

Frederick Holmes School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Frederick Holmes school
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	28/9/22
Date on which it will be reviewed	21/9/23
Statement authorised by	Helen Maddison- Headteacher
Pupil premium lead	Helen Maddison
Governor / Trustee lead	Jamie Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,200
Recovery premium funding allocation this academic year	£44,214
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	£91,414

Part A: Pupil premium strategy plan

Statement of intent

Frederick Holmes School is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years. 88% of pupils live in the 20% most deprived households nationally (IDACI 2021).

Frederick Holmes School has a higher-than-average number of disadvantaged pupils. We want to make sure that pupils are not further disadvantaged by the compounding challenges they and their families face by having a special educational need.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although 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. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our overall aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults. To meet this aim, we recognise that the pupils' and their families' broader needs require support.

Focusing on person-centred reviews of pupils' needs and provision will ensure that pupils are safe and well, and upon this foundation pupils will make strong progress across a wide range of measures. Our strategy is forward planning and aims to achieve sufficiency and sustainability in improving pupil and family outcomes, with reference to [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school.
2. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers. This needs to be heavily supplemented with specialist support and intervention.
3. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have severe and complex learning difficulties, physical difficulties and health care needs. This results in severe communication difficulties, mobility difficulties and sensory and emotional regulation needs. This particularly impacts on disadvantaged pupil's ability to access learning, including the fundamental skill of reading.
2	Complex factors impact upon our pupils and their families, particularly disadvantaged families. These are often linked to the child's disability e.g., accessibility of home: school relationships for parents, limited community participation and social isolation. This affects families ability to contribute and participate in EHC process.
3	Some teaching teams are new to this sector of education, and require specific knowledge, training and support to ensure high quality of provision.
4	Due to their disability our pupils have limited social and cultural experiences outside of school, particularly disadvantaged families. This impacts on their wider learning, inclusion, and positive self-esteem.
5	Navigating adult services is incredibly challenging for our pupils and their families. It is essential that the school supports this process to ensure all our pupils move on to high quality provision, particularly disadvantaged families.
6	Attendance is below the national average for special schools as many of our pupils have low attendance due to health needs, particularly disadvantaged families. This then restricts their access to education, as many of pupils are unable to access learning remotely.

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
Disadvantaged pupils' severe and complex learning difficulties, particularly their communication, cognition and sensory needs are well-supported. Consequently, pupils can access learning and reach their full potential.	By 2024-25 <ul style="list-style-type: none"> - Disadvantaged pupils will progress and achieve across a broad range of holistic measures.

	<ul style="list-style-type: none"> - There is no distinguishable gap between the attainment of disadvantaged and non-disadvantaged pupils. <p>By 2023-24 / annually</p> <ul style="list-style-type: none"> - Review of pupil progress measures including PLPs, B2, phonics, impacts data for disadvantaged pupils demonstrate progress across all the 4 areas of need, as set out in the SEN code of practice.
<p>Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child’s learning.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> - Parents work in partnership with the school to identify and support their children with personalised learning outcomes. - 100% of disadvantaged families will attend and engage in the EHC process. <p>By 2023-24</p> <ul style="list-style-type: none"> - Increased participation with families, through face-to-face events e.g. phonics and reading, transition, PMLD, e-safety (making accessible virtually where appropriate). - Targeted support for individual families by school family support team - Continue to provide Home Learning Activities that link to termly topics for each class/ phase alongside a range on interactive website and game suggestions. - Maintain contact through various methods including increased social media presence.
<p>Staff CPD</p>	<p>By 2024-25</p>

	<p>Teaching and learning, and provision for all pupils including disadvantaged to be of high quality</p> <p>By 2023-24</p> <p>Upskill staff in following areas-</p> <p>Communicative support</p> <p>Sensory regulation strategies</p> <p>Structured teaching and provision</p>
Improved attendance	<p>By 2024-25</p> <ul style="list-style-type: none"> - The attendance gap between disadvantage pupils and others in school is in line with national average. <p>By 2023-24</p> <ul style="list-style-type: none"> - Percentage of disadvantaged pupils who are persistently absent will reduce.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>By 2024-25</p> <ul style="list-style-type: none"> - All disadvantaged pupils will access high quality community learning activities that prepare them for successful transition to adult placements. <p>By 2023-24</p> <ul style="list-style-type: none"> - We will further extend links with the local community – community swimming, leisure access, and sensory activities - And for secondary and sixth form students- this will include, use of community flat, transition event and visits.

