

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2022 to 2023, 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	283
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	09.09.22
Date on which it will be reviewed	19.05.23
Review and recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Sarah O'Donnell Vice Principal
Governor / Trustee lead	Rosemary Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,960 estimated
Recovery premium funding allocation this academic year	£149,454 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	£283,414 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.
- That there is no distinguishable gap between our students receiving pupil premium and those that do not.

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 assessment packages and parent communication packages (*freeflowinfo*) will enable us to accurately assess students' knowledge and skills whilst being able to celebrate this with parents and carers.
- Following our whole school literacy review in January 2022, and reviewing the EEF and DFE guidance, our focus is to embed the phonics and reading schemes purchased, to ensure all students have a solid phonetic base in order to progress their reading and spelling skills.
- Improve students' knowledge and understanding of the digital world and navigate the technologies we have available.

- Continue to review and develop our PSHE and RSHE curriculums to ensure students have a broad and balanced knowledge of the world we live in and be as independent as possible in both the areas of self-care and making appropriate choices.
- Provide the resources to develop students' movement and motor skills, giving every opportunity to improve their co-ordination and fitness. Broaden the access to the MOVE programme so individual programmes are in place for students.

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 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 access to a range of technology to allow opportunities to broaden their knowledge of how technology can assist and allow access to wider opportunities whilst also learning to use technology safely.

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	Embed new 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 assistive technology and digital literacy opportunities
6	New staff employed to PSHE and RSHE roles. Curriculum review and promotion of wider opportunities to be explored

7	Parental engagement and transfer of strategies and learning between home and school
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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 To be agreed in conjunction with NHS)</i></p>
<p>All students have access to curriculum which meets their learning needs and is bespoke to them.</p>	<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. • All pupils/students make progress through the curriculum. • Intelligently sequenced curriculum for core and non-core subject areas. • Evidence that personalised recovery programmes are in place to address gaps in learning. • 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.
<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.
<p>All students have the opportunity to access therapeutic support as required:</p> <ul style="list-style-type: none"> • Alternative support and intervention 	<ul style="list-style-type: none"> • All students have access to therapeutic services according to their needs.

<ul style="list-style-type: none"> • 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.
<p>For students to have access to a range of technology to allow opportunities to broaden their knowledge of how technology can assist and allow access to wider opportunities whilst also learning to use technology safely.</p>	<ul style="list-style-type: none"> • Curriculum and resources will be audited to ensure we provide breadth and opportunities to expand knowledge and independence. • E-safety activities will be woven throughout the IT curriculum and opportunities to broaden students' understanding across other areas of the curriculum will be planned in.

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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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	4
Parental involvement in learning	EEF Parental engagement +4 impact Working with parents to support children's learning guidance report	7
Embedding actions following Literacy review across school	EEF phonics +5 impact EEF reading comprehension strategies +6 impact EEF Preparing for Literacy guidance report EEF preparing for Literacy guidance report DFE phonics guidance	2 and 3
Additional curriculum resources to ensure students have the equipment ready to learn		6, 2 and 3
Review of PSHE and RSHE programmes. 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.	DFE: Relationships Education, Relationships and Sex Education and Health Education	6
Review of IT curriculum, e-safety and assistive technologies. Purchase resources and train staff accordingly	EEF Using Digital technology to Improve Learning guidance document	5

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

Budgeted cost: £46,564

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	EEF Phonic +5 impact	3 and 4

expectations in the formal curriculum		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £106,850

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 and 2 Peat Rigg residentials	EEF Social and Emotional learning +4 months impact EEF Improving behaviours in schools guidance	1 and 2

Total budgeted cost: £283,414

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 2021 to 2022 academic year.

