

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2024 to 2025, 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	Abbey Hill Academy
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	10.9.24
Date on which it will be reviewed	1.12.24
Review and Recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Sarah O'Donnell Vice Principal
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,950 estimated
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	£145,950 estimated

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- At Abbey Hill Academy we aim for all of our students to receive a high quality education and level of care through a culture of positive attitudes, high expectation and aspiration.
- It is our aim that all students are involved in an inspiring, personalised curriculum that enables them to flourish academically and socially.
- We want all of our students to feel safe and secure during their time with us and for that reason we have a very robust, caring pastoral system.
- We aim to ensure that there is no distinguishable gap between our students receiving pupil premium and those that do not.
- We provide opportunities and experiences our students wouldn't otherwise be able to access.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Provide Occupational Therapy support for children who need help with their sensory and emotional regulation, teaching them how to self-regulate and training both staff and parents how to plan regulation activities into the child's day, thus ensuring the students are ready to learn and can access the curriculum. Also, to develop motor control strategies to enable students to improve their handwriting and/or tackle self-help tasks such as using a knife and fork or to fasten zips and buttons to develop independence.
- Provide Educational Psychologist support to examine students' behaviours and co-ordinate plans to support students who have experienced trauma or display challenging behaviours. The 'Teen Life Programme' will support students with ASD and their parents to understand the difficulties faced at this period in their lives and how to overcome them.
- Alliance therapeutic services will provide students with anxiety or who have experienced trauma, an outlet and coping strategies.
- Provide Speech and Language Therapy to develop students' communication skills in all contexts, including families as a vital part of the process.
- Additional teaching assistant support will create smaller group sizes and allow for targeted, individualised learning.
- Investing in a combined assessment and parent communication package (*Evidence for Learning*) will enable us to accurately assess students' knowledge and skills whilst being able to celebrate this with parents and carers. Evidence for Learning introduced September 2024.
- Phonics programme is now implemented throughout school (2023-24). School will now engage with new 'Little Wandle Code' trial programme. Focused QA

this academic year will ensure programme is delivered consistently and students make at least expected progress from their starting points.

- Mathematical concepts and real life learning opportunities will be embedded into the daily curriculum through the use of Numicon and the Maths for Life programme to develop students' mathematical knowledge.
- Provide inspirational and engaging learning opportunities for students with students in the informal curriculum to create a base for educational development. Planning will include enriching and inspirational starting points linked to music, art and/ or outdoor experiences. A planned outward bound residential trip will offer experiences our students have never had before as well as respite for parents.
- 'Thrive' intervention for individual students as well as a whole school approach to improving the mental health and wellbeing of our students.
- Adaptation of curriculum due to the increasingly diverse needs of our learners.
- Review and development of visual communication systems, introducing Widgit as a symbol system and using this tool for all resources going forward.

What are the key principles of your strategy plan?

- All students will be offered the bespoke support they need in order to achieve academically whilst also being happy, well regulated children.
- Ensure students are assessed accurately with a wide evidence base with targeted support put in place accordingly.
- Families are enabled to play a big part in their child's school life through regular individual achievement updates from school and working with our various therapy teams.
- All students will have access to a high quality phonic curriculum which develops their reading and spelling skills.
- All students will have access to a high quality numeracy curriculum which develops real life maths opportunities and deepens students' knowledge of mathematical concepts.
- All students will be taught about all aspects of themselves, how to care for themselves both physically and emotionally whilst being given the skills to be as independent as possible.
- All students have the same opportunities, differentiated and delivered in a way that enables them to participate, build social skills, experience new things and be inspired.
- All students will be able to communicate in a form that works for them.

Challenges

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

Challenge number	Detail of challenge
1	Therapeutic support for students and their families whilst also liaising with and co-ordinating information with other professionals.

2	Increasing number of students on roll with complex needs, associated challenging behaviours and in need of a bespoke curriculum and assessment package which focuses upon basic skills.
3	Ensure consistency of reading and phonics schemes. Employment of several new staff due to retirement/ expansion that require training.
4	Ensure group sizes are small to allow students a curriculum bespoke to their needs.
5	Lack of opportunities for some of our students to access the wider world. Limited resources appropriate to need available for some learners.
6	Vast range of academic ability, meaning adaptation of all planning and resources is key to student progress.
7	Parental engagement and transfer of strategies and learning between home and school.
8	Increasing number of students with mental health needs and/ or bespoke curriculums needing to be delivered.

