

# Pupil premium strategy statement – Hill View School

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.

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	57
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 2025-26 2026-27
Date this statement was published	January 2025
Date on which it will be reviewed	June 2025
Statement authorised by	Stu Lambert
Pupil premium lead	Stu Lambert
Governor / Trustee lead	Jan Nock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
<b>Total budget for this academic year</b> <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>	£

# Part A: Pupil premium strategy plan

## Statement of intent

At Hill View School, our mission is to provide an outstanding educational experience for all learners, recognising their unique Speech, Language, and Communication Needs (SLCN) and Social, Emotional, and Mental Health (SEMH) needs. As a new school established in September 2024, we are committed to creating a nurturing and supportive environment where every learner can thrive. Our Pupil Premium strategy is designed to ensure that all learners, particularly those who are disadvantaged, make significant progress and achieve high attainment across all areas of our **robust, relevant, and responsive curriculum**.

Our core focus is on addressing the specific needs of our learners through a multi-faceted approach encompassing:

- **Speech, Language, and Communication:** Targeted interventions and support to develop essential communication skills.
- **Social, Emotional, and Mental Health:** A proactive and supportive approach to fostering emotional well-being and resilience.
- **Trauma-Informed and Relational Behaviour Approach:** Creating a safe, predictable, and understanding environment that prioritises relationships and addresses the impact of potential trauma.

### Challenges

Our learners face a variety of challenges, which our Pupil Premium strategy aims to address:

- **Significant Speech, Language, and Communication Need:** Many of our learners have complex communication difficulties, which can impact their academic progress and social interactions.
- **Social, Emotional, and Mental Health Needs:** Learners may experience anxiety, low self-esteem, difficulty regulating emotions, and challenges with social interaction, all of which can affect their ability to learn and engage.
- **Impact of Potential Trauma:** Some learners may have experienced adverse childhood experiences, requiring a sensitive and trauma-informed approach to support their well-being and learning.
- **New School Establishment:** As a newly established school, we are in the process of developing and embedding systems, resources, and expertise to meet the diverse needs of our learner population.
- **Potential Impact of High Mobility and Broken Educational Placements:** A number of our learners may have experienced multiple changes in their educational placements and/or home environment. This high mobility can lead to significant disruptions in their learning, social relationships, and emotional well-being. Frequent moves can result in:

- **Gaps in learning:** Learners may miss out on crucial curriculum content, leading to fragmented knowledge and skills development.
- **Difficulty establishing relationships:** Frequent changes can make it challenging for learners to form secure attachments with peers and adults, impacting their social development and sense of belonging.
- **Emotional and behavioural difficulties:** The instability associated with high mobility can contribute to increased anxiety, stress, and challenges in managing emotions and behaviour.
- **Lack of continuity in support:** Learners may experience inconsistencies in the support they receive for their SLCN and SEMH needs, hindering their progress.
- **Assessment and identification challenges:** Frequent moves can make it difficult to accurately assess learners' needs and track their progress over time.
- **Difficulties with transitions:** Learners may find it hard to adjust to new school environments, routines, and expectations, leading to disengagement and anxiety.
- **Higher proportion of disadvantaged learners:** Disadvantaged learners, learners with Social Workers, LAC, at risk young people and those living in areas of high deprivation have additional challenges to overcome.

### Intended Outcomes

Our Pupil Premium strategy aims to achieve the following outcomes:

- **Improved Speech, Language, and Communication Skills:** Learners will demonstrate significant progress in their speech, language, and communication abilities, enabling them to access the curriculum and engage in meaningful social interactions.
- **Enhanced Social, Emotional, and Mental Well-being:** Learners will develop improved emotional regulation, resilience, and social skills, leading to greater confidence and engagement in learning.
- **Reduced Impact of Potential Trauma:** Through a trauma-informed approach, we will create a supportive environment that minimises the negative impact of potential trauma on learners' well-being and learning.
- **Closing the Attainment Gap:** Learners will make accelerated progress, closing the attainment gap across all subject areas.
- **Sustained High Attainment for All Learners:** We aim to maintain and further improve the attainment of all learners, including those who are already high-achieving in previous settings.
- **Successful Transition to Adulthood:** To prepare all learners to lead a fulfilled adult life with a wide range of opportunities available to them.

