

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 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	266
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	9.10.21
Date on which it will be reviewed	18.12.21
Statement authorised by	Rebecca Whelan- Deputy CEO
Pupil premium lead	Sarah O'Donnell- Vice Principal
Governor / Trustee lead	

Funding overview

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)	£0
Recovery premium funding carried forward from previous years	£8,555
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	£150,690

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.
- Support students to have found the Covid-19 outbreak a traumatising experience either through lack of understanding and anxiety due the students' special educational needs, lack of structured routine or bereavement of family and friends.
- 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 (Free Flow Info) will enable us to accurately assess students' knowledge and skills whilst being able to celebrate them with parents.
- Whole school literacy review.
- Development of a whole school phonics programme within school to ensure all students have a solid phonetic base in order to progress their reading and spelling skills.
- Enrolment of the Numicon programme to develop the counting, addition, subtraction and number bonds knowledge of our learners.
- Further develop the pre- and semi-formal curriculums through the employment of department leads.

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 curriculum in all subjects with adjustments made to allow for lost learning during Covid-19 absences with resources to engage learners and offer practical learning experiences.
- All students will have access to a high quality phonic curriculum.
- All students will be taught strategies to secure the basic concepts in number.
- All students within the pre- and semi-formal curriculums will have a bespoke curriculum package in place with a wide range of resources to develop phonic knowledge as well as self-help skills and social development through play.

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 co-ordinating 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	Leads for Pre-/ Semi-formal curriculums Train Semi-Formal curriculum staff in the use of Numicon and phonics Deliver maths and phonic interventions
4	Ensure group sizes are small to allow students a curriculum bespoke to their needs
5	Free Flow Info to be purchased and rolled out to all families to enable them to engage with their child's learning and create a dialogue between themselves and their child about their education and experiences
6	Ensure the literacy curriculum includes opportunities to catch up on lost learning due to Covid-19 isolation periods.

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>(linked to School Improvement Plan)</i>
<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>(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 an average reduction of 25% in individuals' sensory behaviours (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. • Individual OT programmes will be put in place for 10 high tier students to include a full formal assessment, plan and regular review.

	<p>In class support for 30 students to include advice, plans if appropriate, suggested resources and demonstrations as to how to support students within the classroom environment.</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. • 3 staff will be trained in the delivery of Read, Write inc. • All semi-formal staff will be trained in the delivery of Numicon.
<p>Students with complex needs receive an enriched curriculum based upon 'Development Matters' framework.</p>	<ul style="list-style-type: none"> • All students will have rich learning opportunities through play and playful teaching. • All students will be constantly learning and will build up their resilience as learners to be capable, confident and self-assured young people. • Students will foster the characteristics of effective learning such as playing, active learning and creating and thinking critically. • Students will make strong progress in specific areas such as literacy and mathematics, as well as understanding their world. • Some students will use their phonic knowledge to write words in ways which match their spoken sounds. They will also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<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.

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: £ 52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numicon training for teachers and teaching assistants Phonics training for 3 teachers	EEF Effective Professional Development report Improving mathematics in Early Years guidance report EEF Phonics +5 impact	3 6
Members of staff to become pre-formal and semi-formal curriculum lead		2
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	5
Purchase of 9 iPads/iPods to record student achievement and offer feedback, then plan effectively and share with parents	EEF Feedback +6 impact EEF Parental engagement +4 impact	2 and 5
Review of Literacy across school	EEF phonics +5 impact EEF reading comprehension strategies +6 impact EEF Preparing for Literacy guidance report	6
Additional curriculum resources to ensure students have the equipment ready to learn		6, 2 and 3

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

Budgeted cost: £ 16,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Planned delivery of maths activities using Numicon as a key visual resource		3
SaLT	EEF Oral language intervention +6 impact	1

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

Budgeted cost: £ 72,000

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	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	1
Alliance counselling services to support student wellbeing	EEF Social and Emotional learning +4 months impact	1
Activities to enhance student wellbeing, offer enrichment opportunities and improve students'	EEF Social and Emotional learning +4 months impact	1

physical needs through trips within both the local area and 2 Peat Rigg residentials as well as weekly horse riding therapy		
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Total budgeted cost: £ 140,980

To be allocated after a review of this plan at the end of the autumn term: £9,710

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 2020 to 2021 academic year.

