

# 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 ( <b>3 year plans are recommended</b> )	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	£50,085
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£54,145

# 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.

## 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. <a href="https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/total-communication/">https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/total-communication/</a>	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.	<a href="https://thinksmartbox.com/product/grid-3/">https://thinksmartbox.com/product/grid-3/</a>	3

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

Budgeted cost: **£33,539**

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

**Total budgeted cost: £54,145** (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 2021 to 2022 academic year.

Hob Moor Oaks Pupil Premium Funding September 2021-2022 impact statements.

#### **Learning outcomes**

All staff have been trained in our whole school phonics programme – Rocket Phonics. All pupils have been assessed and receive teaching sessions at either phonological exposure, phonological awareness, SSP Rocket Phonics. Leaders also purchased a complete reading scheme which is accessed by all pupils working beyond Branch 6.

In spring 2022 we purchase JIGSAW scheme to support the teaching and delivery of PSHCE Curriculum, including online safety and Relationships and Sex Education (RSE). KS1 and KS2 pupils attend a weekly PSHCE assembly to support their learning and engagement beyond the classroom.

### **Pupils with Visual Impairments**

All pupils with an identified visual impairment are supported within classrooms to access a high quality provision with adaptations to support Cerebral Vision Impairment (CVI). These recommendations are in liaison with the Specialist Teacher for VI (STVI). Pupils now access personalised coloured tents to improve their vision and access to provision. All staff have received training from the STVI.

### **Attendance/Well-being**

All members of our school community are aware of our attendance procedures. Parents communicate effectively with school staff to ensure their children are attending school well. Our current attendance figure for Autumn term is 93%, which in comparison to national data for special schools is extremely positive at a national average of 88%

'Here Every day Ready On time' is our HERO initiative. This was rolled out in early spring 2022, we have seen a decline in our persistent absentees as a results of this work. In autumn 2021 our persistent absentee average was 29.3%, where as in Autumn 2022 our figure is currently 21%. All these pupils have an allocated member of staff to support from our Wellbeing Team or SLT.

Following the implementation of our four stage response to absence, families now receive a communication from school to identify any support required, this could include links to our NHS colleagues, signposting to agencies or a friendly and supportive chat over the phone to help. Where absence is a concern, our 4 stage protocol escalates this support into a PA plan, including a meeting with SLT.

Our wellbeing team support families on a weekly basis at Early Help, Child in Need and Child Protection. Families are invited to join parent workshops to support and improve difficulties they may experience on a daily basis.

### **Communication Project**

Pupils at Hob Moor Oaks are treated as individuals and each pupil is celebrated in peer groups and whole school events. All pupils are assessed within Communication, Language and Literacy and an appropriate mode of communicate is agreed. This is often an Alternative Augmentative Communication and is well scaffolded and modelled within classroom provisions.

The impact from our communication project is that all staff are trained to produce symbols, boards, grids to improve the language exposure in class teams. Parents attended a communication roadshow to support the delivery of interventions at home to enable pupils to generalise their communication beyond school.

Where appropriate, pupils can access high tech resources to communicate their needs, wants and wishes. This is often through the use of an iPad or device.

### **Community Cohesion**

Following 2020-2021 national restrictions, senior leaders worked closely with school

staff to re-establish confidence and re-learn skills that pupils lost when experiencing learning beyond the safety of school. This initially was through very prescriptive and familiar trips such as a weekly swimming session, walks to local parks. Following this, we developed and re trained staff to drive the minibuses, enabling trips to take place further afield. The final aspect was to re-establish our 'Ignition' and 'WOW' trips for before and after a thematic topic e.g. Eureka , railway museum.

Whilst refining our whole school curriculum, leaders have now identified all class trips within our long term plan. This ensures progression across the school and supports our pupil's understanding of building on from prior learning.

All staff receive training in NAPPI to enable all practitioners to work collaboratively to improve the quality of lives for our pupils through 'caring community', 'productivity' and 'high relaxation'.

In summer 2022, the Wellbeing team and senior leaders worked closely with local organisations to improve summer holiday provision for pupils attending HMO. The impact of this is that parents have created their own group which liaise directly with the local authority to improve access to out of school activities. This supported our pupil's emotional health and wellbeing and the vast majority of pupils returned to school, ready to learn!

## 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 for 2022-2023 is 1x OT practitioner monthly across the needs of the school.