



Pupil premium strategy statement: Abbey Special School

1. Summary information					
School	Abbey Special School				
Academic Year	2018-19	Total PP budget	£6000 (2017-18)	Date of most recent PP Review	n/a
Total number of pupils	153	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% who made 3 steps or more of progress over the 2016-17 school year overall	86%	79%
% who made 3 steps or more of progress over the 2017-18 school year overall	87%	80%
% on track to make 3 steps or more progress over the 2018-19 year overall	%	%
% on track to make 3 steps or more progress over the 2018-19 year in Reading	%	%
% on track to make 3 steps or more progress over the 2018-19 year in Writing	%	%
% on track to make 3 steps or more progress over the 2018-19 year in Maths	%	%
% on track to make 3 steps or more progress over the 2018-19 year in ICT	%	%
% on track to make 3 steps or more progress over the 2018-19 year in Science	%	%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

Pupils at Abbey School have a diverse range of needs, as would be expected in a Special School setting. Attendance rates are high for the vast majority of pupils eligible for the PP funding and punctuality is not an issue as all pupils arrive on LA transport. Many of the pupils eligible for the pupil premium funding were new to the school in September 2017 with another large intake of pupils in September 2018 and a barrier to attainment for them is, understandably, becoming accustomed to a new school with new expectations and ways of working as well as forming relationships with staff and other pupils. Many of the pupils are diagnosed ASD but all have very diverse needs and therefore diverse barriers to their future learning, progress and attainment. Individual 'Pupil Premium Action Plans' were introduced in the 2014-15 school year and have developed from the original template so that pupils' EHCP targets are considered as well as taking into account their academic and social progress. Since the introduction of a rationale and a feedforward review for each term, for each target, for each PP pupil, pupils eligible for the Pupil Premium funding have outperformed (academically) pupils not entitled to the funding, clearly showing that this individualised approach to the spending has significant impact on pupil progress.

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	On entry to Abbey School pupils' wellbeing is our primary concern therefore this barrier has to be overcome before a focus on academic learning can take place
B.	Behaviours linked to each pupils' SEN needs to be addressed along with progress in learning, for some pupils this has significant impact
C.	The low self-esteem our pupils experience due to their perceived 'failure' at mainstream school can be a barrier to their learning and this barrier has to be overcome for maximum learning to take place

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Many of our pupils have external agency involvement, for some pupils engaging with these services can at times be a barrier
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvements in wellbeing through reflexology, sensory circuits, theraplay, mindfulness and access to the behaviour support room and staff. Measured by reduction in the number of behaviour incidents reported	Pupils eligible for PP who are targeted for intervention in relation to their wellbeing including self-esteem will show they are relaxed when learning and in social situations, to show increased engagement in learning and, for some, have a decrease in the number of incidents that are reported in the class Team-Teach book
B.	The self-esteem of pupils eligible for the PP funding will improve when the barrier of not having money for school activities or equipment and relationships are built with staff to make it clear that they are staying at the school because they are valued and cared for is overcome. Measured by improvement in academic data	Pupils eligible for PP have their school PE shirt for lessons and take an active role in life skills (cooking) lessons. Building relationships and trust between staff and pupils is, along with wellbeing, the primary focus with new pupils, they need to feel they belong and are valued for academic progress to take place
C.	An 'Outstanding' percentage of pupils eligible for the Pupil Premium funding will make expected and better progress in all areas (80%+ expected and better and 30%+ accelerated progress). Measured through termly data capture	At termly data captures, pupils eligible for the Pupil Premium funding will be on track to make 80%+ expected and better and 30%+ accelerated progress by the end of the 2018-19 school year

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils eligible for PP who are targeted for intervention in relation to their wellbeing including self-esteem will show they are relaxed when learning and in social situations, to show increased engagement in learning and, for some, have a decrease in the number of incidents that are reported in the class Team-Teach book	Reflexology, sensory circuits, theraplay, mindfulness and access to the behaviour support room and staff.	Many of the pupils eligible for the pupil premium funding were new to the school in September 2017 and more in September 2018 and a barrier to attainment for them is, understandably, becoming accustomed to a new school with new expectations and ways of working as well as forming relationships with staff and other pupils. Many of the pupils eligible for the Pupil Premium funding display high levels of anxiety and low wellbeing linked to their SEN needs	Many staff now trained in mindfulness Behaviour and wellbeing team used for theraplay Trained staff used for sensory circuits Trained staff used for reflexology	Jill Newbolt	Termly
The self-esteem of pupils eligible for the PP funding will improve when the barrier of not having money for school activities or equipment and relationships are built with staff to make it clear that they are staying at the school because they are valued and cared for is overcome. Measured by improvement in academic data	Pupils eligible for PP have their school PE shirt for lessons and take an active role in life skills (cooking) lessons. Building relationships and trust between staff and pupils is, along with wellbeing, the primary focus with new pupils, they need to feel they belong and are valued for academic progress to take place	The self-esteem of pupils eligible for the PP funding is adversely affected at each PE lesson and cooking lesson as they often do not have PE uniform or money to take their cooking home. Building relationships and trust between staff and pupils has been the primary focus with pupils since the introduction of the new SLT in April 2015, along with wellbeing, and has proved to have significant impact on pupil behaviour through feeling valued and a sense of belonging, from this academic progress can take place	For many of the pupils eligible for the Pupil Premium funding, their wellbeing is adversely affected by the barrier of not having money for school activities or equipment therefore this will be overcome using the funding Staff will build relationships with new pupils through. Lesson observations and learning walks will show that this is in place	Rachel Yorke	Termly

