

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2023 to 2024, 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	48.8%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	20.9.23
Date on which it will be reviewed	1.12.23
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	£142,830 estimated
Recovery premium funding allocation this academic year	£64,584.00 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	£207,414 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.
- We aim to ensure 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. Evidence for learning will be trailed September 2023.
- Following feedback from our validates self-evaluation in May 2023, 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.

- 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 PMLD and students with complex needs to create a base for educational development. Medium term planning will be based upon artist and musician starting points. A planned outward bound residential trip will offer experiences our students have never had before as well as respite for parents.
- Embedding 'Thrive' with our students and staff will offer a trauma-informed, whole school approach to improving the mental health and wellbeing of our 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 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.

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 opportunities for some of our students to access the wider world. Limited resources appropriate to need available for some learners.
6	Embed new maths schemes. Employment of several new staff due to retirement/ expansion that require training.
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.
<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. • All students are assessed accurately to ensure they are challenged to reach their potential and their achievements recorded.

	<ul style="list-style-type: none"> • 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. • 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.
<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 • Access to TAMHS • Employment of SALT • Physiotherapy (in house) • Educational Psychologist 	<ul style="list-style-type: none"> • All students have access to therapeutic services according to their needs. • 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.

	<ul style="list-style-type: none"> • 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: 100,414

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	4
Parental involvement in learning	EEF Parental engagement +4 impact Working with parents to support children's learning guidance report	7
Embedding actions regarding literacy following validates self-evaluation	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 EEF individualised instruction +4 EEF one to one tuition +5	2 and 3
Additional curriculum resources to ensure students have the equipment ready to learn	EEF one to one tuition +5	6, 2 and 3
Base 1 students will have an arts-related experience from a specialist provider each half term.	EEF Arts participation +3	2 and 5

Base 1 students will have the opportunity to access a residential Train staff in use of Charanga		
Maths curriculum development to further include real life learning opportunities. Use of Numicon and the Maths for Life programmes to develop students' mathematical knowledge.	EEF Improving Mathematics in the Early Years and Key Stage 1 and Key Stage 2	

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

Budgeted cost: £40,000

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	EEF Self-regulation +7 impact	1

therapeutic interventions		
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 residential	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: £207,414

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 2022 to 2023 academic year.

<u>COMPLEX NEEDS ACADEMY COUNCIL</u>		
<u>PUPIL PREMIUM AND RECOVERY PREMIUM REPORT- July 2023</u>		
<u>Abbey Hill Academy</u>		
ACTIVITY/PROJECT	SPEND	IMPACT TO DATE
Quality of Education		
<p>All students have access to a curriculum, which meets their learning needs and is bespoke to them.</p>	<p>Supply costs £2000+ £113</p> <p>Curriculum resources £3000</p> <p>Visiting artist £1000</p>	<ul style="list-style-type: none"> • All pupils/students made progress through the curriculum. <p>Key Stage 4 leavers results:</p> <p>96% English met or exceeded target</p> <p>98% maths met or exceeded target</p> <p>100% science met or exceeded target</p> <p>100% art met or exceeded target</p> <p>90% ICT met or exceeded target</p> <p>78% PE met or exceeded target</p> <p>100% of students entered for their Entry Level 1 PPU (Personal Progress Units) certificate passed</p> <ul style="list-style-type: none"> • Intelligently sequenced curriculum for core and non-core subject areas was updated May 2023 to reflect the needs of learners. • There is evidence that personalised recovery programmes are in place to address gaps in learning. • All staff have accessed training in the delivery of phonics- PD Day and follow up staff meetings as