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
<p>Ensure students are ready to learn through an occupational therapy programme, which supports students' self-regulation.</p> <p>Develop students' motor control skills to improve students' ability to tackle everyday tasks as independently as possible.</p>	<p><i>(KPIs agreed in conjunction with NHS)</i></p> <ul style="list-style-type: none"> • Students are able to engage in learning tasks for longer periods of time as their sensory needs are recognised and strategies are in place. This will result in a reduction of at least 25% in individuals' sensory behaviours (therefore, 25% increase in readiness to learn). • Provide training opportunities twice a year to families and staff to improve students' ability to self-regulate in all environments. • Students referred for support with motor control difficulties will demonstrate an improvement in their fine motor skills in comparison to their individual starting point. Resources will be suggested as well as recommendations regarding posture. Handwriting samples will be assessed.
All students have access to curriculum which meets their	<ul style="list-style-type: none"> • 100% of leavers at the end of Key Stage 4 have achieved, or are on track to achieve, accreditation in English and Maths.

<p>learning needs and is bespoke to them.</p>	<ul style="list-style-type: none"> • All pupils/students make progress through the curriculum. • All students are assessed accurately to ensure they are challenged to reach their potential and their achievements recorded. • Intelligently sequenced curriculum for core and non-core subject areas. • All curriculum plans and resources are adapted for students' individual needs. • All staff to be trained in the delivery of phonics. • All classes to have the resources to teach phonics. • All staff to incorporate opportunities to support students' spelling and reading ability in all subject areas. • All staff delivering maths to be trained in the delivery of Numicon and Maths for Life with relevant resources. • All students with PMLD and students with complex needs will be offered the opportunity to attend a residential trip. • All students with PMLD and students with complex needs will access specialist-provided activities related to the Arts. • All students will be offered the opportunity to access experiences they wouldn't normally be able to access through residentials, TGIW, SMSC curriculum, the careers programme, D of E programme etc.
<p>To offer support and advice for parents and carers of autistic children, including support to develop a greater understanding of their child's needs as they transition into adulthood.</p>	<ul style="list-style-type: none"> • Parents and carers will understand more about how autism is experienced by their child. • Supporting professionals will understand more about how autism is experienced by autistic teenagers. • School staff will have a better understanding of the pressures some families feel and how they can best support them. • ASD support library in place so parents can borrow books and access advice leaflets regarding a range of topics such as puberty, toileting etc. • Teenlife programme attendance by parents. Positive feedback from parents following course completion.
<p>All students have the opportunity to access therapeutic support as required:</p>	<ul style="list-style-type: none"> • All students have access to therapeutic services according to their needs.

<ul style="list-style-type: none"> • Alternative support and intervention • Access to TAMHS • Employment of SALT • Physiotherapy (in house) • Educational Psychologist 	<ul style="list-style-type: none"> • Students with mental health concerns have been identified and supported in a timely manner. • Physiotherapy programmes aim to help the students to develop and maintain their mobility skills, joint range of movement, muscle strength, and motor skills. Activities will be built into the curriculum with the aim of encouraging students to be as independent as possible. The MOVE programme will allow for targeted, focused interventions for agreed goals with families and school. • SaLT support will enable students to reach their full communicative and educational potential and remove or reduce the barriers that their speech, language and communication needs (SLCN) present to their learning. • EP support will increase levels of engagement, improved pedagogy and practice based on the individual needs of the student. • The school will offer a trauma-informed, whole school approach to improving the mental health and wellbeing of our students.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support to ensure group sizes are small for targeted support	EEF Small group tuition +4 impact EEF Teaching assistant interventions +4 impact Making the best use of Teaching Assistants guidance report EEF reducing class size +2 impact	4
Parental involvement in learning	EEF Parental engagement +4 impact Working with parents to support children's learning guidance report	7

Ensure consistency of approach in delivery of phonics programme	EEF phonics +5 impact EEF reading comprehension strategies +6 impact EEF Preparing for Literacy guidance report DFE phonics guidance EEF individualised instruction +4 EEF one to one tuition +5	2 and 3
Informal curriculum students will have an arts-related experience from a specialist provider each half term Informal curriculum students will have the opportunity to access a residential Specific music assembly for semi-formal and informal curriculum students to be planned and implemented	EEF Arts participation +3	2 and 5
Adaptation of planning and resources for all students in all academic pathways	EEF feedback +4 impact EEF one to one tuition +5 impact	6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	EEF Oral language intervention +6 impact	1
Phonics programme delivered 4 times a week to all semi-formal curriculum classes and those students working within Year 1 expectations in the formal curriculum	EEF Phonic +5 impact	3 and 4