ACTIVITY/PROJECT	SPEND	IMPACT TO DATE		
Quality of Education				
Development of maths curriculum	£99 Numicon training	'Numicon Lead' training accessed by Head of Faculty.		
Numicon training for teachers and teaching assistants	Supply cover for 13 teachers to attend Numicon training (half days) £105 x13= £1,365	Both Numicon student resources and teacher packs purchased. All Semi-Formal staff have been trained in the delivery of maths at pre-key skill level. Specific staff have received focused training. All Formal curriculum maths department staff have been trained in how to plan the use of Numicon into their maths curriculum and begun delivery with all students within the formal curriculum (<i>additional investment following commitment on previous year's PP plan</i>).		
Planned delivery of maths activities using Numicon as a key visual resource		Maths is embedded, demonstrating a progressive learning journey throughout the formal and semi-formal curriculums. Students increase their mathematical knowledge and apply mathematical concepts to everyday problem solving.		
Purchase of additional Numicon resources	Numicon books £1,930.78	Resource audit completed within the Semi-Formal curriculum. Resources purchased ensure students have access to practical resources to bring learning to life.		
Purchase of practical resources to improve the delivery of the maths curriculum, offering the 'real life' implementation of maths skills	Numicon online £275 £2,000 S-F curriculum practical resources			
	£3,000 Formal curriculum	<u>Maths data</u>	PP & LAC % on track	All Students % on track

	practical resources My Maths £370	<table border="1"> <tr> <td>Y7</td> <td>95</td> <td>96</td> </tr> <tr> <td>Y8</td> <td>93</td> <td>94</td> </tr> <tr> <td>Y9</td> <td>62</td> <td>74</td> </tr> <tr> <td>Y10</td> <td>94</td> <td>78</td> </tr> <tr> <td>Y11</td> <td>80</td> <td>83</td> </tr> </table>	Y7	95	96	Y8	93	94	Y9	62	74	Y10	94	78	Y11	80	83
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Teaching assistant support to ensure group sizes are small for targeted support	TA costs £18,875.00 Tuition for 6 th Form £1,500	<p>Additional support in class has allowed for targeted, small group teaching.</p> <p>Y7 and Y8 accurate baselines now in place.</p> <p>Reading placement tests have been delivered accurately and therefore students placed in appropriate reading groups to ensure the correct level of challenge. All 163 Y7-10 students within the formal curriculum have been assessed. 136 students have either moved up a level to the next reading group or will move onto texts with a higher level of challenge, 25 students will continue within their current reading group and 2 students need an intensive intervention.</p> <table border="1"> <thead> <tr> <th><u>Reading data</u></th> <th>PP & LAC % on track</th> <th>All Students % on track</th> </tr> </thead> <tbody> <tr> <td><u>Y7</u></td> <td><u>100</u></td> <td><u>100</u></td> </tr> <tr> <td>Y8</td> <td>72</td> <td>79</td> </tr> <tr> <td>Y9</td> <td>82</td> <td>89</td> </tr> </tbody> </table>	<u>Reading data</u>	PP & LAC % on track	All Students % on track	<u>Y7</u>	<u>100</u>	<u>100</u>	Y8	72	79	Y9	82	89			
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Purchase of 9 iPads/iPods to record student achievement and offer feedback, then plan effectively and share with parents	£4,291.25 ipads £1,320 Free Flow Info Y1 payment	<p>Accurate recording of student progress linked to Next Steps and shared with parents weekly. 69 students benefit from assessment and recording system, 29 of whom receive Pupil Premium funding.</p> <p>All semi-formal students have received a detailed, evidenced report stating their progress to parents.</p>															