		<p>well as focused support in four semi-formal groups (6RH, 6SM, 5JA, 5EP) as well as three phonics groups in formal curriculum reading sessions.</p> <ul style="list-style-type: none"> • All staff incorporated opportunities to support students' spelling and reading ability in all subject areas. • Pre- and Semi-Formal teachers have specific subject responsibility December 2023 to ensure high quality curriculum coverage. • Quality Assurance procedures have been updated to ensure high quality curriculum coverage in all areas. • PSHE, Music, Art, IT and Humanities leads given time to review and update their curriculum overview and MTPs February 2023. • English curriculum review and update May/ June 23 • Fairfax curriculum offer reviewed in line with assessment data, facilities available and post-16 options. Amendments made as necessary and resources purchased accordingly. Focus made upon DT, FT, music, art and science. • GCSE art support. New qualification implemented and targeted at specific Y10 and 11 students. Two Y11 students entered and both gained GCSE grade 4.
<p>Targeted phonics and maths interventions to improve outcomes following disrupted learning due to Covid 19</p>	<p>Level 4 teaching assistant 5 days per week £23,000</p> <p>Maths teacher 2 days per week £19,000</p>	<p>See English development plan updates:</p> <ul style="list-style-type: none"> • Training provided foundations of reading and phonics for all – whole staff. PD days Sept 22. • Literacy appraisal target set for all Trust teaching staff • Pre-requisites for reading identified and built into P/SF teaching routines. Linked to pre phonics trial – Ann Sullivan. • All reading resources audited Sumer 22. • Reading curriculum streamlined after whole school reading assessment • Experienced reader scheme in place. Books audited, chosen and purchased with sole purpose of supporting our curriculum. Embedding or extending knowledge. KS3 books link to KS3 curriculum. KS4 books link to KS3 and build. Book cupboard identified for core text storage only. Reviewed December 22. Review required June 23. • Reading re-assessments to take place July 23. • Reading group sizes are acceptable. Leaders have identified phonics groups are too big. This has been amended whilst planning groups for September 23. • Communication team in place to push the importance of oracy, phonics and vocabulary – explicit teaching across the curriculum.

	Library books £740	<ul style="list-style-type: none"> • Library space audited. Books catalogued. Research into accessibility linked to libraries for children with SEND. Decision to arrange by topic/ visual. Shelves clearly labelled by topic. The topics are currently based on the books we have available. • Books ordered to fill book and author gaps April 23 – Drakes bookshop • Semi-formal topic shelf and display. • All staff encouraged to use library daily – tutor and English/communication lessons • Included a labelled bookcase of wide-ranging picture books for all ages and abilities and a bookcase labelled for poetry, easily accessible for all. • Email request April 23 to discuss ‘librarian’ roles with students in current Y9/10 trained in summer term to be implemented Sept 23. Badges purchased, application process and training planned. • Nine Y11 students entered for the Level 1 maths exam- 6 passed. Two Y11 students have been entered for Level 2 maths exam May 23- 1 passed. • Maths for Life programme introduced and training provided for semi-formal staff. • Numicon training for newly appointed semi-formal staff and relevant formal staff. Delivered June 23. • Assessment and differentiation of maths Y7 SLD group. Group to become s-f class for September 2023 following rigorous assessment, research and support from Down Syndrome specialist teacher 						
Teaching assistants support to ensure group sizes are small for targeted support	Level 2 teaching assistants £20,000 x 4 Maths apprentice £15,000	<ul style="list-style-type: none"> • Nine Y11 students entered for the Level 1 maths exam- 6 passed. Two Y11 students have been entered for Level 2 maths exam May 23- 1 passed. <p><u>Data collated in Summer Term 23</u></p> <p><u>Current Y7 (60)</u></p> <p><u>PP (32) LAC (0)</u></p> <p><u>(Comparing current attainment from AH baseline)</u></p> <table border="1" data-bbox="794 1839 1153 2033"> <thead> <tr> <th data-bbox="794 1839 927 1928">Subject</th> <th data-bbox="927 1839 1027 1928">PP & LAC</th> <th data-bbox="1027 1839 1153 1928">All Students</th> </tr> </thead> <tbody> <tr> <td data-bbox="794 1928 927 2033"></td> <td data-bbox="927 1928 1027 2033">% on track</td> <td data-bbox="1027 1928 1153 2033">% on track</td> </tr> </tbody> </table>	Subject	PP & LAC	All Students		% on track	% on track
Subject	PP & LAC	All Students						
	% on track	% on track						

Maths	100	100
Read	94	97
Write	85	92

Data collated Summer Term 23

Current Y8 (75)

PP (48) LAC (3)

(Comparing current attainment from AH baseline)

Subject	PP & LAC % on track	All Students % on track
Maths	73	79
Read	96	95
Write	92	95

Data collated in Summer Term 23

Current Y9 (49)