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

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy intervention to support self-regulation and develop motor control	EEF Self-regulation +7 impact EEF behaviour interventions +4	1
Resources to support the delivery of therapeutic interventions	EEF Self-regulation +7 impact	1
Educational Psychologist assessment and support plan	EEF Social and Emotional learning +4 months impact EEF behaviour interventions +4	1
Alliance counselling services to support student wellbeing	EEF Social and Emotional learning +4 months impact	1 and 2
Activities to enhance student wellbeing, offer enrichment opportunities and improve students' physical needs through trips within both the local area, 3 Peat Rigg residentials, 1 Bendrigg residential and D of E camps	EEF Social and Emotional learning +4 months impact EEF Improving behaviours in schools guidance	1 and 2
Offering a Thrive approach with our students and staff to create a trauma-informed, whole school approach to improving the mental health and wellbeing of our students.	Behaviour interventions +4	2, 4 and 8

Total budgeted cost: £145,950

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 2023 to 2024 academic year.

PUPIL PREMIUM AND RECOVERY PREMIUM REPORT		
July 2024		
Abbey Hill Academy		
ACTIVITY/PROJECT	SPEND	IMPACT
Quality of Education		
All students have access to a curriculum, which meets their learning needs and is bespoke to them.	<p>Art TLR post</p> <p>Bespoke art curriculum for small group £3000</p> <p>IT AVP post</p> <p>Informal curriculum development. External PL £1200</p> <p>Purchase of reading assessment tool (NGRT) £1,805</p> <p>Purchase of Big Cat books £4,184.63</p> <p>Purchase of Rapid Plus</p>	<ul style="list-style-type: none"> All pupils/students made progress through the curriculum from individual starting points. 72% of leavers at the end of Key Stage 4 achieved or exceeded their predicted grades in English. 94% of leavers achieved or exceeded their predicted grades in maths. Personalised recovery programmes have been accessed to address gaps in learning. All staff have accessed training in the delivery of phonics- PD Day and follow up staff meetings as well as focused support in all semi-formal groups as well as three phonics groups in formal curriculum reading sessions. End of year phonics data is strong. All staff have incorporated opportunities to support students' spelling and reading ability in all subject areas. This has been monitored through whole school QA activities. Quality Assurance procedures have been updated to ensure high quality curriculum coverage in all areas. Abbey Hill @ Northshore and Fairfax curriculum offer reviewed in line with assessment data, facilities available and post-16 options. Pre-formal curriculum reviewed, updated and developed into the informal curriculum pathway for students with PMLD or complex learning needs. Research and training completed, resources purchased, and individual curriculums were written and followed for 100% of students on the informal pathway. All informal curriculum teachers have accessed external PL sessions.

	<p>books £2,314.15</p> <p>Numicon online £290</p> <p>Widgit £754</p> <p>Dance accreditation £30</p> <p>Phonics PL sessions £2500</p>	<ul style="list-style-type: none"> • Review of art and IT curriculums with curriculum lead posts appointed. • Bespoke curriculum for students to access GCSE art course. Students' achievements: <ul style="list-style-type: none"> • 1 student achieved grade 8 • 2 students achieved grade 6 • 1 student achieved grade 5 • Review and update of maths curriculum. Numicon and Maths for Life curriculums embedded. • Addition of Level 2 Functional Skills English added to our suite of accreditations for Y11 in May 2024. 2 students passed the speaking and listening element. 1 student achieved the complete Level 2 qualification. • All students are assessed accurately to ensure they are challenged to reach their potential and their achievements recorded. • All students within the formal curriculum have had their reading ability assessed using NGRT assessments to ensure they are placed in the correct reading group and gaining the appropriate levels of support. • Reading resources purchased to ensure expanding provision has books for all students. • Review of 'Boardmaker' carried out in May 24. Widgit purchased instead to link with development of verbal and written sentence building skills for all students. All staff trained via online training portal July 24 and to be rolled out for use in future school resources as of September 24.
Targeted phonics and maths interventions to improve outcomes following disrupted learning due to Covid 19	<p>Level 4 teaching assistant 5 days per week £27,000</p>	<ul style="list-style-type: none"> • English development plan updates: • Training provided re: phonics for all – whole staff. PD day Nov 23 plus additional staff meetings • Reading curriculum streamlined after whole school reading a review. Staff update and refresher training during PD day 3.9.24. • Communication team in place to push the importance of oracy, phonics and vocabulary – explicit teaching across the curriculum. • Maths for Life programme introduced and training provided for semi-formal staff. • All staff trained in the delivery of phonics. • All classes have the resources to teach phonics. • All staff have incorporated opportunities to support students' spelling and reading ability in all subject areas. • All staff delivering maths are trained in the delivery of Numicon and Maths for Life with relevant resources.
Teaching assistant support to ensure group	<p>Level 2 teaching assistants</p>	<ul style="list-style-type: none"> • Class sizes are appropriate to the needs of the cohort of students. • Additional support within core subjects to allow for differentiated curriculums

