

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	59
Proportion (%) of pupil premium eligible pupils	83%
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)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Stu Lambert
Pupil premium lead	Stu Lambert
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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>	£64,870

Part A: Pupil premium strategy plan

Statement of intent

At Hill View School, our core purpose is to provide a safe, supportive, and nurturing environment where every learner can thrive. Our Pupil Premium strategy is synonymous with our whole-school strategy, rooted in the belief that for learners with Social, Emotional, and Mental Health (SEMH) needs, academic Excellence is only achievable through a profound commitment to Equity, all of which is delivered via our therapeutic Culture.

This strategy is our plan to bring that vision to life for our disadvantaged learners. We move beyond managing behaviour to understanding it as a communication of unmet needs. Therefore, this funding is primarily aimed at creating a consistently therapeutic environment, founded on a trauma-informed, relational approach. We will invest in the systems, training, and resources that enable us to meet learners 'where they are', utilising core strategies like our 'Bounce' approach to support co-regulation and foster the emotional literacy they need to feel safe and ready to learn.

Our strategy is a targeted plan to address the significant and complex barriers our learners face, particularly the intersection of SEMH with co-occurring needs like Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN). We aim to use Pupil Premium funding to ensure every disadvantaged learner can overcome these barriers, access our ambitious curriculum, and develop the skills and resilience needed for a successful and fulfilled life after Hill View.

Challenges

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

Challenge number	Detail of challenge
1	Significant barriers to attendance. Our baseline data from 2024-25 shows 69.09% of learners are persistently absent, and the overall absence rate is 29.3%, resulting in significant lost learning time.
2	Social, Emotional, and Mental Health (SEMH) 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.
3	Need for a consistent, therapeutic environment. The impact of trauma and previous broken educational placements requires a highly consistent, restorative, and relational approach from all staff to ensure learners feel safe and are ready to learn.
4	Barriers to accessing the curriculum and demonstrating learning. Many learners face significant challenges with literacy and numeracy, compounded by

	their primary needs. Some require assistive technology to overcome writing and communication barriers.
5	Engaging families and building strong home-school partnerships. The complex needs of our learners and their families require a dedicated support role to build trust and work collaboratively to improve attendance and wellbeing.

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 attendance for all learners, particularly the disadvantaged cohort.	The persistent absence rate for PP-eligible learners decreases significantly from the baseline of 69.09%. Overall attendance for this group improves year-on-year.
Learners develop improved emotional literacy and self-regulation skills.	A reduction in the number of behavioural incidents and suspensions from the 2024-25 baseline. Data from Boxall Profiles and learner voice show improved SEMH outcomes. Learners increasingly use co-regulation strategies.
Disadvantaged learners make accelerated academic progress from their starting points.	School data, including from the 'Insight' platform, shows disadvantaged learners are making substantial progress against their individualised curriculum and EHCP targets.
Enhanced engagement from families of disadvantaged learners.	PFSA casework demonstrates successful and proactive engagement with targeted families. Parent survey feedback shows improved parental confidence and communication.
Learners have equitable access to the curriculum and technology.	Learners are observed confidently using assistive technology to access learning. The attainment gap between disadvantaged learners and their peers is closed.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Programme Specialist training for all staff in Restorative Practice, 'Talk for Writing', Therapeutic Maths, and the links between SEMH and SLCN.	The EEF's guidance on Special Educational Needs in Mainstream Schools , while for mainstream, provides a key evidence base for all SEN settings, highlighting that high-quality, ongoing CPD is essential. For our learners, training in Social and Emotional Learning (+4 months) and Oral Language Interventions (+5 months) is not only beneficial but fundamental to addressing their primary needs.	2, 3, 4
Curriculum & Teaching Resources	The EEF's guide on Putting Evidence to Work: A School's Guide to Implementation makes it clear that for any new approach to be successfully embedded, appropriate resources must be in place. This funding will secure the most essential resources to ensure fidelity to our chosen evidence-based models.	4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioning of Clinical Services Team (Educational Psychologist, Speech and Language Therapist, Occupational Therapist).	The EEF's SEN guidance recommends working closely with specialists. For learners with complex SEMH needs and EHCPs, this expert support is essential to unpick underlying needs, inform high-quality adaptive teaching, and plan effective, targeted interventions.	2, 3, 4
Diagnostic Assessment Tools (e.g., Boxall Profile).	In line with the EEF's guidance on Implementation , using robust diagnostic tools is crucial. The Boxall Profile will allow us to understand learners' underlying SEMH needs, target support precisely, and measure the impact of our interventions, which is the core purpose of a specialist SEMH school.	2, 3
Adaptive Technology, IT Hardware & Interventions	The EEF Toolkit strand on Digital Technology (+4 months) is particularly relevant for learners whose SEMH needs create anxiety around traditional tasks, such as handwriting. Technology can reduce these anxieties and provide	4

	alternative ways to access the curriculum and demonstrate learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Family Support Advisor (PFSA). Funding to secure a PFSA post to directly address the critical barrier of persistent absence.	The EEF Toolkit highlights Parental Engagement as a high-impact approach (+4 months). For families whose children have SEMH needs and may have had negative past experiences with education, a dedicated, trusted adult is a key strategy for building partnerships and improving attendance.	1, 5
Purchase of high-impact sensory regulation resources & Outdoor Education Provision.	The EEF's guidance on Improving Behaviour in Schools recommends a safe and predictable environment. For our learners with SEMH and ASD, this must include being sensory-friendly. This investment will provide targeted resources to support co-regulation in classrooms. Outdoor education provides a powerful context for learners to develop crucial Self-regulation strategies (+5 months).	1, 2, 3

Total budgeted cost: £ 64,870

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year, 2024-25, was our first year as a new school. Our Pupil Premium strategy focused on establishing the foundations of our provision in incredibly challenging circumstances. We faced significant and unforeseen issues with our new building and worked through the complexities of some initial learner placements that were not right for our setting. The review of our first year, therefore, is about what we have learned and how that has shaped our strategy moving forward.

Our main priority was to establish our therapeutic culture. We successfully invested in training for all staff, embedding our relational, trauma-informed ethos and our 'Bounce' approach to co-regulation. This has been a notable success in creating a safe and welcoming school environment.

We used a significant portion of our funding on specialist consultancy from Speech and Language Therapists, Occupational Therapists, and an Educational Psychologist. This was vital. Their diagnostic work provided us with a clear picture of our learners' needs, highlighting the high number of learners with complex, co-occurring SLCN and ASD. This confirmed that our investment in this area was correct and showed us that we needed a more formal, integrated 'Clinical Team' going forward.

Academically, our focus was on getting the basics right: establishing assessment systems and rolling out our new curriculum. However, the end-of-year data, particularly on attendance (69.09% Persistent Absence), made it very clear that before we can accelerate academic progress, we must do more to overcome the wider, non-academic barriers our learners and their families face.

Our learning from last year has been instrumental in shaping our new, more targeted strategy. We now know that investing in a dedicated Parent Family Support Advisor and enhancing our wider therapeutic provision is not an optional extra, but an absolute necessity for our learners to attend school and be ready to learn.

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: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)