

Pupil premium strategy statement

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

All schools that receive pupil 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.

HALESBURY SCHOOL

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	
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 - 2027
Date this statement was published	January 2025
Date on which it will be reviewed	July 2025 March 2026
Statement authorised by	A Appleby Payne
Pupil premium lead	A Appleby Payne
Governor / Trustee lead	A Appleby Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,455 (23-24) £ 84,390 (24-25) Financial years: → £ 87,970 (25-26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year Sept 24 - August 25 <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>	£ 87,970 (25-26 – Financial Year)

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body of Halesbury School accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our aim is to support them to Prepare for Adulthood and access society as fully as possible once they leave us.

All of our pupils have an EHCP.

With the use of pupil premium, we aim to achieve positive outcomes in the following areas:

- Occupational Therapist Support for Sensory regulation
- To support Mental Health and Well Being and resilience
- Develop speech, language and communication skills
- Provision of community-based activities to apply functional skills learnt in the classroom in Preparation for Adulthood
- Outstanding teaching and learning

Our strategy will be driven by the needs and strengths of each young person based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood upon leaving Halesbury School

Challenges

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

Challenge number	Detail of challenge
1	Many of our students often struggle to self-regulate their own sensory inputs this can lead to emotional and physical dysregulation both in and out of school. Our long-term aim is to enable our students to access the community successfully by having the skills and strategies to regulate their own sensory needs and be able to apply these when required both in school and out in the community
2	Many of our students live with high levels of anxiety, low self esteem and mental health concerns associated with their diagnoses, learning disabilities. This also impacts hugely on the wider family leading to families requiring a high level of support, in order to be able to maintain a balanced family life alongside

	managing the challenges of having a young person with Special Educational Needs and disabilities
3	The majority of our students have speech language and communication difficulties requiring an increase in specialist support from class staff. As the needs of our students become more complex, school staff need to consider more personalised approaches to provide our pupils with a voice and to enable them to express their needs.
4	As the profile of our school changes, we recognise that families are challenged by the level of support required to access activities with their children. As a result these disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and/or parents are struggling due to the cost of living. Lack of support from social care means these pupils are no longer experiencing the wider world outside school. We aim to continue to provide these Preparation for Adulthood experiences within our curriculum
5	Our ongoing review of the curriculum offer and National priorities have lead us to review our Communication and Literacy curriculum. Following the introduction of our new phonics scheme we need to ensure this is now followed by progress in reading and writing. In order to develop outstanding teaching training for staff in these areas needs to be provided.

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 awareness and ability to use self-regulation skills both in and outside of the school setting, ensuring disadvantaged/vulnerable pupils have a greater confidence and independence helping them engage further with the wider community and prepare for adulthood	Reduction in dysregulation incidents Greater engagement in learning Improved communication across settings Increased access to the wider community
Improved attendance, engagement and wellbeing for pupils in school provided by School Psychotherapist.	Pupils will have improved levels of engagement in lessons Pupils will have a toolkit of skills to help support their own mental health and wellbeing Attendance levels will improve Attainment levels will improve
All pupils will develop their communication skills in line with their developmental needs, supported by appropriate resources and interventions	Private SALT will support class staff's ability to deliver more specialist speech and language support as part of the core curriculum delivery Pupils will have a voice and be able to communicate their wants and needs

	Pupils will make progress in their use of Social communication across settings
All pupils will access a variety of offsite activities as part of developing their cultural capital and preparation for adulthood	Increased opportunities for new activities Increased confidence and engagement Progress in key areas of learning
To support all pupils in making good or better progress in reading and writing	Staff training will reflect progress in children's work Staff will be confident in their curriculum delivery Pupils will improve in confidence in their reading and writing skills Data will evidence progress

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Co-Regulation Techniques	Utilise the Zones of Regulation framework to teach pupils strategies for emotional and sensory self-management. This approach helps pupils identify their feelings and apply appropriate regulation strategies. zonesofregulation.com .	1, 2
Adaptive Teaching – training for staff £ 100	Implement adaptive teaching strategies that cater to the diverse needs of pupils, ensuring that all learners can access the curriculum effectively. This includes scaffolding and flexible grouping to support individual learning needs. (Source: EEF)	1, 2, 4, 5

