

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	298
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	14.9.26
Date on which it will be reviewed	1.12.26
Review and Recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Sarah O'Donnell Vice Principal
Governor / Trustee lead	Al Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,320 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	£189,320 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 pupils 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 pupils are involved in an inspiring, personalised curriculum that enables them to flourish academically and socially.
- We want all of our pupils 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 pupils receiving pupil premium and those that do not.
- We provide opportunities and experiences our pupils wouldn't otherwise be able to access.
- All pupils are taught as individuals with their specific needs catered for.

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 pupils are ready to learn and can access the curriculum. Also, to develop motor control strategies to enable pupils 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 pupils' behaviours and co-ordinate plans to support pupils who have experienced trauma or display challenging behaviours. The 'Teen Life Programme' will support pupils with autism and their parents to understand the difficulties faced at this period in their lives and how to overcome them.
- Alliance therapeutic services will provide pupils with anxiety or those who have experienced trauma, an outlet and opportunity to develop coping strategies.
- Additional teaching assistant support will create smaller group sizes and allow for targeted, individualised learning both in the classroom and via interventions.
- Investing in a combined assessment and parent communication package (*Evidence for Learning*) will enable us to accurately assess pupils' knowledge and skills whilst being able to celebrate this with parents and carers.
- Reading and phonic resources will provide the breadth of resource needed to cater for all pupil need. Reading culture will be developed further, in line with the National Year of Reading as well as in line with the 'Reading Ambition for All' programme (see SIP). Reading assessments will be embedded with access

given to non-specialist teachers to ensure appropriate texts and strategies are used in other curriculum areas. QA procedures will review impact. Reading programme includes a wide range of reading strategies and levels to progress all readers.

- Provide inspirational and engaging learning opportunities for pupils with pupils 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 pupils have never had before as well as respite for parents.
- 'Thrive' intervention for individual pupils as well as a whole school approach to improving the mental health and wellbeing of our pupils.
- Adaptation of curriculum due to the increasingly diverse needs of our learners.
- Communication strategies in all forms will develop further due to advances in technology i.e. laptops, iPads, Clicker, Talkers, Widgit, omiVista interactive sensory system, mirroring software etc.
- Technology will break down barriers to pupil learning, communication and physical development.

What are the key principles of your strategy plan?

- All pupils will be offered the bespoke support they need in order to achieve academically whilst also being happy, well-regulated children.
- It will ensure pupils are assessed accurately with a wide evidence base with targeted support put in place accordingly.
- Families are empowered 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 pupils will have access to a high-quality phonic curriculum and reading programme which develops their reading and spelling skills.
- All pupils 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 pupils 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 pupils will be able to communicate in a form that works for them. All pupils will have their communication needs met with strategies and resources implemented accordingly.
- Pupils will have access to technology to aid learning and communication.

Challenges

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

Challenge number	Detail of challenge
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1	The provision of therapeutic support for pupils and families is to be strengthened by taking a proactive role in coordinating information and collaboration with external professionals.
2	Increasing number of pupils 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 pupils a curriculum bespoke to their needs.
5	Lack of opportunities for some of our pupils 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 pupil progress. Increasing need for specific adaptations for individuals that require access to technology.
7	Parental engagement and transfer of strategies and learning between home and school.
8	Increasing number of pupils 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
Ensure pupils are ready to learn through an occupational therapy programme, which supports pupils' self-regulation. Develop pupils' motor control skills to improve pupils' ability to tackle every-day tasks as independently as possible.	<i>(KPIs agreed in conjunction with NHS)</i> - Pupils 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). - Pupils 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 pupils have access to curriculum which meets their learning needs and is bespoke to them.	• 100% of leavers at the end of Key Stage 4 have achieved, or are on track to achieve, accreditation in English and Maths. • All pupils 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 pupils' individual needs. • All staff to be trained in the delivery of phonics and are resourced accordingly. • All staff to incorporate opportunities to support pupils' spelling and reading ability in all subject areas. • All pupils 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.
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.	• 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.
All pupils have the opportunity to access therapeutic support as required: • Alternative support and intervention • Access to TAMHS • Literacy HLTA (phonics and SaLT) • Physiotherapy (in house) • Educational Psychologist • Thrive programme	• All pupils have access to therapeutic services according to their needs. • Pupils with mental health concerns have been identified and supported in a timely manner. • Physiotherapy programmes aim to help the pupils 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 pupils to be as independent as possible. The MOVE programme will allow for targeted, focused interventions for agreed goals with families and school.

	• Literacy interventions will enable pupils to reach their full communicative and educational potential and remove or reduce the barriers that their phonic and or 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 pupil. • The school will offer a trauma-informed, whole school approach to improving the mental health and wellbeing of our pupils. Sessions will be delivered to targeted individuals.
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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: £78,810

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 +1 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 the phonics and reading programmes	EEF phonics +5 impact EEF reading comprehension strategies +7 impact EEF Preparing for Literacy guidance report DFE phonics guidance EEF individualised instruction +4 EEF one to one tuition +5	2 and 3

	EEF reading comprehension strategies +6 impact EEF guidance reports Improving Literacy in primary and secondary schools DfE/ National Literacy Trust- National Year of Reading English Education Hub- Reading Ambition For All	
Specific music assembly for semi-formal and informal curriculum pupils to be developed further	EEF Arts participation +3	2 and 5
High quality marking and feedback strategies used in all curriculum models	EEF feedback +6 impact	6
Adaptation of planning and resources for all pupils 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: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support Communication interventions	EEF Oral language intervention +6 impact EEF Individualised instruction +4 impact	1
Phonics programme delivered 4 times a week to all semi-formal curriculum classes and those pupils 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: £52,000

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 +3	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 +5 months impact EEF behaviour interventions +3	1
Alliance counselling services to support pupil wellbeing	EEF Social and Emotional learning +3 months impact	1 and 2
Activities to enhance pupil wellbeing, offer enrichment opportunities and improve pupils' 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 +5 months impact EEF Improving behaviours in schools guidance	1 and 2
Offering a Thrive approach with our pupils and staff to create a trauma-informed, whole school approach to improving the mental health and wellbeing of our pupils.	Behaviour interventions +3	2, 4 and 8

Total budgeted cost: £189,320

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.

<u>PUPIL PREMIUM PREMIUM REPORT</u> <u>July 2026</u>
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Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	