PUPIL PREMIUM REPORT 2020- 2021		
ABBEY HILL ACADEMY		
PROJECT	SPEND	IMPACT
Quality of Education		
Targeted support is in place to support students' academic progress across the curriculum	<p>Teacher 3 days per week for 37 weeks = £23,680</p> <p>Additional TA support £10,000</p> <p>IT based English and Maths packages £1,098</p>	<p>Additional support in class has allowed for targeted, small group teaching.</p> <p>Improved assessment information demonstrates improvements in academic performance, in particular in the targeted Y8 cohort.</p> <p>Resources have been researched and purchased according to identified student need.</p> <p>My Maths (£315) was purchased to support numeracy at home as part of the academy's home learning offer. As a result, students have showed increased engagement in the subject since returning to lessons in school.</p> <p>Reading packages such as Lexia and Reading Eggs have supported the progress made towards individual reading targets.</p> <p>Espresso (£246) has enabled students to explore a digital curriculum that immerses them in the learning experience. Intuitive quizzes based on what they have studied as well as creative learning tasks has enabled staff to micro-track student progress as well as personalise learning. All students in KS3 and those accessing the Semi-Formal curriculum have been able to access the platform. This has helped the academy to manage students' blended learning experiences.</p>

Doodle Maths (£537) is a low-cost, high impact alternative to tuition that has proven to boost maths confidence. Doodle Maths has been used to support in-school targeted interventions within maths lessons. Doodle Maths creates for every student a personalised work programme tailored to their strengths and weaknesses. Students accessing the programme demonstrate increased confidence and resilience to tackle increasingly challenging math problems.

Data collated Summer term 21

Current Y7 (47)

PP30 LAC 3

(Comparing current attainment with KS2 TA)

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All</u> <u>Students</u> <u>% on track</u>
<u>Maths</u>	<u>67</u>	<u>57</u>
<u>Read</u>	<u>82</u>	<u>77</u>
<u>Write</u>	<u>85</u>	<u>77</u>
<u>Spoken</u>	<u>85</u>	<u>81</u>

Current Y8 (56)

PP 31 LAC 5

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>
<u>Maths</u>	<u>72</u>	<u>77</u>
<u>Read</u>	<u>92</u>	<u>95</u>
<u>Write</u>	<u>100</u>	<u>98</u>
<u>Spoken</u>	<u>89</u>	<u>93</u>

Current Y9 (41)

PP 18 LAC 5

<u>Subject</u>	<u>PP & LAC</u>	<u>All Students</u>

		<table border="1"> <thead> <tr> <th></th> <th><u>% on track</u></th> <th><u>% on track</u></th> </tr> </thead> <tbody> <tr> <td><u>Maths</u></td> <td><u>100</u></td> <td><u>88</u></td> </tr> <tr> <td><u>Read</u></td> <td><u>83</u></td> <td><u>76</u></td> </tr> <tr> <td><u>Write</u></td> <td><u>83</u></td> <td><u>90</u></td> </tr> <tr> <td><u>Spoken</u></td> <td><u>83</u></td> <td><u>73</u></td> </tr> </tbody> </table> <p><u>Current Y10 (45)</u></p> <p><u>PP 27 LAC 3</u></p> <table border="1"> <thead> <tr> <th><u>Subject</u></th> <th><u>PP & LAC</u> <u>% on track</u></th> <th><u>All Students</u> <u>% on track</u></th> </tr> </thead> <tbody> <tr> <td><u>Maths</u></td> <td><u>74</u></td> <td><u>82</u></td> </tr> <tr> <td><u>English</u></td> <td><u>89</u></td> <td><u>84</u></td> </tr> </tbody> </table> <p><u>Current Y11 (44)</u></p> <p><u>PP 22 LAC 2</u></p> <table border="1"> <thead> <tr> <th><u>Subject</u></th> <th><u>PP & LAC</u> <u>% on track</u></th> <th><u>All Students</u> <u>% on track</u></th> </tr> </thead> <tbody> <tr> <td><u>Maths</u></td> <td><u>86</u></td> <td><u>72</u></td> </tr> <tr> <td><u>English</u></td> <td><u>81</u></td> <td><u>72</u></td> </tr> </tbody> </table>		<u>% on track</u>	<u>% on track</u>	<u>Maths</u>	<u>100</u>	<u>88</u>	<u>Read</u>	<u>83</u>	<u>76</u>	<u>Write</u>	<u>83</u>	<u>90</u>	<u>Spoken</u>	<u>83</u>	<u>73</u>	<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>	<u>Maths</u>	<u>74</u>	<u>82</u>	<u>English</u>	<u>89</u>	<u>84</u>	<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>	<u>Maths</u>	<u>86</u>	<u>72</u>	<u>English</u>	<u>81</u>	<u>72</u>
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Specialist resources will be purchased to ensure teachers maximise learning experiences for all students	<p>£1,500 BSquared</p> <p>£1,000 Twinkl</p> <p>£589 Boardmaker online</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.</p> <p>Students have been able to develop communication strategies and share their thoughts/ wants with their</p>																																	

