

Pupil premium strategy statement – Hailey Hall 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	84
Proportion (%) of pupil premium eligible pupils	63%
Statement years covered:	2024-2025 2025-2026 2026-2027
Date this statement was published	18/12/25
Date on which it will be reviewed	18/12/26
Statement authorised by	Paul Delamaine
Pupil premium lead	Sara Hill
Governor / Trustee lead	Leah Bretton

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	Pupil Premium	£58050
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	Pupil Premium Plus	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>	Income	£58050

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy at Hailey Hall aims to sustain and achieve positive outcomes for disadvantaged pupils. Socio-economic disadvantage is not necessarily the primary challenge for pupils, although we have identified that there can be variance in outcomes for disadvantaged pupils across the school. This is most highlighted in social opportunities and wider experiences, academic attainment, and support.

The strategy is focused on the individual needs of our disadvantaged pupils, it is important to highlight that it will benefit all pupils, particularly where funding is spent on whole school approaches, such as high-quality teaching or curriculum wide interventions. Despite the intended outcome for disadvantaged pupils' outcomes to improve it will support non disadvantaged pupils to progress alongside also.

The key areas Hailey Hall school have identified for the pupil premium strategy remain as follows:

Closing the attainment deficit/catch up:

Closing the attainment deficit and ensuring pupils are catching up from missed education. Despite making some progress in this area, some PP pupils are still below age expectations in literacy, numeracy and/or spelling. This remains a focal point during the next academic year. The use of 'That Reading Thing', Catch Up Numeracy, UCAN Maths, Lexia and Maths Watch will continue to support this. Reading is a whole school focus; we intend on enhancing the enjoyment of reading across all curriculum areas and in turn expect to see pupils working towards age-related outcomes. We have recently enhanced our school library and continue to develop class readers/reading for pleasure in school. Additionally, alternative phonics interventions, as well as handwriting support, have been proposed for the next academic year.

Providing High quality teaching:

At the forefront of key priorities is ensuring that teaching staff are providing high quality teaching. This will involve in-house and external training, working with other professionals and sharing practice with other professionals. This is vital to ensuring PP pupils and all pupils make sufficient progress and meet their potential. The SEND Code of Practice highlights that 'provision is underpinned by high quality teaching and is compromised by anything less' (DfE and DoH 2015: para 1.24). As the needs of our pupils evolve, it is paramount that our practice also evolves to ensure we are providing

the best possible learning environment and high-quality practice to ensure individual progress and attainment.

Providing an Individualised approach:

As highlighted above the needs of our pupils are ever changing. It is essential that our practice and approach is fluid and changes for the individual. Some of our pupils may need support with being prepared for school (uniform, equipment, revision). Others may need additional education or mental health intervention, or staff support in lessons, fidget toys etc. An Individualised approach should ensure that all pupils needs are met, and any intervention is personalised to them. In 24/25 we identified an emerging need for pupils in Year 7 and their difficulties with social skills and development, to address this we introduced ‘Talk About for Teenagers’ weekly sessions during tutor period, we also funded a STEM project where pupils worked together to build robots. This was following advice from an educational psychologist.

Providing Well-being support:

As all our pupils have social, emotional, and mental health as their presenting need, constant and structured well-being support is essential. A significant number of pupils have significant trauma in early childhood, and some have diagnosis of attachment disorder. This creates a need for ongoing therapy. Following on from offering protective behaviour intervention and counselling, we have also added Art therapy and Lego Workshops to offer wider support and increase the availability. In September 2024 we introduced Zones of Regulation Curriculum sessions for all Year 7 pupils and ensured all Year 7 pupils were CAT4 tested upon entry to identify intervention and support needed swiftly. In Early 2025 we introduced a KS3 Language group to support pupils with speech and language difficulties to ensure we are holistically meeting the needs of pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions have highlighted disadvantaged pupils in general are often below age related expectations in reading, spelling and numeracy.

2	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.
3	Our observations, locality and catchment area often mean that parental engagement, particularly for our most disadvantaged pupils can be difficult.

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 reading, spelling and numeracy.	This should be highlighted in not only end of year assessment data but through the baseline data collection in September and June each year. An increased number of disadvantaged pupils should be working at age related expectations.
Disadvantaged pupils will have greater independence and confidence when engaging with the wider community and preparation for adulthood.	Providing opportunities for pupils to explore the wider community. Inviting relevant professionals to give careers talks. This should be identifiable through discussion, observations and use of the life skills passport with pupils and their families.
Disadvantaged pupils will have greater opportunities to experience the wider community, improving cultural capital.	Through attendance to wider activities observation, discussions, and demonstration of social independence skills
Disadvantaged pupils will have a personal and individualised approach to support their progress. This could be through equipment, extra tuition, or support with their mental health.	Through improved self-worth, self-esteem and participation throughout the curriculum documented by observations, wellbeing evaluations, motional data and conversations.

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.