<p>Visual supports TLR for Makaton Training £3,270</p>	<p>Visual timetables or now/next boards to help pupils understand their daily schedule and transitions, which can reduce anxiety and improve self-regulation. (Source: Beyond Autism)</p> <p>All staff to be trained in Makaton by 2 staff who are qualified Makaton trainers. Source</p> <p>British Academy of Childhood Disability</p>	<p>1, 3</p>
<p>Consistent Implementation of Phonics and regular assessments. Free</p> <p>Training program for staff in reading and writing</p> <p>Approx - £2,000 awaiting quotes</p> <p>New Reading Programme purchased for teachers who have completed the phonics scheme £720 – Annual Subscription</p>	<p>Ensure that the new phonics scheme is consistently applied across all classes, with regular monitoring of pupil progress to adapt teaching methods as necessary.</p> <p>Implementation of new reading scheme and training for staff.</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p>	<p>5</p>

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

Budgeted cost: £39,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Small Group or personal Interventions - ELSA</p> <p>Supervision cost - £230.00</p> <p>- School Psychotherapist</p> <p>Half Salary + Supervision(children)</p>	<p>Provide targeted support in small groups or individually for pupils struggling with self-regulation. This could include focused sessions on emotional literacy and coping strategies, tailored to individual needs.</p> <p>devon.gov.uk</p>	1, 2
<p>Collaboration and employment of Private Speech & Language Services</p> <p>Estimated Total £13,650</p> <p>Weekly rate £350 per day – (1 annual payment)</p>	<p>Collaborate with speech and language therapists to design tailored intervention plans that address individual pupil needs, ensuring that these plans are integrated into daily classroom activities.</p> <p>autism.org.uk</p>	3
<p>Dyslexia Screening Assessments</p> <p>£384.75</p>	<p>Screen and support pupils with dyslexic tendencies</p>	3, 5
<p>Regular assessments in phonics</p>	<p>Encourage peer tutoring programmes where pupils can support each other in literacy tasks, fostering collaboration and reinforcing learning through teaching. (Source – EEF)</p>	5

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

Budgeted cost: £43,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Collaboration and employment of Private Occupational Therapist</p> <p>Estimated Total £15,600</p>	<p>Work closely with occupational therapists to develop individualised sensory profiles for pupils and tailor interventions to their specific needs.</p> <p>sensory-impairment-in-special-schools</p>	1

Weekly Rate £400 per day		
Collaboration and employment of Private Speech & Language Services Estimated Total £13,650 Weekly rate £350 per day	Work closely with local and private speech and language therapy services to provide additional support and resources for pupils, ensuring that families are also involved in the communication development process.	3
Community Engagement Activities £27,970 <i>(Which equates to £9,323.33 per term)</i>	Facilitate community-based activities that allow pupils to practice self-regulation skills in real-world settings, helping them to generalise these skills outside of the school environment. (Source: EEF)	1, 4
Makaton workshops for parents – Free Parents to purchase own handbook	Makaton training to be offered to parents to support communication British Academy of Childhood Disability	1,3
Family Support Network	Family Outreach team within school to facilitate peer support among parents, allowing them to share experiences and strategies for managing the complexities of caring for children with special educational needs.	2

Total budgeted cost: £ 87,970

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Refer to previous Head Teachers document for 2022- 2024.

We are currently on track this academic year to meet our outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Private Speech and Language Therapist	Integrated Therapy Solutions
Private Occupational Therapist	Lucy Bates Children's Occupational Therapist

Review of the academic year April 25 – July 2025

Challenges	Evidence	Impact
1&2	<ul style="list-style-type: none">Adaptive Teaching training occurred £3,270- Makaton TLR's	Evidence seen in learning walks, book trawls that pupils work is being adapted both in content in books and in delivery much more consistently across the school First parent session well received with really positive feedback – see questionnaires as evidence

<p>4</p>	<p>Curriculum costs – Accessing off site provisions</p> <p>£9,323.33 spent on the following provisions;</p> <ul style="list-style-type: none"> • <i>Riverside House = £375 per visit</i> • <i>Forge Mill Farm = £190 per visit</i> • <i>Ashfield Gardens = £161.50 per group, per week</i> 	<p>Pupils are enjoying the range of activities offsite and this is feeding into their PfA meetings with Careers Lead on what they want to access post 16 and 19. Levels of independence are improving, emotional resilience is higher, pupils are less anxious about going off site due to the regular opportunities</p>
<p>5</p>	<p>Reading scheme purchased to support those pupils who have progressed beyond Little Wandle Scheme</p>	<p>£720 – Annual Subscription</p> <p>Paid</p> <p>Pupils are enjoying the new reading scheme and reading both in school and at home. They have a wider choice of texts that they are enjoying.</p>