	£1,320 Free Flow Info Y2 and 3 payment	131 parents/ families have accessed Free Flow Info to see examples of their child's learning.												
Additional curriculum resources to ensure students have the equipment ready to learn	<p>£1,500 BSquared</p> <p>£1,510.90 Twinkl (25 users)</p> <p>£589 Boardmaker online</p> <p>£2,033.50 cameras</p> <p>£159.98 visualisers</p> <p>£195 Shildon trip</p>	<p>Resources have been prepared and purchased based on research and/or recommendations from lead professionals.</p> <p>Teachers and support staff have made evidence-informed choices in terms of impact upon progress made by students overall.</p> <p>An assessment package has been purchased and staff are trained in its use. Data is inputted and reviewed; support is then put in place for groups of students/ individuals accordingly. BSquared has been updated and staff trained in how to use the new layout and features.</p> <p>Students have been able to develop communication strategies and share their thoughts/ wants with their teachers and peers via Boardmaker online, accessed via iPads.</p> <p>Boardmaker enables our students and teachers to be empowered and equipped to build improved communication and relationships.</p> <p>Visualisers support our learners with visual impairments and those learners who need a visual demonstration. Improved quality of art work as students can see detailed demonstration.</p> <p>Open awards art and photography curriculum development through the purchase of cameras.</p> <table border="1" data-bbox="778 1496 1476 1794"> <thead> <tr> <th><u>Art data</u></th> <th>PP & LAC</th> <th>All Students</th> </tr> <tr> <td></td> <td>% on track</td> <td>% on track</td> </tr> </thead> <tbody> <tr> <td>Y10</td> <td>100</td> <td>100</td> </tr> <tr> <td>Y11</td> <td>92</td> <td>86</td> </tr> </tbody> </table>	<u>Art data</u>	PP & LAC	All Students		% on track	% on track	Y10	100	100	Y11	92	86
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Phonics programme delivered 4 times a week to all semi-formal	In-house phonics training 3	14 students from the formal curriculum access Read Write inc 4 times a week. 9 students access the specific intervention of Toe by Toe.												

<p>curriculum classes and those students working within Year 1 expectations in the formal curriculum</p> <p>Phonics training for 3 teachers</p>	<p>teachers x £220 supply= £660</p> <p>£15,000 SaLT</p>	<p>8 students from the semi-formal curriculum access a daily phonics intervention.</p> <p>General in-class SaLT support has been given to 9 classes, 29 of the students within those classes receive Pupil Premium funding. An additional 47 students have received focused, individual support. Such support enables 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 works 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.</p>
<p>Development of staffs' and students' communication skills (Makaton)</p>	<p>£500</p>	<p>One day training 11.7.22 for selected 15 staff from all three sites in the use of Makaton to develop both staffs' communication with students and to teach our students how to expand their communication skills.</p>
<p>Development of reading for students crossing from the semi-formal to formal curriculum (6RH/ 5SP)</p>	<p>Rapid Plus series £1,619.62</p>	<p>Rapid Plus series purchased for 2 classes.</p> <p>Students reading progress has increased. Students are engaged in learning and proud of their achievements, sharing their progress with leaders. Due to ability of students, they are assessed through ability to read additional words from HFW list.</p> <p>Resources and reading packs developed, labelled and sequenced so staff and students ensure each text is more challenging than the last.</p>
<p>Review of reading programme to ensure it continues to be relevant, challenging and in line with recent advise from EEF and DfE regarding reading and phonics</p> <p>Audit and purchase of resources and training in line with review findings</p>	<p>Ann Sullivan 'Phonics for pupils with SEN' training £800. Manuals £280</p> <p>Books for 'experienced readers' £2,081.60</p>	<p>Reading review carried out January 2022. Report written and feedback given February 2022.</p> <p>Audit of reading resources carried out May 2022.</p> <p>Two staff trained in Ann Sullivan's 'Phonics for Pupils with SEN'. EJo to access training and look at how the delivery of phonics progresses from 11-19.</p> <p>Reading resources purchased including magnetic letters and phonix cubes for each class to encourage segmenting and blending development.</p> <p>PD day 2.9.22 planned to deliver changes in the delivery of phonics, how we teach reading strategies and time to look at new resources.</p>

