

Pupil premium strategy statement – Hob Moor Oaks Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	128
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Taylor
Pupil premium lead	Sarah Taylor
Governor / Trustee lead	Vikki Lane (Acting LGB Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,552
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£71,552

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 pupils 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 identified 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 and learning. 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 assessment shows that 39% of our cohort are PA pupils. These pupils have been our focus target children for our Learner Achievement Meetings (LAMS)
2	All pupils have communication difficulties attending Hob Moor Oaks. Communication leads support NHS SaLT interventions.
3	Through observations and conversations with our pupils and their families we find that disadvantaged children generally have fewer opportunities to develop their cultural capital outside of school
4	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.
5	Pupils may experience social and emotional challenges, requiring additional support to navigate these aspects effectively, as unaddressed issues can manifest in behavioural difficulties

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 (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 systems termly/annual 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: £ 2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Trainer of Trainers for NAPPI (behaviour and emotional regulation training)	Pupil's emotional regulation and quality of life improves through improved productivity, caring communities & high relaxation activities. This is in line with our Positive Behaviour Strategy.	1, 5

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

Budgeted cost: £ £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for CLL Leader and additional resources	Pupils will focused learning interventions through small group teaching or one-to-one sessions, by the class teacher or TA. Focused interventions to improve reading and literacy skills, including phonics-based support,	1, 2

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

Budgeted cost: £ £65,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff support children in developing their inclusion in the community through our recovery curriculum. Staff are well trained in supporting pupils Staff are trained in driving our school minibuss.	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/viewyour-requirements/upskillingteams/introduction-nappi-bs-model	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. Pupils and families will be supported and directed to the appropriate support/resources.	1, 5

Sensory diet and regulation resources. Specialist OT support from OT4 Me within school	Fortnightly visits by OT4Me to HMO. Pupil's sensory needs are assessed and Sensory diets are written. Suggested resources are shared with the school team. Pupil's sensory needs are being met through resources and activities set out in a specialist written plan. Further support around training of staff in use of specialist spaces within school and their roles are Sensory OT and how this supports the pupils in school setting/home.	2, 5
To strengthen the support for those pupils whose social and emotional needs are having an adverse impact on their attainment and achievement	An increased number of pupils in receipt of pupil premium are offered the opportunity to access social and emotional support through Early Help, SEND systems in school and external agencies involved with school.	1,3,5

Total budgeted cost: £ 71,552

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Hob Moor Oaks Pupil Premium Funding September 2024-2025 impact statements.</p> <p>Learning outcomes</p> <p>Efforts were made to ensure that all pupils had access to a high-quality curriculum. The curriculum was continually adapted to meet the diverse needs of pupils, ensuring that every pupil had the opportunity to succeed academically.</p> <p>All staff have been trained in our whole school writing programme –Squiggle. All pupils being assessed or have been assessed and are then receive teaching sessions at</p> <ol style="list-style-type: none"> 1. Wiggle me into a Squiggler is the first stage and is designed for the early stages of mark making and physical development used in writing. 2. Squiggle Whilst you Wiggle is the next stage in early years child development and moves on to more advanced mark making and letter formation 3. Squiggle me into a Writer is the final stage taking the child through cursive mark making and letter formation. <p>Daily Squiggle sessions are timetabled for all pupils.</p>
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New to school pupils are assessed and teaching sessions are then implemented within their learning timetable. New staff have training on the scheme

Further training has also taken place for all staff on Rocket Phonics, including external training for CLL Leader. Additional resources purchased within the schemes to ensure that resources are appropriate for the classroom delivery to all pupils.

We continue to use the JIGSAW scheme to support the teaching and delivery of PSHCE Curriculum, including online safety and Relationships and Sex Education (RSE), within the curriculum.

KS1 and KS2 pupils attend a weekly PSHCE assembly to support their learning and engagement beyond the classroom. This feeds into a range of classroom and individual levels of targeted support delivered by the Wellbeing team alongside the classroom teaching team.

Attendance/Wellbeing

All members of our school community are aware of our attendance procedures, this is reshared annually, and all new families receive a copy prior to admission. Parents communicate effectively with school staff to ensure their children are attending school well. Our current attendance figure for **Autumn term is 91.6%**, which in comparison to national data for special schools is extremely positive at a national average of **86.3%** 'Here Everyday Ready On time' is our HERO Attendance initiative.

We aim to develop strong relationships with all of our families. Attendance data will be closely monitored, and pupils showing early signs of poor attendance will be identified promptly. We will implement early intervention strategies, such as one-to-one meetings with families, to understand the causes of absenteeism and to put support mechanisms in place to improve attendance

Our wellbeing team supports families on a regular 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.

Sensory Diets and advice from OT4Me supports the regulation of pupils within school. Specialist resources ie zuma chairs or regulation tools give pupils the opportunities for these strategies to be embedded into daily routines to provide pupils with the readiness for learning. 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.

Development of Positive Behaviour Support Plans in line with NAPPI Principles, this will complement the work of Sensory OT and create holistic plans for pupils incorporating a range of strategies. Pupils will be more regulated and ready to learn, staff will have knowledge of their pupils, their individual needs and strategies which support them.

Community Cohesion

As a school, we have continued to develop staff confidence, and have developed a broad and balanced curriculum which uses ignition or wow events as part of each half-termly theme. This enables pupils to have access to local activities as part of their curriculum.

We continue to develop and re-train staff to drive the minibuses, enabling trips to take place further afield, school visits are identified as part of the schools long term curriculum plan. This ensures progression across the school and supports our pupil's understanding of building on prior learning.

We encourage parents to join us as volunteers on class trips to allow them to see the strategies which we use with their children, and to then transfer these skills, visuals and support tools into their home lives to allow access to the community.

We continue to offer local trips including swimming lessons and walks to the local parks within our curriculum.

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'.

Further information (optional)

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