### Activity in this Academic Year

Our Pupil Premium funding will be used to support a range of evidence-based activities and interventions, including:

### High-Quality Teaching and Learning

- **Investment in specialist CPD for staff:** To ensure all teachers and support staff are equipped with the expertise to meet the SLCN and SEMH needs of our learners, focusing on evidence-based strategies such as:
  - Precision Teaching
  - Lego Therapy
  - Drawing and Talking
  - ELSA
  - Social Stories
  - Colourful Semantics
  - Early Language Intervention
  - Trauma Informed Schools UK
  - Bounce
- **Development of a robust, relevant, and responsive curriculum:** Tailored to meet the specific needs and interests of our learners, with a focus on developing essential skills in literacy, numeracy, and communication.
- **Differentiation and personalised learning:** Providing tailored support and challenge to ensure all learners, including those who are disadvantaged, make progress from their individual starting points.
- **Embedding the use of assistive technology:** To enhance communication and access to the curriculum for learners with SLCN, including communication aids, software, and apps.
- **Small-group and 1:1 interventions:** Targeted support for learners who require additional help with specific aspects of speech, language, communication, or social-emotional development.

### **Targeted Academic Support**

- **Specialist speech and language support:** Employing SLCN consultant to assess and provide individual and group advice/support to address specific speech, language, and communication difficulties.
- **Occupational Therapy:** Employing qualified OTs to support learners in their development of fine and gross motor skills as well as ensuring their sensory needs are met.
- **Educational Psychologist:** Employing qualified EPs to support with assessments of learners and to advise staff on appropriate strategies.

- **Evidence-based interventions:** Implementing targeted programmes to address specific learning needs, such as reading and writing interventions.
- **Targeted SEMH interventions:** Implementing programmes such as social skills groups, emotion coaching, and mindfulness to support learners' social-emotional development.

### Wider Approaches

- **Developing a strong school culture:** Creating a positive, inclusive, and supportive school ethos that prioritises the well-being of all learners underpinned by the Hill View vision, values and fundamentals.
- **Implementing a trauma-informed and relational behaviour approach:** Training staff in trauma-informed practices and developing a whole-school approach to behaviour that emphasises relationships, empathy, and understanding.
- **Prioritising mental health and well-being:** Providing access to counselling, mentoring, and other support services to address learners' mental health needs.
- **Engaging parents and carers:** Building strong partnerships with parent carers to support learners' learning and well-being at home, including workshops, training, and communication strategies.
- **Enrichment activities:** Providing a range of extracurricular (during the school day) activities and experiences to broaden learners' horizons, develop their talents, and foster a sense of belonging.
- **Targeted support for vulnerable groups:** Providing additional support for learners with a social worker, young carers, and other vulnerable groups, regardless of whether they are eligible for Pupil Premium funding.

### 5. Monitoring and Evaluation

We will rigorously monitor the impact of our Pupil Premium strategy through:

- **Regular tracking of learner progress:** Using a range of assessment tools to monitor the attainment and progress of all learners, with a particular focus on disadvantaged learners.
- **Analysis of data:** Regularly analysing data on attainment, attendance, behaviour, and well-being to identify trends and areas for improvement.
- **Learner voice:** Gathering feedback from learners about their experiences and the effectiveness of interventions.
- **Staff feedback:** Seeking regular feedback from staff on the implementation and impact of the strategy.

- **Parent carer feedback:** Engaging with parents and carers to gather their perspectives on the impact of the strategy on their children's progress and well-being.
- **External review:** Seeking external expertise to review and evaluate the effectiveness of our Pupil Premium strategy.
- **Termly reports** to the Governing Body detailing impact of the strategy.