		<p>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>Establish a sequential and individualised approach to the maths curriculum which will develop students' mathematical ability within the Semi-Formal curriculum</p>	<p>£349.99 + £2501.70 + £148.62 =£3,000.31</p>	<p>Both Numicon student resources and teacher packs purchased.</p> <p>All Semi-Formal staff will be trained in the delivery of maths at pre-key skill level. Specific staff will receive focused training. <i>Delayed due to coronavirus. To be actioned.</i></p> <p>Maths is embedded, demonstrating a progressive learning journey throughout the semi-formal curriculum.</p> <p>Students increase their mathematical knowledge and apply mathematical concepts to everyday problem solving.</p> <p>Resources purchased ensure students have access to practical resources to bring learning to life.</p> <p>100% of students within the semi-formal curriculum gained an accreditation in maths.</p>
<p>Broader curriculum opportunities</p>	<p>£1,258</p>	<p>Curriculum enrichment opportunities have been developed in IT and Music for students with complex needs.</p> <p>Resources for students studying Level 1 maths have been purchased and used to support students gaining a Level 1 maths qualification.</p>
	<p>Total £42,125.57</p>	
Behaviour and Attitudes		
<p>Pupil Voice</p>	<p>£500</p>	<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>

<p>Additional PSA support to improve attendance and parental engagement</p>	<p>£5,000 including £85.55 for uniform</p>	<p>All families identified in need of additional support are actively engaged with the PSA and have been referred to relevant additional support services.</p> <p>Targeted attendance support has increased attendance for student A from 0.08% before the third national lockdown to 74% since his return, student B from 34.6% before the third national lockdown to 59% since his return and student C 20% attendance in the autumn term to 100% attendance in the spring and summer terms.</p> <p>High levels of additional pastoral support for individual families has led to proactive Multi-Disciplinary Team (MDT) meetings.</p> <p>Uniform purchased for 8 students.</p>
	<p>Total £5,500</p>	
<p>• Personal Development</p>		
<p>Staff for therapeutic approaches/pastoral interventions</p> <ul style="list-style-type: none"> ○ Alternative support and intervention ○ Access to TAMHS ○ Employment of SALT ○ Physio (in house) ○ Educational Psychologist 	<p>EP £20,000</p> <p>SaLT £20,000</p> <p>TAMHS £14,560</p>	<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>11 students have accessed Alliance services. 3 students are on the waiting list. Those accessing the service have demonstrated decreased anxiety and improved wellbeing. Their engagement in school life has increased and they have improved self-esteem and outlook on their future.</p> <p>32 students continue to access in-house additional physiotherapy sessions, 22 of those students receive pupil premium funding. This enables students to remain fit and physically well. The physio programmes aim to help the students to develop and maintain their mobility skills, joint range of movement, muscle strength, and motor skills. Activities are built into the curriculum with the aim of encouraging students to be as independent as possible.</p>

		<p>62 students have received SaLT support. 25 of which receive pupil premium funding. General in-class SaLT support has been given to 9 classes. 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>11 students have received individual EP support, 5 of whom receive pupil premium funding. This has led to increased levels of engagement, improved pedagogy and practice based on the individual needs of the student.</p>
<p>Offer a wide range of broader curriculum opportunities developing students' cultural experiences</p>	<p>£0</p>	<p><i>This has not been able to go ahead as planned due to coronavirus restrictions.</i></p> <p>Students will access additional opportunities to expand their curriculum experiences.</p> <p>Staff will know and understand the impact their curriculum and experiences has on pupils' knowledge and understanding as well as social development.</p> <p>Trips will be 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.</p>

	Total	
	£54,560	
Total Pupil Premium Budget:		
		£102,185
Total Spend to date:		
		£102,185
Remaining budget:		
		£0

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A