help, or support request referrals via CAMHS. To support families with their child's emotional wellbeing, we also offered additional days in school for children. By 1st June, we had all pupils whose families had requested a place in school back in school for 2 or 3 day, and by July we were offered full time school places for all children and families, this was taken up by 66 families.

IMPACT:

All children who returned to school prior to the summer holidays were based in their classrooms with familiar staff and peers, work was carried out based around the return to school, regulation activities, reintroduction of structure and routines, along with the expectations of learning.

Pupil's accessed a school learning environment with familiar routines and staff, they were supported to be well regulated and re-establish behaviours for learning.

Transitions:

All Year 6 pupils were able to access elements of a transition to their secondary school in preparation for September, for some this was based at Hob Moor Oaks supported by 2 TAs from Applefields joining 2 class teams, along with a small group of pupils completing their transition by accessing short sessions at Applefields School, outside of their normal provision.

IMPACT:

Pupils had a positive end to their Year 6 at Hob Moor Oaks, and a successful transition to Applefields School to start their Year 7, this was alongside some short visits which took place in the Summer term.

EHCP meetings:

All pupils due to have an EHCP during March and July had these held via phone calls between school and families. All pupils with EPEPs had these held at the appropriate point of each term, and where possible were held with social workers alongside parents and carers.

IMPACT:

All pupils had an annual EHCP meeting, this ensured that all documents were updated and accurate for all pupils. Meetings were held virtually so that as many parties supporting the pupil were able to attend. Families and school were able to celebrate the outcomes for pupils in a professional manner.

Sensory Room and White Room Updated:

To support pupils in their return to school following the lockdown period and COVID restrictions, many pupils are requiring additional support for their health and wellbeing. The use and function of the school Sensory Room and White Room will be re-considered, and a plan to refurbish/renovate both rooms will be made a priority. This will include an overhaul of the Sensory Room and new equipment installed and additional equipment added to the White Room to support the existing equipment which is already in place and working for pupil use.

IMPACT:

Pupils who access either of these spaces will have the opportunity for improving optimum health, the spaces will include resources such as a waterbed, lights, sounds and supportive equipment. These spaces enable pupils to access specialised resources both in their specialist equipment i.e. chair, stander or walker or from the floor, it also provides opportunities for sensory processing differences and MDT target to be worked on outside of the classroom.

Further information (optional)

We have invested our Catch Up Funding to purchase specialist support for Sensory OT. This has enabled high quality practitioners to receive training, workshops and sensory diet plans to best support pupils on the Autism Spectrum. By enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. This additional support is 1x OT practitioner weekly across the needs of the school.