### Sustainability

We are committed to ensuring the long-term sustainability of our Pupil Premium strategy by:

- **Building staff capacity:** Investing in ongoing professional development to embed expertise in meeting the needs of learners with SLCN and SEMH.
- **Developing resources and infrastructure:** Ensuring that our school environment and resources are designed to support the needs of our learners.
- **Sharing best practice:** Collaborating with other schools and professionals to share expertise and learn from others.
- **Continuously reviewing and refining our approach:** Regularly evaluating the effectiveness of our strategy and making adjustments as needed to ensure it remains responsive to the evolving needs of our learners.

### Review

- This Pupil Premium Strategy will be reviewed annually in June and updated to reflect the ongoing needs of our learners and the latest evidence on effective practice.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Significant Speech, Language, and Communication Needs (SLCN):</b> Many learners have complex communication difficulties, which can impact their academic progress and social interactions.
2	<b>Social, Emotional, and Mental Health (SEMH) Needs:</b> Learners may experience anxiety, low self-esteem, difficulty regulating emotions, and challenges with social interaction, all of which can affect their ability to learn and engage.
3	<b>Impact of Potential Trauma:</b> Some learners may have experienced adverse childhood experiences, requiring a sensitive and trauma-informed approach to support their well-being and learning.

4	<b>New School Establishment:</b> As a newly established school, there is a process of developing and embedding systems, resources, and expertise to meet the diverse needs of the learner population.
5	<b>Potential Impact of High Mobility and Broken Educational Placements:</b> A number of learners may have experienced multiple changes in their educational placements and/or home environment. This high mobility can lead to significant disruptions in their learning, social relationships, and emotional well-being.
6	<b>Higher proportion of disadvantaged learners:</b> Disadvantaged learners, learners with Social Workers, looked after children (LAC), Young Carers and those living in areas of high deprivation have additional challenges to overcome.

## 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
<i>Improved Speech, Language, and Communication Skills (Addressing Challenge 1)</i>	<ul style="list-style-type: none"> <li>- Learners demonstrate measurable progress in their speech, language, and communication skills as assessed by SALT assessments, standardised tests, and teacher observations.</li> <li>- Increased learner confidence and participation in classroom discussions and activities.</li> <li>- Improved ability to access the curriculum and express their needs effectively.</li> </ul>
Enhanced Social, Emotional, and Mental Well-being (Addressing Challenge 2)	<ul style="list-style-type: none"> <li>- Reduced anxiety and improved emotional regulation as evidenced by behaviour observations, learner self-reports, and well-being scales.</li> <li>- Improved social skills and relationships with peers and adults.</li> <li>- Increased learner resilience and coping mechanisms.</li> </ul>
Reduced Impact of Potential Trauma (Addressing Challenge 3)	<ul style="list-style-type: none"> <li>- Learners demonstrate increased engagement in learning and reduced trauma-related behaviours.</li> <li>- Improved sense of safety and trust within the school environment.</li> <li>- Staff are confident in implementing trauma-informed practices.</li> </ul>
Successful Navigation of New School Establishment (Addressing Challenge 4)	<ul style="list-style-type: none"> <li>- Effective systems and resources are in place to support all learners' needs.</li> <li>- Staff have the necessary expertise and training to address SLCN and SEMH.</li> <li>- Strong partnerships are established with parent carers and external agencies.</li> </ul>



Mitigated Effects of High Mobility and Broken Educational Placements (Addressing Challenge 5)	<ul style="list-style-type: none"> <li>- Gaps in learning are identified and addressed through targeted interventions.</li> <li>- Learners experience smooth transitions between schools and settings.</li> <li>- Learners develop a sense of belonging and build positive relationships within the school community.</li> </ul>
Closing the Attainment Gap for Disadvantaged Learners (Addressing Challenge 6)	<ul style="list-style-type: none"> <li>- Disadvantaged learners make accelerated progress in all subject areas, reducing the attainment gap with their peers.</li> <li>- Increased proportion of disadvantaged learners achieving age-related expectations or above.</li> </ul>
Sustained High Attainment for All Learners	<ul style="list-style-type: none"> <li>- All learners, including those already high-achieving, continue to make good progress and achieve their full potential.</li> </ul>
Successful Transition to Adulthood	<ul style="list-style-type: none"> <li>- All learners will be supported to develop the skills needed to access further education, training or employment.</li> <li>- All learners will be supported to develop independence skills needed to access fulfilling adult lives.</li> </ul>