sizes are small for targeted support

£24,000 x 3=
£72,000

Reading

Year (No.)	PP & LAC % on track (%)	All Students % on track (%)
7 (57)	18/21 (86)	41/57 (72)
8 (58)	25/29 (86)	54/58 (93)
9 (73)	44/44 (100)	67/73 (92)

Writing

Year (No.)	PP & LAC % on track (%)	All Students % on track (%)
7 (57)	19/21 (90)	40/57 (70)
8 (58)	26/29 (90)	52/58 (90)
9 (73)	41/44 (93)	67/73 (92)

Spoken

Year (No.)	PP & LAC % on track (%)	All Students % on track (%)
7 (57)	17/21 (81)	37/57 (65)
8 (58)	25/29 (86)	50/58 (86)
9 (73)	37/44 (84)	62/73 (85)

Maths

Year (No.)	PP & LAC % on track (%)	All Students % on track (%)
7 (57)	15/21 (71)	36/57 (63)
8 (58)	19/29 (66)	52/58 (90)
9 (73)	33/44 (75)	47/73 (77)

English

Year	PP & LAC	All Students
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		<table border="1"> <tr> <td></td> <td>% on track</td> <td>% on track</td> </tr> <tr> <td>10 (49)</td> <td>17/25 (68)</td> <td>30/49 (61)</td> </tr> <tr> <td>11 (55)</td> <td>29/31 (94)</td> <td>51/55 (93)</td> </tr> </table> <p>Maths</p> <table border="1"> <thead> <tr> <th>Year (No.)</th> <th>PP & LAC % on track (%)</th> <th>All Students % on track (%)</th> </tr> </thead> <tbody> <tr> <td>10 (49)</td> <td>19/25 (76)</td> <td>37/49 (76)</td> </tr> <tr> <td>11 (55)</td> <td>30/31 (97)</td> <td>53/55 (96)</td> </tr> </tbody> </table>		% on track	% on track	10 (49)	17/25 (68)	30/49 (61)	11 (55)	29/31 (94)	51/55 (93)	Year (No.)	PP & LAC % on track (%)	All Students % on track (%)	10 (49)	19/25 (76)	37/49 (76)	11 (55)	30/31 (97)	53/55 (96)
	% on track	% on track																		
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Year (No.)	PP & LAC % on track (%)	All Students % on track (%)																		
10 (49)	19/25 (76)	37/49 (76)																		
11 (55)	30/31 (97)	53/55 (96)																		
<p>Accurate recording of student achievement and feedback to inform planning.</p> <p>Parental involvement in learning and student progress.</p> <p>Additional curriculum resources to ensure students have the equipment ready to learn</p>	<p>£1,320 Free Flow Info Y3 payment</p> <p>£1,790 (Sept 23-June 24)</p> <p>£2142.50 (July 24- July 25)</p> <p>Evidence for Learning</p> <p>£1,500 BSquared</p> <p>£1,714.50 Twinkl (28 users)</p> <p>£589 Boardmaker online</p> <p>Curriculum resources</p> <p>£5,498.87</p>	<ul style="list-style-type: none"> • Accurate recording of informal and semi-formal student progress linked to Next Steps and shared with parents weekly. 95 students benefited from assessment and recording system. • All informal and semi-formal students received a detailed, evidenced report stating their progress to parents. • All parents have had access to Free Flow Info to be able to view student learning as well as share home experiences with staff. • All formal students received two interim and one full report during the school year. • Resources have been prepared and purchased based on research and/or recommendations from lead professionals. • Teachers and support staff have made evidence-informed choices in terms of impact upon progress made by students overall. • Bsquared has been updated and staff trained in how to use the new layout and features; however, following a review of our 'formal' curriculum, it has been agreed we will move to a new assessment system for September 24. • Students have been able to develop communication strategies and share their thoughts/ wants with their teachers and peers via Boardmaker online, accessed via iPads. • Boardmaker has enabled our students and teachers to be empowered and equipped to build improved communication and relationships. However, following a review in May 24, we will be using Widgit moving forward. All staff trained on the use of Widgit via online training portal July 24 and to be rolled out for use in future school resources as of September 24. 																		
	<p>Total</p> <p>£129,632.65</p>																			