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: £34,000 break down with teacher costs, maths, SCERTS training and sensory

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing training for all staff on visual support.</p> <p>Ensuring consistent visual support for all pupils who require it.</p> <p>Targeted communication assessments for disadvantaged pupils at social partner stage of communication that have little or no formal communication systems</p> <p>Supporting staff to embed the engagement model for all learners within sensory pathway.</p>	<p>SCERTS research indicates that pupils with social communication needs benefit from a holistic approach to supporting their wider communication needs. This focuses on identifying pupils needs, staff transactional support and emotional regulation. ‘SCERTS in ACTION’ is a strong working model which enables practitioners to work actively with identifying and working on key areas of learning: Research (scerts.com)</p> <p>The National Autistic Society recognises the benefits of personalised learning which targets pupils’ social communication skills. NAS accreditation visits to the school have routinely identified exceptional whole school practice in this area: Research (autism.org.uk)</p> <p>The Engagement Model is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study. The model recognises that engagement is multi-dimensional and breaks it down into 5 key areas (exploration, realisation, anticipation, persistence, initiation). It uses a person-centred approach that focuses on abilities, not disabilities: DfE Engagement Model</p>	<p>1, and 3</p>

	<p>“The experience of very special children is a multisensory one. They need to use all of their senses to understand what they are doing...”: Flo Longhorn: A Sensory Curriculum for Very Special People</p>	
<p>The sensory lead will work with teachers and the wider staff to better identify and further improve pupils’ sensory regulation needs</p> <p>Commissioned sensory integration assessment for targeted disadvantaged pupil’s who struggle to regulate physically and emotionally.</p> <p>Purchase of, and daily access to recommended sensory equipment</p> <p><i>Helen, Scarlett</i></p>	<p>Along with difficulties in communication, social interaction and rigidity of thought, many people on the autism spectrum also experience sensory issues: Sensory Issues March 2019.pdf (autismwestmidlands.org.uk)</p> <p>Action research with the Hull Sensory team and courses accessed via Julia Dyer, indicates that many pupils with autism and complex needs have significant sensory processing difficulties. This action research has also indicated that pupils’ regulation needs may be supported through targeted sensory activities: Teachers And Professionals Julia Dyer Children's physiotherapy practice North West England UK</p> <p>NAS recognises that there is a continuum of sensory perceptual differences for autistic people. Some children have significant sensory differences while others less so. Understanding each autistic child’s distinct sensory differences is essential to effectively teach and support them: Top 5 autism tips: managing sensory differences</p> <p>Through her research, Olga Bogdashina recognised that though we live in the same physical world and deal with the same ‘raw material’, differences in sensory functioning create invisible walls between autistic and non-autistic people: Sensory Issues Olga Bogdashina</p>	<p>1, and 3</p>

<p>The English lead will continue to support teachers and the wider staff on the consistent implementation of the early reading scheme, (Rocket Phonics) incorporating a Synthetic Systematic Phonics (SSP) programme</p> <p>Targeted phonics intervention programmes for disadvantaged pupil</p> <p>Implement phonological awareness programme for disadvantaged pupils not yet phonics ready</p> <p><i>Resources- Megan time</i></p>	<p>Early Reading framework, “finding ways to engage students in reading may be one of the most effective ways to leverage social change”: The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is a vital component in the development of early reading skills, particularly for children from disadvantaged backgrounds: Preparing for Literacy EEF (educationendowmentfoundation.org.uk) / Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Children with speech and language difficulties are at risk for literacy difficulties, which in turn will adversely affect further phonological awareness development. Research indicates that teaching children phonological awareness through a structured programme assist them to move onto learning phonics</p> <p>Stringer, H. (2019). The Newcastle Intervention for Phonological Awareness (NIPA). Newcastle upon Tyne, UK: Newcastle University, School of Education, Communication and Language Sciences</p>	<p>1, and 3</p>
<p>The Maths lead will work with external consultant to revise Maths curriculum document</p> <p>Resources /manipulatives will be purchased to help pupils hone their mathematical thinking skills and connect ideas and integrate their knowledge so that they gain a deep understanding of mathematical concepts.</p> <p><i>Adams time, Holly/ resources</i></p>	<p>Education Endowment Foundation - Improving mathematics in the Early Years and Key Stage 1</p> <p>EEF state that manipulatives can be powerful tools to help pupils engage with mathematical ideas – however, they are just tools and need to be used purposefully and appropriately to have an impact</p>	<p>1 and 3</p>

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

Budgeted cost: £ 30,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide school-led tutoring for disadvantaged pupils whose education has been most impacted by the pandemic, and ongoing attendance issues due to health needs</p> <p>This will be targeted in phonics and Maths</p> <p><i>Figs for tutoring- release level 3 TA</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF(educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>To provide small group intervention to improve the communication skills of disadvantaged pupils. Providing them with a range of strategies they can then transfer to the classroom.</p>	<p>Targeted support for those with specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 and 3</p>
<p>The sixth form lead will implement a programme of community learning opportunities for disadvantaged students, embedded within the curriculum.</p>	<p>Targeted work to support young people to develop and maintain friendships and relationships supports them to access their community and feel safe and confident.</p> <p>Friends, relationships, and community inclusion (preparingforadulthood.org.uk)</p>	<p>4 and 5</p>