## 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: £ *Hill View is a new school so funding allocation not yet confirmed*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality CPD for all staff on SLCN, SEMH, and trauma-informed practice (inc relational approach). This includes training on specific interventions.	<b>EEF</b> - Guidance Reports: The EEF emphasises the importance of high-quality CPD for improving teaching and learning. The guidance reports on "Special Educational Needs in Mainstream Schools" and "Social and Emotional Learning" which is still relevant across Hill View School.	1,2,3,4
Develop a whole-school approach to supporting learners	<b>EEF</b> - Guidance Report "Special Educational Needs in Mainstream Schools": This report recommends a whole-school approach to supporting learners with SEN,	1,2,3,4,5,6

<p>with SLCN and SEMH. This includes creating a positive and inclusive school culture, embedding consistent strategies across the curriculum, and ensuring all staff have a shared understanding of learners' needs.</p>	<p>emphasising the importance of a shared vision, consistent practices, and strong leadership.</p> <p><b>DfE</b> - "Mental health and behaviour in schools" (2018): This guidance highlights the need for a whole-school approach to promoting positive mental health and behaviour.</p> <p><b>Anna Freud Centre</b> - Mentally Healthy Schools: Provides resources and guidance on creating a whole-school approach to mental health.  <a href="https://www.mentallyhealthyschools.org.uk/">https://www.mentallyhealthyschools.org.uk/</a></p>	
<p>Implement a robust induction programme for new staff that includes training on SLCN, SEMH, trauma-informed practice, and the school's specific approaches and interventions.</p>	<p><b>EEF</b> - Guidance Report "Putting Evidence to Work - a School's Guide to Implementation": This report highlights the importance of effective induction and support for new staff to ensure successful implementation of any new approach or intervention.</p>	4
<p>Provide ongoing mentoring and support for all staff, particularly those who are new to the school or new to working with learners with SLCN and SEMH.</p>	<p><b>EEF</b> - Teaching and Learning Toolkit - Mentoring: The EEF highlights the positive impact of mentoring on teacher development and retention.</p> <p><b>Education Support Partnership</b>: Provides support and resources for teacher well-being and mental health.  <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a></p>	4
<p>Recruit staff with expertise and experience in SLCN and SEMH, including qualified teachers, teaching assistants, and support staff.</p>	<p><b>DfE</b> - Guidance and research on recruiting and retaining teachers.</p>	4
<p>Develop a strong staff well-being programme that recognises the emotional demands of working with learners with complex needs and promotes a supportive and collaborative work environment.</p>	<p><b>Education Support Partnership</b>: Provides resources and support for teacher well-being.</p> <p><b>Anna Freud Centre</b>: Offers resources and training on staff well-being in schools.</p> <p><b>DfE</b> - "Teacher well-being and workload survey": The DfE publishes data on teacher well-being and workload, which can inform the development of effective well-being programmes.</p>	2,3,4