Behaviour and Attitudes

<p>Occupational Therapy intervention to support self-regulation and develop motor control</p> <p>Ensure students are ready to learn through an occupational therapy programme, which supports students' self-regulation.</p> <p>Develop students' motor control skills to improve students' ability to tackle everyday tasks as independently as possible.</p>	<p>£25,000</p> <p>Circuit equipment £2,000</p> <p>Bath Bagel and Posture mattress £1,568</p> <p>2 x Harness for school minibus £300</p> <p>Specialist chairs £232.20</p>	<ul style="list-style-type: none"> • 30 students accessed sensory circuits twice a week to enable them to self-regulate and then access learning. • Therapy related equipment purchased. • Bath bagel and posture mattress purchased for 5KO to support the delivery of hydrotherapy, physiotherapy and sensory activities. Both items allowed students to be able to access activities unaided, allowing for a sense of freedom and independence. • Walker Building hall set up for student regulation at all times. Equipment in classrooms. • Fairfax sensory room equipment purchased. Training and advice for Fairfax staff received- April 24. • Student self-regulation is now embedded, enabling our MLD/ ASD students to access sensory equipment as they require. Recognised in NAS assessment feedback June 24. • Zones of Regulation and 5 point scale training for all staff- April 24. • <i>*For further information please see autumn and spring term Joint Commissioning Reports</i> • Seating to support posture, comfort and stability of Y11 student. • Harnesses purchased to ensure students with poor core stability are able to access our full school curriculum to access 'real life' learning opportunities in the community and wider environment.
<p>To offer support and advice for parents and carers of autistic children, including support to develop a greater understanding of their child's needs as they transition into adulthood.</p>	<p>Cost of additional SaLT hours for programme delivery £1,287.60</p> <p>Teenlife books for parents £50</p>	<ul style="list-style-type: none"> • Teenlife programme delivered by SaLT and EP to parents (two programmes, one for Fairfax and one for Abbey Hill). • Parents and carers understand more about how autism is experienced by their child. Parent feedback was very positive following sessions: 1 =Very helpful: 37 2: 9 3 = Helpful: 15 4: 1 5= Not helpful: 0 • Parents and carers shared experiences and supported each other, connecting the community together. • School staff have a better understanding of the pressures some families feel and how they can best support them.

<p>All students have the opportunity to access therapeutic support as required:</p> <ul style="list-style-type: none"> • Alternative support and intervention • EP • Physiotherapy (in house) • SaLT 	<p>EP £20,000</p> <p>SaLT £27,500</p>	<ul style="list-style-type: none"> • All students had access to therapeutic services according to their needs. • Students with mental health concerns were identified and supported in a timely manner. • Physiotherapy programmes helped the students to develop and maintain their mobility skills, joint range of movement, muscle strength, and motor skills. Activities were built into the curriculum to encourage students to be as independent as possible. The MOVE programme allowed for targeted, focused interventions for agreed goals with families and school. Two staff are trained as MOVE practitioners • SaLT support enabled students to reach their full communicative and educational potential and remove or reduce the barriers that their speech, language and communication needs (SLCN) present to their learning. • EP support increased levels of engagement, improved pedagogy and practice based on the individual needs of the student. • SCERTS working party and focused student support has been implemented by EP and SaLT. • SaLT support enabled students to reach their full communicative and educational potential and remove or reduce the barriers that their speech, language and communication needs (SLCN) present to their learning. The SaLT has worked with both school staff and families to identify where a student might be struggling and how through a joint working approach these difficulties can be supported and addressed. SaLT reports written and shared with staff and parents then followed up to ensure implementation. • EP support has led to increased levels of engagement, improved pedagogy and practice based on the individual needs of the student. • Staff plan for individual needs and bespoke timetables in place following EP advice. • Pet therapy with two students which has resulted in a reduction to both students' high tier behaviours.
<p>Alliance counselling services to support student wellbeing</p>	<p>Alliance £14,810</p> <p>Butterfly Counselling £2,520</p>	<ul style="list-style-type: none"> • All students had access to therapeutic services according to their needs. • Students with mental health concerns have been identified and supported in a timely manner. • Students have accessed Alliance Counselling services. Those who accessed the service have demonstrated decreased anxiety and improved wellbeing. Their engagement in school life increased and they have improved self-esteem and outlook on their future. • 4 Students with ASD accessed Butterfly Counselling services. Highly positive reports from service

