Frederick Holmes School Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 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	41%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	29/09/26
Date on which it will be reviewed	19/9/28 (+ annually)
Statement authorised by	Helen Maddison- Headteacher
Pupil premium lead	Helen Maddison
Governor / Trustee lead	Nick Gray

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£53,345
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	£53,345

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 family's ability to contribute and participate in EHC process.
3	Due to the complex needs of the pupils' attending Frederick Holmes School staff require continuous access to high quality CPD, and require specific knowledge, 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, physical and sensory needs are well-supported. Consequently, pupils can access learning and reach their full potential.	2025- 2028 - Disadvantaged pupils will progress and achieve across a broad range of holistic measures. - There is no distinguishable gap between the attainment of

	disadvantaged and non-disadvantaged pupils.
Parents/Carers of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.	2025- 2028 - Parents/Carers continue to 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. - School to support parents/carers to access services outside of education e.g. social care
All staff will be given appropriate professional development to ensure pupils have access to consistently good teaching and learning; high-quality learning environments and all needs are met.	2025- 2028 - Teaching and learning, and provision for all pupils including disadvantaged to be of a consistently high quality. - All pupils will be supported by appropriately trained members of staff to meet their physical and medical needs. - All pupils will benefit from a skilled staff workforce to develop skills and make progress in line with their physical and cognitive ability
Increased attendance – rewards, unauthorised holidays, use of Trust form/ letters	2025- 2028 - The attendance gap between disadvantage pupils and others in school is in line with national average. - Decrease in numbers of children who are SA/ PA - Parents will be more thoughtful of the impact that low attendance has on pupil progress - Improvement in attendance across the school through positive reinforcement. From 2025- Parents will continue to be informed of the new DfE attendance legislation and reconsider the need to take children on holiday during term time.
Disadvantaged pupils have greater confidence and independence to help them engage more	2025- 2028

with the wider community and prepare for adulthood.	- All disadvantaged pupils will access high quality community learning activities that prepare them for successful transition to adult placements. - All pupils (and families) will be aware of Post 16 and 19 options available to them - All pupils will receive at least one Transition Annual Review before leaving FHS - All pupils will have the opportunity to visit Post 19 provisions/ events and be supported to engage in a period of transition during Year 14 (or earlier if appropriate) - All disadvantaged pupils will transition on to an appropriate Post 19 provision and remain in that provision the following academic year

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have comprehensive plans which support their sensory, communication, learning, medical and physical needs. (Sensory/Communication Profiles, EHC Plans, PLP's and Individual Healthcare Plans)	To help regulate emotions, sensory modulation practices include the use of sensory activities and equipment, behaviour strategies and modifications of the environment. Effective use of sensory modulation helps service users become more aware of their sensory preferences and sensitivities and more in tune with their own responses. Practices include sensory screening and assessment, exploration of sensory tools and equipment, development of individualised sensory diets, personalised sensory kits, modification of the environment and	1,2 and 6

	education of clients, families and care providers (Champagne, 2003, 2006; Champagne & Stromberg, 2004, LeBel et al, 2010, Lebel & Champagne, 2010; Sutton & Nicholson, 2011). Moore, K. (2016). Following the evidence: Sensory approaches in mental health SEND code of practice: 0 to 25 years	
All staff to have access to high quality CPD which promotes an understanding of child development, pupil independence throughout the curriculum and links to the golden thread of the Teacher Development Program.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development HET Child Development Training HET Responsive Coaching and Teacher Development Program.	3
All pupils have access to a wider personal development offer which includes a program of enrichment activities and opportunities e.g. horse-riding, DofE, Creative Arts Program	To demonstrate outstanding personal development, schools must give pupils access to a wide, rich set of experiences in a coherently planned way. Opportunities for pupils to develop their talents and interests are of exceptional quality, and there is strong take-up by pupils. Disadvantaged pupils benefit from this support and provision. Yes Futures	4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1 and 3

	Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions. https://drawingandtalking.com	
All disadvantaged pupils to regularly experience the 4D room to further enhance physical development, communication and independence when using environmental control technology.	Our Interactive rooms are developed to compliment switch control, to allow users choice and independence. It uses the switch progression framework a learning process to teach cause and effect. We design all our rooms with interaction in mind. Our equipment uses long life LED lighting technology therefore lamp replacement is a thing of the past. Auditory equipment also forms a large part of our product range. We have a wide range of switch accessed equipment to provide multi-sensory rewards – visual, auditory, vibration and aroma rewards can all be controlled successfully by each user. SpaceKraft	1 and 4

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

Budgeted cost: £10,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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)	6
The Mental Health Support team and Wellbeing group in the school, will develop	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and	2

opportunities for support for parents with particularly emphasis on disadvantaged families	assist children in expressing their emotions: Supporting children with special educational needs and disabilities | NSPCC 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	
A teacher with a TLR responsibility, in conjunction with SLT and the CPO, will complete Adult Social Care referrals and work with disadvantaged students, their parents, adult social work teams and local partners to ensure that receiving services are knowledgeable about our student' needs.	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: Preparing for Adulthood Guide - Easy Read	5

Total budgeted cost: £53,345

Actual amount £57,624

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 2024 to 2025 academic year.

Intended Outcome	Review
Disadvantaged pupils' severe and complex learning difficulties, particularly their communication, cognition, physical and sensory needs are well-supported. Consequently, pupils can access learning and reach their full potential.	All disadvantaged pupils have access to an engaging classroom environment which meets their needs. Where appropriate pupils, will have a sensory or communication profile, or personal support plan to identify their specific needs and support required. Pupils whose needs had dramatically changed or increased were supported through the Annual Review of their EHCP, and provision reviewed to ensure it is enabling the pupil to make progress. Funding may need to be reviewed if further, specific provision is required to support access to and engagement in learning All pupils have short-term SMART targets set, linked to EHCP outcomes and current curriculum aims, which are reviewed termly by teachers. Progress reviews and data collections carried out routinely throughout the year demonstrate all disadvantaged pupils as meeting their personalised outcomes, except in exceptional circumstances e.g. hospitalised due to ill health etc.
Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.	All parents/ carers of disadvantaged pupils attended (or engaged virtually) in their child's Annual Review of the EHCP. They also had the opportunity throughout the academic year to attend regular progress meetings with their child's class teacher. The Child Protection Officer has been instrumental in supporting families with appropriate referrals and accessing a range of services. All pupils, including those who are disadvantaged, are reviewed weekly by SLT to discuss any concerns, including safeguarding. MDT meetings are held half termly to further access support for specific families/pupils.
Staff CPD	All staff supporting disadvantaged pupils have had the opportunity to access a range of CPD over the academic year, including, but not limited to, medical intervention, Team Teach (select staff), Maths subject knowledge, TA Development Program (based on the Teacher Development Program), the Fundamentals of Learning, intensive interaction, AAC use, executive functioning, fine and gross motor development, communication, behaviour support and Let's Play. Several teachers are also actively enrolled in a variety of NPQ courses. Regular re-visiting of the teacher standards and training linked to this, along with monitoring via SLT and Subject Leaders has demonstrated significant improvement in the quality of teaching across all curriculum areas.
Improved attendance	Senior leaders, including the DSL and CPO have actively engaged families in improving attendance, supporting them with a range of issues including transport issues, wheelchair repairs, medication and health interventions. Those with the highest rates of persistent absence were medically extremely complex and vulnerable – leaders have worked with the local authority, social services and wider professionals to support families and engage pupils in school and learning when able.

	In 24-25, disadvantaged pupils had higher attendance than the rest of the cohort, across general attendance and persistent absence. The school also actively seeks support from the Trust's Strategic Safeguarding and Risk Management Lead, and Attendance Manager for advice and support, particularly in the cases of persistent absence.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	The school has a wide and diverse programme for personal development. All disadvantaged pupils can access a range of activities, depending on age/ phase. This includes a selection of lunchtime clubs, afterschool club, wider sporting opportunities, RDA, Hull Music Service, school assemblies and performances. Disadvantaged pupils in the 14-19 phase also have the opportunity for community visits, developing confidence in real life settings (shops, cafes, homelife, travel, theatre) and practising a range of independent living skills.

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. 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. Since the pandemic we have continued to work with families, particularly, 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.