Embed a coaching culture across the school where all staff are supported to engage in regular coaching conversations focussed on their professional practice and development.	<p><b>Education Development Trust:</b> Delivers programmes and research on effective coaching in schools. <a href="https://www.educationdevelopmenttrust.com/">https://www.educationdevelopmenttrust.com/</a></p> <p><b>Ambition Institute:</b> Provides professional development programmes that incorporate coaching approaches. <a href="https://www.ambition.org.uk/">https://www.ambition.org.uk/</a></p> <p><b>Teaching and Learning Toolkit - Mentoring and Coaching:</b> While the EEF toolkit focuses primarily on the impact of mentoring and coaching <i>on pupils</i>, it acknowledges the potential benefits of coaching for teachers.</p>	1,2,3,4,6
Develop precision teaching 'champions' across the school to provide support to colleagues in implementing this approach.	<p><b>NASEN:</b> provides information and resources on precision teaching.</p> <p><b>British Journal of Special Education:</b> Features articles on precision teaching and its effectiveness.</p> <p><b>Solity, J. (2008)</b> What is Precision Teaching and How Do You Do It?</p>	
<i>Develop expertise in dialogic teaching across the school to ensure that all staff are skilled in facilitating high-quality classroom talk and using dialogue to support learning.</i>	<p><b>EEF - Teaching and Learning Toolkit - Oral Language Interventions:</b> Highlights the impact of dialogic activities</p> <p><b>Robin Alexander - A Dialogic Teaching Companion:</b> Provides a comprehensive overview of dialogic teaching. Specifically <b>Explicit Structure and Scaffolding:</b> Dialogic teaching, with its emphasis on clear structures for talk and the use of carefully designed prompts and questions,</p> <p><b>Thinking Together Project:</b> Offers resources and research findings on a specific dialogic approach. <a href="https://thinkingtogether.educ.cam.ac.uk/">https://thinkingtogether.educ.cam.ac.uk/</a></p>	1,5,6

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

Budgeted cost: £ Hill View is a new school so funding allocation not yet confirmed

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in specialist Speech and Language Therapy/Consultancy (SALT) assessments, individual and group support.	<p><b>"Talking about a Generation"</b> reports (2017): These reports highlighted the impact of unmet communication needs and the benefits of early intervention. <a href="https://www.bercow10yearson.com/">https://www.bercow10yearson.com/</a></p> <p><b>"Still Not Getting It" Report (2023)</b> This highlights the need for educational settings to provide effective support for children who are struggling with their speech, language and communication needs</p>	1,2,3,6

	<b>"Giving Voice to the Silent Many" Report from the RCSLT (2021)</b> This report contains evidence about meeting the speech, language and communication needs of looked-after children.	
Employ a qualified Educational Psychologist (EP) to undertake specialist assessments and provide evidence-based strategies for learners with complex needs and support staff CPD.	EPs are trained to assess and support learners with a wide range of needs, including SLCN, SEMH, and those who have experienced trauma. Their expertise can inform targeted interventions: British Psychological Society (BPS): <a href="https://www.bps.org.uk/">https://www.bps.org.uk/</a>	1, 2, 3, 4, 5, 6
Employ a qualified Occupational Therapist (OT) to undertake specialist assessments and provide evidenced-based strategies for learners with complex needs, including sensory needs.	Royal College of Occupational Therapists states that OT interventions improve outcomes in areas such as motor skills, sensory processing, concentration, behaviour regulation and access to the curriculum: <a href="https://www.rcot.co.uk/">https://www.rcot.co.uk/</a>	1, 2, 3, 6
Implement evidence-based literacy interventions, tailored to the needs of learners with SLCN. (e.g. Early Language Intervention, Colourful Semantics, Black Sheep Press resources)	The National Literacy Trust conducts and compiles research on various aspects of literacy development, including the needs of learners with SLCN. <a href="https://literacytrust.org.uk/">https://literacytrust.org.uk/</a> EEF research strongly supports oral language interventions, phonics, and reading comprehension strategies. Their guidance reports also promote high-quality teaching and targeted support, all crucial for learners with SLCN.	1,2,6
Implement evidence-based numeracy interventions, adapted for learners with SLCN and SEMH.	<b>Improving Mathematics in Key Stages 2 and 3:</b> This report offers eight recommendations to improve maths teaching. Recommendations particularly relevant for learners with SLCN and SEMH include: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-ks3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-ks3</a> <b>Teaching and Learning Toolkit - Numeracy Interventions:</b> The EEF toolkit highlights the positive impact of numeracy interventions, particularly for low-attaining learners.	2,6
Provide targeted support for learners who have experienced high	<b>Centre for Child and Family Research, Loughborough University:</b> This research centre conducts ongoing research into the lives of vulnerable children and young	5, 6