		and parents following sessions. Student confidence, behaviour and emotional literacy have all improved.
Thrive online subscription	£574	<ul style="list-style-type: none"> • Purchase of Thrive online platform. • Thrive lead practitioner disseminated information to staff to begin to include Thrive practices within school.
Embed attachment aware practices Gain attachment awareness accreditation		<ul style="list-style-type: none"> • All staff have received attachment training and additional staff meetings. • Staff have a better understanding of students' behaviours and relationships. Staff are better equipped to support students as required. • Awarded Alex Timpson Arc Attachment Award • AATI guidelines updated July 24. Updates to be shared PD Day 3.9.24
Bespoke timetables Teaching assistants support to ensure bespoke timetables are successful	Two TAs to support 1-1 learning £24,000 x 2= £48,000 Additional provision in conjunction with Main £1,300 and Daisy Chain £7,125	<ul style="list-style-type: none"> • Alternative provision and bespoke timetables were in place for 5 students (A, L, T, L, C). Y11 and Y12 students on track to achieve predicted accreditation grades. • Bespoke timetables allowed for self-regulation, check-in time and continued development of learning in core subjects. Improved attendance for all 5 students. • Individual timetable for two students with ASD on a 1-1 basis who need additional support with their social skills and emotional wellbeing.
	Total £152,266.80	
• Personal Development		
Activities to enhance student wellbeing, offer enrichment opportunities and improve students' physical needs through trips within both the local area, 3 Peat Rigg residentials and 1 Bendrigg residential for students with PMLD and complex needs.	£4,500 trips £1,610.55 Bendrigg residential + £304 transport Duke of Edinburgh Award camps	<ul style="list-style-type: none"> • Students have accessed additional opportunities to expand their curriculum experiences both on day trips and residential opportunities. • 66 students accessed Peat Rigg residential. 5 students accessed Bendrigg residential. • Staff know and understand the impact their curriculum and experiences have on pupils' knowledge and understanding as well as social development. • Trips have been researched and planned to offer a range of activities students would not normally access i.e. abseiling, canoeing in order to develop social skills, team building, independence skills and an extended outdoor learning and PE curriculum.

8 Duke of Edinburgh Award camps offer students opportunities to gain experience of work and helping others in the community through voluntary placements. Team work, endurance and planning skills developed through the expedition and camps.	£400	<ul style="list-style-type: none"> All students have had the opportunity to access enrichment activities in their class bubbles, to develop their communication and social skills. Students demonstrate they are ready to learn and are engaged in lessons and activities. Development of the enrichment curriculum offer continued to further develop students' cultural experiences (Visits to places of worship, war monuments, rock climbing, various beaches, farms, local walks and cycle routes etc.). All students on the 'Adventure Option' completed a voluntary placement as part of the Duke of Edinburgh Award scheme. 5 Students gained Bronze level accreditation.
Student council	Equipment for playground £1,000 subscription to music website £500	<ul style="list-style-type: none"> Increased opportunities for students to be involved in whole school planning and procedures. Students' self-esteem, communication and leadership skills have improved through providing opportunities and resources for both themselves and their peers.
	Total £8,314.55	

Detail	Amount
Pupil premium funding allocation this academic year	£142,830
Recovery premium funding allocation this academic year	£147,384
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£290,214
Total spent	£290,214
Remaining budget	£0

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	