PP (28) LAC (3)

(Comparing current attainment from AH baseline)

Subject	PP & LAC % on track	All Students % on track
Maths	79	82
Read	86	86
Write	68	78

Data collated Summer Term 23

Current Y10 (57)

		<p><u>PP (34) LAC (3)</u></p> <p><u>(Comparing current attainment from AH baseline)</u></p> <table border="1" data-bbox="794 271 1153 701"> <thead> <tr> <th>Subject</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>Maths</td> <td>68</td> <td>72</td> </tr> <tr> <td>Read</td> <td>80</td> <td>85</td> </tr> <tr> <td>Write</td> <td>80</td> <td>83</td> </tr> </tbody> </table> <p><u>Data collated Summer Term 23</u></p> <p><u>Current Y11 (41)</u></p> <p><u>PP (19) LAC (4)</u></p> <p><u>(Comparing current attainment from AH baseline)</u></p> <table border="1" data-bbox="794 1016 1153 1444"> <thead> <tr> <th>Subject</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>Maths</td> <td>95</td> <td>98</td> </tr> <tr> <td>Read</td> <td>95</td> <td>93</td> </tr> <tr> <td>Write</td> <td>100</td> <td>98</td> </tr> </tbody> </table>	Subject	PP & LAC	All Students		% on track	% on track	Maths	68	72	Read	80	85	Write	80	83	Subject	PP & LAC	All Students		% on track	% on track	Maths	95	98	Read	95	93	Write	100	98
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<p>Embedding actions following Literacy review across school</p>	<p>Books purchased £6748.45</p> <p>£800 phonics training package</p> <p>Little Wandle resources £1800</p>	<ul style="list-style-type: none"> • English development plan written. • See English action plan updates: • Training, assessment and delivery. Resources purchased and created. • PD day whole staff delivery on foundations of reading and phonics for all. • Semi-formal foundations for reading sessions delivered during staff meeting time and in class support throughout the year. • Phonic sessions for all during staff meeting time and in class support throughout the year. • Key staff trained. Information being cascaded • Scope and sequence in all classrooms for prompt and guidance. • TA appointed for intervention and training support. • All students assessed. Assessments informed groups and intervention. 																														

		<ul style="list-style-type: none"> Planned, timely support in classrooms to deliver the programme. Work with Post 16 began in March 23 after initial delay. Assessments complete.
Review of IT curriculum, e-safety and assistive technologies. Purchase resources and train staff accordingly	In-house cover £1,500 Base 1 tiles	<ul style="list-style-type: none"> Curriculum and resources 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. Network meetings held with Teesside SEN schools to share practice. Two staff attended assistive technology training June 23. Trialling apps.
Purchase of 2 iPads to record student achievement and offer feedback, then plan effectively and share with parents Parental involvement in learning	£1,000 iPads £1,320 Free Flow Info Y2 and 3 payment	<ul style="list-style-type: none"> Accurate recording of student progress linked to Next Steps and shared with parents weekly. 77 students benefit from assessment and recording system, 24 of whom receive Pupil Premium funding. All pre- and semi-formal students received a detailed, evidenced report stating their progress to parents- July 23. 130 parents/ families have accessed Free Flow Info to see examples of their child's learning, with 260 viewed pieces of work/ photographs in May.
Additional curriculum resources to ensure students have the equipment ready to learn	£1,500 BSquared £1,569.40 Twinkl (25 users) £589 Boardmaker online £2,000 cameras	<ul style="list-style-type: none"> 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. 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. 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 enables our students and teachers to be empowered and equipped to build improved communication and relationships. Open awards art and photography curriculum development through the purchase of cameras for Fairfax Provision.