<p>mobility and broken educational placements. (e.g., 1:1 tutoring, mentoring, additional transition support, use of precision teaching)</p>	<p>people, including those in care and those who have experienced multiple transitions.</p> <p><b>EEF research</b> shows one-to-one and small group tuition significantly boosts progress, especially when targeted to individual needs. Mentoring and transition strategies also have positive impacts. These approaches, alongside trauma-informed practices, are crucial for supporting learners with high mobility.</p> <p><b>Centre for the Study of Special and Inclusive Education (NASEN):</b> While direct, large-scale UK studies on precision teaching are limited, NASEN highlights its potential benefits for learners with SEN, including those with gaps in their learning. Its focus on fluency and mastery of foundational skills makes it potentially suitable for learners who have missed key concepts due to mobility.</p>	
<p>Purchase and implement a DfE-validated Systematic Synthetic Phonics programme, adapted for the specific needs of learners with SLCN.</p>	<p>Phonics approaches are effective for improving reading accuracy, and adaptations can be made for learners with SLCN: EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>5,6</p>
<p>Implement and embed whole school approach to SEMH by way of BOUNCE (to include Lego Therapy, Social Stories, Draw and Talk)</p>	<p>The EEF Teaching and Learning Toolkit highlights SEL approaches as having an average impact of +4 months' progress on academic outcomes. The EEF emphasises that SEL approaches have a positive impact on behaviour, mental health, and well-being, which are key areas of focus for Hill View School.</p> <p>The toolkit suggests that SEL is particularly beneficial for disadvantaged learners and those with SEMH needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2,3,6</p>
<p>Embed dialogic activities across the school curriculum, with resources and training for staff.</p>	<p>The EEF Teaching and Learning Toolkit places significant emphasis on oral language interventions, highlighting their strong positive impact on learning outcomes.</p> <p>Dialogic activities, such as structured discussions and debates, are a key component of effective oral language interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>The EEF acknowledges the importance of dialogic teaching as a pedagogical approach that promotes high-quality classroom talk.</p> <p>The EEF's "<b>Putting Evidence to Work: A School's Guide to Implementation</b>" guidance report highlights the importance of using dialogue and interaction to encourage pupils to "reason, discuss, argue, and explain, rather than simply give the expected answers."</p>	

	<ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></li> </ul>	
Enhance the use of assistive technology to support communication and access to the curriculum for learners with SLCN.	Assistive technology can improve communication, independence, and academic outcomes for learners with SLCN: <a href="https://www.communicationmatters.org.uk/">https://www.communicationmatters.org.uk/</a>	1,6
Provide access to therapeutic interventions such as counselling, play therapy, or art therapy to support learners' emotional well-being.	Therapeutic interventions can address the emotional and psychological impact of trauma and other challenges, promoting resilience and engagement in learning as documented by: <ul style="list-style-type: none"> <li>- Anna Freud Centre</li> <li>- EEF</li> <li>- PTUK (Play Therapy UK)</li> <li>- BACP (British Association for Counselling and Psychotherapy)</li> </ul>	2,3,6

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

Budgeted cost: £ Hill View is a new school so funding allocation not yet confirmed

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice from the DfE's guidance on "Working Together to Improve School Attendance." This includes training, staff release time, and potentially appointing attendance/support officers.	<p><b>DfE Guidance "Working Together to Improve School Attendance":</b> This guidance draws on effective practices from schools that have successfully reduced absence rates. It emphasises clear expectations, early intervention, and strong communication with families.</p> <p><b>EEF Toolkit - Behaviour Interventions:</b> Highlights that school-based interventions can have a positive impact on reducing truancy.</p> <p><b>Education Support Partnership:</b> Offers resources and support to improve staff well-being, which can indirectly impact on attendance.</p>	5,6
Analyse attendance data to identify patterns and trends, and develop targeted interventions for learners with poor	<p><b>EEF Guidance Report - Putting Evidence to Work - A School's Guide to Implementation:</b> Emphasises the importance of using data to inform decision-making and monitor the impact of interventions.</p> <p><b>DfE Guidance - Using Data to Improve Outcomes:</b> Encourages schools to analyse attendance data to identify at-risk learners and tailor support.</p>	1,2,3,5,6