	<p>Barrington Stoke texts £2,817.10</p> <p>Dandelion Readers for lower ability readers £1,045</p> <p>Rapid Readers £3,282.95</p> <p>Additional literacy materials £2000</p>	<p>All Semi-Formal students will access the Ann Sullivan phonics programme in September 2022. 5EP/ 6RH/ 6ST/ 6SM will access daily activities linked with reading schemes purchased.</p> <p>All students will be taught to use phonic strategies during lessons when required to read and/or spell.</p> <p>All students will make progress in their reading and spelling ability compared to current level of ability.</p>
Develop play and outdoor learning opportunities for semi-formal students	£4,607.37	<p>Sandpit, outdoor DT work area x2 and mud kitchen purchased. Access for 29 Students in receipt of the PP grant. DT training planned for autumn 2022 to ensure learning opportunities are maximised.</p> <p>Staff plan additional learning opportunities reduced by Covid restrictions. Students achieve targets related to play, physical development, creativity and communication.</p> <p>PL pathway delivered to teachers and TAs to ensure all learning opportunities are explored.</p> <p>Behaviour of semi-formal students at breaks and lunchtimes due to increased engagement in play.</p>
	Total £77,028.05	
Behaviour and Attitudes		
Occupational Therapy intervention to support self-regulation and develop motor control	£25,000	<i>Please see autumn, spring and summer term joint commissioning reports</i>
Resources to support the delivery of therapeutic interventions	£8,589.75	<p>Two therapy swings and related equipment</p> <p>Resources for sensory circuits purchased. Focused daily intervention in place for 15 minutes daily with 5</p>

		<p>students to enable them to self-regulate and then access learning.</p> <p>4 classes totaling 32 students access bi-weekly sensory circuits which has improved behaviour and focused learning time.</p> <p><i>Please see autumn, spring and summer term joint commissioning reports for additional information</i></p>
Educational Psychologist assessment and support plan	£20,000	<p>EP support has led to increased levels of engagement, improved pedagogy and practice based on the individual needs of the student.</p> <p>Staff plan for individual needs and bespoke timetables in place following EP advice.</p>
Alliance counselling services to support student wellbeing	£14,810	<p>All students have access to therapeutic services according to their needs.</p> <p>Students with mental health concerns have been identified and supported in a timely manner.</p> <p>14 students have accessed Alliance 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.</p>
Bespoke timetable	£52.20 Transport costs for individual timetable	<p>L improved attendance in Spring term 1.</p> <p>Engagement in learning and relationships with specific staff improved. Bespoke timetable allowed for self-regulation, check-in time and continued development of learning in core subjects.</p>
	Total £68,451.95	
• Personal Development		
Activities to enhance student wellbeing, offer enrichment opportunities and improve students' physical needs through	£1,245 horse riding	<p>Students have accessed additional opportunities to expand their curriculum experiences both on day trips and residential opportunities. 46 students</p>

trips within both the local area and 2 Peat Rigg residentials as well as weekly horse riding therapy	£3,500 trips	<p>accessed Peat Rigg with demand being so high that we are offering 3 trips next academic year.</p> <p>Staff know and understand the impact their curriculum and experiences has on pupils' knowledge and understanding as well as social development.</p> <p>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.</p> <p>All students have had the opportunity to access enrichment activities in their class bubbles, to develop their communication and social skills.</p> <p>Students demonstrate they are ready to learn and are engaged in lessons and activities.</p> <p>Development of the enrichment curriculum offer will continue to further develop students' cultural experiences (Visits to places of worship, war monuments, Shildon railway museum, various beaches, local walks and cycle routes etc.).</p>
Student council	£465 for benches	<p>Increased opportunities for students to be involved in whole school planning and procedures.</p> <p>Students' self-esteem, communication and leadership skills have improved through providing opportunities and resources for both themselves and their peers.</p>
	Total £5,210	

Detail	Amount
Pupil premium funding allocation this academic year	£107,915
Recovery premium funding allocation this academic year	£34,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,555
Total budget for this academic year	£150,690

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Planning, implementation and evaluation