At termly data captures, pupils eligible for the Pupil Premium funding will be making 80%+ expected and better and 30%+ accelerated progress	Individual Pupil Premium action plans written and reviewed termly by the class team Class intervention plans written termly by the class teacher	Pupils eligible to the Pupil Premium funding are currently making accelerated progress and out-performing pupils not eligible and the school seeks to continue this as a trend over time	The class staff team know the pupils well and understand their needs in terms of gaps in learning, misconceptions, barriers to learning and next steps. The impact of PP action plans and intervention plans is reviewed termly by the outcomes lead and the Deputy Head Teacher	Class teachers	Termly
Total budgeted cost					£48,565

6. Review of expenditure

Previous Academic Year	2017/18
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Desired outcome	Chosen action	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																																																																																																																												
Pupils eligible to the Pupil Premium funding will make academic progress at the same rate as their peers not entitled to the funding	Individual Pupil Premium action plans written and reviewed termly by the class team Class intervention plans written termly by the class teacher	<p>The success criteria was clearly met, pupils eligible for the Pupil Premium funding out-performed their peers not entitled to the funding</p> <table border="1" style="font-size: 8px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Total</th> <th colspan="4">Reading</th> <th colspan="4">Writing</th> <th colspan="4">Maths</th> <th colspan="4">Science</th> <th colspan="4">ICT</th> <th colspan="4">Overall (R, W, M, S, ICT)</th> </tr> <tr> <th>Exced</th> <th>Met</th> <th>step below</th> <th>Not Met</th> </tr> </thead> <tbody> <tr> <td>Eligible</td> <td>71</td> <td>42</td> <td>20</td> <td>7</td> <td>2</td> <td>31</td> <td>28</td> <td>11</td> <td>1</td> <td>36</td> <td>27</td> <td>7</td> <td>1</td> <td>46</td> <td>15</td> <td>10</td> <td>0</td> <td>42</td> <td>23</td> <td>4</td> <td>2</td> <td>55%</td> <td>32%</td> <td>11%</td> <td>2%</td> </tr> <tr> <td>Not eligible</td> <td>35</td> <td>21</td> <td>9</td> <td>2</td> <td>3</td> <td>12</td> <td>12</td> <td>8</td> <td>3</td> <td>17</td> <td>12</td> <td>5</td> <td>1</td> <td>13</td> <td>16</td> <td>6</td> <td>0</td> <td>16</td> <td>12</td> <td>5</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>60%</td> <td>28%</td> <td>6%</td> <td>9%</td> <td>34%</td> <td>34%</td> <td>23%</td> <td>9%</td> <td>49%</td> <td>34%</td> <td>14%</td> <td>3%</td> <td>37%</td> <td>46%</td> <td>17%</td> <td>0%</td> <td>46%</td> <td>34%</td> <td>14%</td> <td>6%</td> <td>45%</td> <td>35%</td> <td>15%</td> <td>5%</td> </tr> </tbody> </table>		Total	Reading				Writing				Maths				Science				ICT				Overall (R, W, M, S, ICT)				Exced	Met	step below	Not Met	Exced	Met	step below	Not Met	Exced	Met	step below	Not Met	Exced	Met	step below	Not Met	Exced	Met	step below	Not Met	Eligible	71	42	20	7	2	31	28	11	1	36	27	7	1	46	15	10	0	42	23	4	2	55%	32%	11%	2%	Not eligible	35	21	9	2	3	12	12	8	3	17	12	5	1	13	16	6	0	16	12	5	2							60%	28%	6%	9%	34%	34%	23%	9%	49%	34%	14%	3%	37%	46%	17%	0%	46%	34%	14%	6%	45%	35%	15%	5%	This approach will continue as it is having a very positive impact on the academic progress of pupils eligible for the Pupil Premium funding
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<p>Pupils eligible to the Pupil Premium funding will find forming relationships easier and be able to maintain these, they will be able to work independently in line with their level of need in terms of SEN</p>	<p>Support from the behaviour and wellbeing team. Whole class work on relationship building and maintaining</p>	<p>A significant number of pupils received intervention for relationships and independence. These pupils have more secure relationships now and can learn with ever increasing independence</p>	<p>The approaches used have a positive impact but this needs to remain a focus through a whole class approach and some individualised approaches for some pupils through work on self-esteem and wellbeing</p>
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