attendance, particularly those with SLCN, SEMH, and those who have experienced high mobility.		
Whole-staff training on behaviour management, trauma-informed practice, and relational approaches. This will include training on de-escalation techniques, restorative practices, and supporting learners with SEMH needs.	<p><b>EEF Toolkit - Behaviour Interventions:</b> Shows that both targeted interventions and universal approaches can improve behaviour.</p> <p><b>EEF Guidance Report - Improving Behaviour in Schools:</b> Provides recommendations on creating a positive school environment, teaching self-regulation, and using evidence-based behaviour management strategies.</p> <p><b>UK Trauma Council:</b> Offers resources and training on trauma-informed practice. <b>Trauma Informed Schools UK:</b> Provides training and support to help schools become trauma-informed.</p>	2,3,5
Embed a consistent, whole-school behaviour policy that is aligned with the principles of trauma-informed practice and relational approaches, with a focus on early intervention and support.	<p><b>EEF Guidance Report - Improving Behaviour in Schools:</b> Emphasises the importance of a consistent whole-school approach to behaviour management.</p> <p><b>DfE - "Mental health and behaviour in schools" (2018):</b> Highlights the need for clear behaviour policies that are understood by all staff and learners.</p>	2,3,5
Train staff to become Mental Health First Aiders to provide initial support to learners experiencing mental health difficulties and signpost them to appropriate services.	<p><b>Mental Health First Aid England:</b> Provides training and resources on Mental Health First Aid.</p> <p><b>Evaluation of MHFA in Schools:</b> Studies have shown that MHFA training can increase staff confidence in supporting learners with mental health needs.</p>	2,3
Provide a wide range of enrichment activities that expose learners to different cultural experiences, such as museum visits, theatre trips, guest speakers, and workshops.	<p><b>DfE - Guidance on promoting cultural capital:</b> The DfE has emphasised the importance of cultural capital in the National Curriculum and Ofsted framework.</p> <p><b>Arts Council England:</b> Offers resources and funding opportunities to support arts and cultural activities in schools.</p> <p><b>EEF - Toolkit strands</b> such as 'Extra Curricular Activities' and 'Arts Participation' demonstrate some positive impact on academic attainment as well as wider outcomes such as improved attendance and behaviour.</p>	5,6

<p>Develop a curriculum that reflects the diversity of British society and promotes an understanding and appreciation of different cultures.</p>	<p><b>The Runnymede Trust:</b> Provides resources and research on race equality and cultural diversity.</p> <p><b>British Values in Schools:</b> Guidance and resources on promoting fundamental British values, including mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>6</p>
<p>Create opportunities for learners to engage with their local community, such as through volunteering, community projects, or partnerships with local organisations.</p>	<p><b>EEF</b> finds that extracurricular activities have a positive impact on academic attainment with a stronger impact found for disadvantaged learners. They also state that there is a positive impact on wider outcomes such as improved attendance and attitudes towards school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><b>"Learning Away: Final evaluation report" (2017):</b> While focused on residential experiences, this evaluation provides valuable insights into the impact of taking learning beyond the classroom. It found that high-quality residential experiences (which often include elements of community engagement) can lead to:</p> <ul style="list-style-type: none"> <li>- Improved engagement in learning</li> <li>- Increased resilience and well-being</li> <li>- Stronger relationships with peers and teachers</li> <li>- Development of new skills and interests</li> </ul>	<p>5,6</p>

**Total budgeted cost: £ Hill View is a new school so funding allocation not yet confirmed**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Not applicable as Hill View School opened in September 2024.

### 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

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

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