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

Budgeted cost: £26,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The SLT, and Child Protection Officer will regularly review attendance patterns and develop a wider school strategy to support pupil's attendance and swift as possible return to school for disadvantaged pupils who have experienced health issues</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind: School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	<p>6</p>
<p>The Wellbeing group in the school, will develop opportunities for support for parents with particularly emphasis on disadvantaged families</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> <p>MHST (Mental Health Support Teams) contribute towards the NHS long-term plan by delivering evidence-based interventions for mild-to-moderate mental health issues. The MHSTs provides a tailored offer of direct interventions to individuals, groups of children, school staff and parents: NHS England » Mental health support in schools and colleges and faster access to NHS care / Mental Health Support Teams – Hull CCG</p>	<p>2</p>
<p>The sixth form lead, in conjunction with the Parent Liaison Practitioner will liaise and work with disadvantaged students, their parents, adult social work teams and local partners to ensure that receiving</p>	<p>Some young people aged 13-19 need a transition plan to help them with their transition into adulthood. This plan is particularly important if the young person needs additional support in school or college, or from Health and Social Services: Transition Planning (preparingforadulthood.org.uk)</p>	<p>5</p>

<p>services are knowledgeable about our student' needs.</p> <p><i>Release Leanne</i></p> <p><i>Nikki time</i></p>		
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Total budgeted cost: £91,274

Part B: Review of outcomes in the previous academic year- MB review

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
Basic skills	<p>The English and Mathematics curriculums were both revised during the 2022- 23 academic year – this has carefully considered the start points for all our pupils and the small steps of progress that they make, over time. Assessment was refined in line with the new curriculums and launched Summer/ Autumn 2023. Formal target setting will continue to be a part of all pupils' Personalised Learning Plans, and regular pupil progress meetings held at least termly to discuss individual progress/ barriers to learning. Pupils who are eligible for pupil premium will be supported with additional resources, support and/ or intervention as appropriate. We have seen all pupils make progress within their attention and communication skills, with Phonological Awareness sessions being used to develop the earliest reading and communication skills, before progressing on to phonics, where appropriate. Pupils who are working at a pre-subject specific level, continue to work on their Communication & Interaction and Cognition through the IMPACTS curriculum, with all pupils meeting most, if not exceeding their targets. Pupils received a range of appropriate additional support, depending on their individual needs to promote engagement and progress. This included, but was not limited to 1:1 and small group speech and language intervention, 1:1 support in specific lessons and additional communication/ reading/ phonics intervention. Some pupils also received additional hydrotherapy, community swim sessions and sports sessions led by external providers, supporting progress in their physical management and wider curriculum progress.</p>
Communication skills	<p>Visual support has been promoted to support pupils to regulate and communicate effectively. We have received external support for this (from within the Trust) and worked with SaLT. Sensory Lead has delivered training to all staff on the use of body signs and objects of reference which are now being used consistently with appropriate pupils (16 Disadvantaged Pupils). 6 pupils have also received small group intervention for Maths, English and Science focusing on developing their communication strategies and use of both the eye gaze and augmentative devices to communicate.</p>

Sensory	<p>Staff have received training in the Engagement Model/ IMPACTS Curriculum/ Sensology/ Objects of Reference/ Body Signs/ Communication Through Touch/ Sensory Processing – this has supported pupils to meet and exceed their targets.</p> <p>6 identified PP pupils (and their support staff) have received input from the Sensory OT to support regulation and ‘readiness’ for learning, which has supported the progress made. Sensory equipment, recommended by the OT, has been purchased. This has seen an increase in pupils being well regulated, ready to learn and make progress.</p> <p>The Sensory OT has also provided additional class support to a further 33 of the PP pupils, again to support engagement, regulation and promote progress.</p>
Support for families	<p>Families continue to be supported by the Child Protection Officer, Designated Safeguarding Lead, Senior Leadership Team and class team members.</p> <p>All families have access to an emergency out of hours phone contact, as well as admin and team member work email addresses. For 2023-24, we are looking at developing 2-way communication further by means of educational technology apps.</p> <p>Families are supported with Early Help and Children’s Disability Teams referrals, where requested. School staff have supported families with liaison between Local Authority Housing, OT and wider health services.</p> <p>Mental Health workshops have been run for targeted families, by a qualified Mental Health lead, with further advice and support given.</p> <p>The school also provides a Wellbeing Room, where children, young people and families can meet, with professionals, in a safe and calm environment.</p> <p>Families are supported with the completion of forms and understanding of allowances available to help meet the needs of their child.</p>
ELSA	<p>Our recently appointed Child Protection Officer has completed the ELSA training and is in the process of highlighting a small group of pupils who she will complete her supervision with throughout the academic year 2023-24.</p> <p>Prior to this our Family Support Co-ordinator used her ELSA qualification and skills to support a number of disadvantaged pupils and their families, ensuring they had the right level of support in place and working with individual pupils where appropriate.</p>

Externally provided programmes N/A

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
	N/A

Service pupil premium funding N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership across the trust to provide opportunities such as taster courses, and link programmes to enable young people with SEN to gain wider experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at several studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we continue to invest in supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to adjust and quality improvement to secure better outcomes for pupils over time.