	£3350 additional computers	<ul style="list-style-type: none"> Additional computers purchased for W9 to develop access to IT facilities for students with autism who struggle with transitions across the school site.
Development of communication skills both within school and for families	£350 £1156 specific communication and literacy support	<ul style="list-style-type: none"> Makaton training for parents and staff delivered in for June 23. Communication working party set up Communication guidelines updated and shared with staff. Communication staff meeting April 23 and follow up BLTs May 23. Four semi-formal staff have completed level 1 and 2 Makaton training. Communication strategies in the three classes have since increased using a multi-communication approach. Specific, individualized support from specialist teacher for Downs Syndrome received for 3 students
	Total £167,535.85	
Behaviour and Attitudes		
Occupational Therapy intervention to support self-regulation and develop motor control Ensure students are ready to learn through an occupational therapy programme, which supports students' self-regulation. Develop students' motor control skills to improve students' ability to tackle everyday tasks as independently as possible.	£25,000 Swing seats £541 Circuit equipment £2,000 £500 additional sensory resources/ books/ training	<ul style="list-style-type: none"> <i>Please see autumn, spring and summer term joint commissioning reports</i> 27 students access sensory circuits twice a week to enable them to self-regulate and then access learning. Therapy swings and related equipment purchased. School hall now set up for student regulation at all times. Student self-regulation is now embedded, enabling our MLD/ ASD students to access sensory equipment as they require. Training/ publications purchased to develop staffs' knowledge and skills
To offer support and advice for parents and carers of autistic children, including support	Teenlife workbooks for parents £300	<ul style="list-style-type: none"> Teenlife programme has been delivered by SaLT and EP to parents. A second course will be offered Autumn 23. Parents and carers understand more about how autism is experienced by their child.

<p>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 shared experiences and now support 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 £25,000</p> <p>SaLT £32,500</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. • Physiotherapy programmes helped the students to develop and maintain their mobility skills, joint range of movement, muscle strength, and motor skills. Activities built into the curriculum with the aim of encouraging students to be as independent as possible. The MOVE programme allowed for targeted, focused interventions for agreed goals with families and school. Two staff have trained as MOVE practitioners • SaLT support has enabled students to work to 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 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 have been written and shared with staff and parents then followed up to ensure implementation. • EP support will increase 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. • EP support has led to increased levels of engagement, improved pedagogy and practice based on the individual needs of the student. • Staff planned for individual needs and bespoke timetables in place following EP advice. • Pet therapy introduced to two students which has resulted in a reduction to both students high tier behaviours.
<p>Alliance counselling services to support student wellbeing</p>	<p>£17,000</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. • 10 students have accessed Alliance services. Those who accessed the service have demon-

		strated decreased anxiety and improved wellbeing. Their engagement in school life increased and they have improved self-esteem and outlook on their future.
Thrive training	£534	<ul style="list-style-type: none"> • Lead practitioner trained. Information disseminated to staff during a staff meeting. Thrive to be a focus for 2023-24 school improvement plan.
Bespoke timetables	£60 Transport costs for individual timetable £989 £4,280	<ul style="list-style-type: none"> • C improved attendance in autumn term 2. 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. • 11LT amended timetable to allow intensive development of team work skills, work-related skills and social skills through carrying out work experience tasks and running own catering business. • Individual timetable for two students with ASD who needed additional support with their social skills and emotional wellbeing.
	Total £108,704	
• Personal Development		
Activities to enhance student wellbeing, offer enrichment opportunities and improve students' physical needs through trips within both the local area and 3 Peat Rigg residential	£5,320 trips £110 'Bubble Man'	<ul style="list-style-type: none"> • Students have accessed additional opportunities to expand their curriculum experiences both on day trips and residential opportunities. 60 students accessed Peat Rigg residential. • Staff know and understand the impact their curriculum and experiences has 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. • Students demonstrate they are ready to learn and are engaged in lessons and activities. • Development of the enrichment curriculum offer will continue to further develop students' cultural experiences (Visits to places of worship, war monuments, Oriental museum, various beaches, farms, local walks and cycle routes etc.). • Initial deposit paid for students with PMLD/ complex needs to attend Peat Rigg residential in Spring 24. Students have never had a residential

	£794.15 Peat Rigg deposit	opportunity before. This will enable the students to experience new activities and build communication and resilience skills as well as offering parents respite.
Student council	£400 for benches £550 for equipment including basketball hoop, football goal etc.	<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. • Students have organised fundraising and celebration events throughout the year. They have raised £3860 towards purchasing 'large' playground equipment for the Walker playground.
	Total £7174.15	

Detail	Amount
Pupil premium funding allocation this academic year	£133,960
Recovery premium funding allocation this academic year	£149,454
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£283,414
Total spent	£283,414

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