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

Budgeted cost: £ 20,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support in class and to support intensive intervention.	Teaching assistants that are well deployed can support low attaining pupils overcome barriers to their learning (Education Endowment Foundation, 2021). This can support 4 months academic improvement across a school year.	1
One to One English 'That Reading Thing Intervention'	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit." (Education Endowment Foundation, 2021). One to one tuition allows for greater communication, relationship building and will address gaps in knowledge for individual pupils.	1
One to One 'UCAN' Math's intervention	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit." (Education Endowment Foundation, 2021). One to one tuition allows for greater communication, relationship building and will address gaps in knowledge for individual pupils.	1
'That Spelling Thing' Intervention	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit." (Education Endowment Foundation, 2021). One to one tuition allows for greater communication, relationship building and will address gaps in knowledge for individual pupils. The school are working with the SPLD team who are providing training in a bespoke spelling programme for pupils that are not making progress in spelling.	1
<i>Transition Programme & Summer School for new pupils</i>	The Education Endowment Foundation (2021) highlight that from research there is evidence that suggests that pupils from disadvantaged backgrounds, summer schools can be beneficial and if there is sustained small group teaching and intervention 5 months academic progress can be made	1,3

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

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and Snacks available for all pupils	Our own research has seen an improvement when breakfast has been provided to pupils.	1
School Counsellor Sessions	Social and Emotional learning enables pupils to develop relationships and self-regulation strategies that can support them with their wider learning, therefore increasing academic attainment by up to 4 months (Education Endowment Foundation,2021). It also supports pupils' general wellbeing and participation in the school community.	1,2
One to One/Small Groups Protective Behaviour Interventions	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition" (Education Endowment Foundation, 2021). This can support a 4 month increase in attainment as well as contributing to wellbeing and the wider school community.	1
Art Therapy Interventions	Social and Emotional learning enables pupils to develop relationships and self-regulation strategies that can support them with their wider learning, therefore increasing academic attainment by up to 4 months (Education Endowment Foundation,2021). It also supports pupils' general wellbeing and participation in the school community	1,2
Attendance Monitoring/Rewards - Half termly breakfast - Weekly 100% attendance awards -Individualised intervention for pupils	Pupils compete as a tutor group, supported by their tutors to achieve the most improved attendance over a ½ term period. Pupils and staff are updated weekly during the celebration's assembly. Additionally, responding to feedback from pupils for the second ½ of the Autumn term	1

	going forward, the highest attending tutor group will also receive the incentive of a cooked breakfast.	
Transport	Providing transport where possible for parental meetings, not only supports families financially but also allows them to be an active part of the school community	2,3
Uniform	“Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms” (Education Endowment Foundation, 2021). Ensuring school uniform is available for all pupils will enable pupils to be in school, ready to learn and equipped for the school day.	1,
Educational & Rewards Trips	All pupils should have access to positive experiences both inside and outside of the classroom although, there is little research to prove that trips support progress however, it is vital that pupils experience wider activities to enhance cultural capital.	1,2,3
Contingency Planning	A small fund will be kept ensuring that if any extra needs arise throughout the year, it will be available in a contingency fund. This can be used to meet individual needs or support a wider school strategy.	1,2,3

Total budgeted cost: £ 58,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupil Premium	Non-Pupil Premium
Reading	52.7%	47.6%
Spelling	52.7%	52.3%
Numeracy	63.9%	81%

Upon analysis, we find that 11 PP pupils did not complete their summer assessments, due to refusal or absence. Of the 25 who finished their assessments, 76% showed progress in Reading, 68% showed progress in spelling and 92% showed progress in numeracy.

If we then consider the progress of those who completed the summer assessment who were Non-Pupil premium, we can see that 58.8% of non-PP pupils made progress in reading, 64.7% made progress in Spelling and 100% made progress in Numeracy.

Overall, the data suggests that PP pupils are generally making better progress against Non-PP pupils in reading and Spelling.

Whole school incentive program: Pupils compete as a tutor group, supported by their tutors to achieve the most improved attendance over a term period. Pupils and staff are updated weekly during the Celebration's Assembly. Any prolific non-attenders are removed from the tutor total so that no tutor group is at an unfair disadvantage. The winning tutor group receive a cooked breakfast prepared by Mr Aldiss and Shelley Long, this is funded using Pupil Premium money.

All pupils with 100% attendance every week (Thursday to Thursday) are entered into a draw to win a £5 voucher.

All pupils in school are offered toast during tutor period in the morning, at break time and fruit if they wish throughout the day.

Throughout this academic year, we have been looking for tools and technology that will support pupils day-to-day but also support pupils in examinations. We have re-subscribed to Read & Write, an assistive technology package available for use by all

pupils and staff. Additionally, pupils can use the tool online whilst accessing Office 365 at home.

CPD has specifically focused on enhancing staff capacity to support some of our most vulnerable learners. Sessions have concentrated on key strategies such as scaffolding, modelling, the effective use of technology, and explicit instruction, ensuring that teaching approaches are purposeful, and evidence informed. Staff training has also centred on effective classroom management strategies and behaviour for learning – providing a forum for staff to work together and discuss some of our more challenging pupils and in turn, complete pupil anxiety maps and strategy sheets for pupils.

We have allocated more support and funding to enable attendance intervention to take place alongside academic intervention. We have identified this as an emerging need. Disadvantaged pupils' attendance is lower than their peers currently. Despite significant intervention and individual circumstances for many pupils, this is still something Hailey Hall aims to address over the coming academic year. We have already redesignated some teaching assistants to complete intervention activities with individual or small groups of pupils to enable quicker access to support for pupils.

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
Lexia	Lexia
Maths Watch	Maths Watch
Catch Up Numeracy	Catch Up
Forward with Phonics	Hertfordshire SPLD