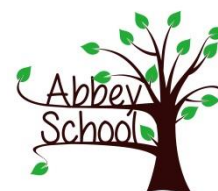


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023 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 Special School |
| Number of pupils in school | 205 |
| Proportion (%) of pupil premium eligible pupils | 52% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | January 2022-January 2025 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | January 2024 |
| Statement authorised by | Luci Windle |
| Pupil premium lead | Wayne Askham |
| Governor / Trustee lead | Ian Tankard |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £101,390 |
| Recovery premium funding allocation this academic year | £75,000 |
| 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 | £176,390 |

Part A: Pupil premium strategy plan

Statement of intent

It is essential that we consider the context of our school and the consequent challenges that our families face when deciding how to allocate our pupil premium funding whilst using the EEF research to inform our Judgments.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners. Socio-economic disadvantage is not always the primary challenge our learners face. We want to ensure that all our pupils and their families feel they belong in all aspects of school life. Our staff need to be acutely aware of the strengths and areas for development for our learners across school and are involved in the how why and so what approach we take for the use of the pupil premium.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged learners require it most, targeted support based on robust diagnostic assessment of need, and helping learners to access a broad and balanced curriculum with enrichment activities throughout the school year.

We recognise that not all learners who are socially disadvantaged are registered or qualify for free school meals. Although our strategy is focused on the needs of disadvantaged learners, it will benefit all learners in our school where funding is spent on whole-school approaches, such as high-quality teaching, curriculum development to address academic and social emotional development. It is the intention that outcomes for non-disadvantaged learners will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged learners with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for learners who have been worst affected, including non-disadvantaged learners.

Our strategy will be driven by the needs and strengths of each learner, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Wellbeing</p> <p>Our primary concern, therefore this barrier has to be overcome before a focus on academic learning can take place as learners will not make academic progress until their wellbeing needs have been met. A barrier for our children has been the social isolation as a result of the Covid 19 pandemic. Our learners need to rebuild their Learning Power, address all areas of “Being Back Together” and feel proud of the skills they have gained and learn to transfer these to their academic progress.</p> <p>Ultimate aim: For learners to make progress in line with or above their school target in relation to their wellbeing data and therefore be in a position to make academic progress at or above their school target.</p> |
| 2 | <p>To develop social and emotional learning – Self Awareness</p> <p>Our pupils often see the world and their place in it differently to others because of, for example autism or mental health issues. It is essential that our children are developing skills in identifying emotions, accurate self-perception, recognise their strengths and build self-confidence and self-efficacy being visible and valued in their community.</p> <p>Ultimate aim: To increase our pupils understanding of their own strengths and limitations linked to their individual SEND.</p> |
| 3 | <p>Social and emotional learning - Self-esteem</p> <p>The low self-esteem that our learners 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 progress in learning to take place. Our learners low self-esteem and aspiration emanating from their perceived past failures and low confidence is also a barrier.</p> <p>Ultimate aim: For learners to have high aspirations and optimism for their futures.</p> |
| 4 | <p>Cultural capital poverty – Limited access to a range of experiences beyond their front doors</p> <p>Our pupils, often have limited life experiences outside of their home as a result of their special needs and low confidence in accessing what their community has to offer</p> <p>Ultimate aim: For pupils to have rich and memorable experiences that develop their cultural capital.</p> |
| 5. | <p>Academic Progress</p> <p>Our pupils arrive to us with a history of low attainment and have weak language and communication skills which is a barrier to learning.</p> <p>Ultimate Aim: Through the exposure to high quality language and communication our pupils make progress with their school target in line with or above their non disadvantaged peers</p> |

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>Wellbeing</p> <p>Ultimate aim: For learners to make progress in line with or above their school target in relation to their wellbeing data and therefore be in a position to make academic progress at or above their school target.</p> <p>Desired Outcome 1: Staff CPD will be delivered around pedagogical approaches of metacognition and self-regulation. These giving learners planned opportunities for application in their learning through the use of the Abbey Learning Cycle. According to the EEF research, Metacognition and self-regulation skills show up to +7 Months progress on attainment.</p> <p>Desired Outcome 2: Learners will benefit from extended staffing capacity to support and deliver 1:1 and small group wellbeing intervention. Our staff will be trained in delivering high quality ELSA interventions. According to the EEF Research, Social and Emotional Learning shows +4 months progress on attainment</p> <p>Desired Outcome 3: House events and Lion Leadership responsibilities allocated to learners allow for further collaborative learning opportunities. According to the EEF research Collaborative learning opportunities show +5 Months progress on attainment</p> | <p>Wellbeing data will show 80%+ of learners making at least expected progress and 30%+ of those 80%+ making accelerated progress in line with their school target.</p> <p>No groups will be under-performing.</p> |
| <p>To develop social and emotional learning – Self Awareness</p> <p>Ultimate Aim: To increase our pupils understanding of their own strengths and limitations linked to their individual SEND.</p> <p>Desired Outcome 1: Our staff have high quality training on attachment and trauma practice. Staff recognise when to use strategies that further engage and support the school's population. According to the EEF Research, Social and Emotional Learning shows +4 months progress on attainment</p> <p>Desired Outcome 2: The School has increased capacity to disseminate Emotional Literacy Support strategies from ELSA training. Our learners show that they are equipped with strategies to regulate and problem solve.</p> | <p>Wellbeing data will show 80%+ of learners making at least expected progress and 30%+ of those 80%+ making accelerated progress in line with their school target.</p> <p>No groups will be under-performing.</p> <p>This will impact on their academic progress data which will show them making progress in line with or above their school target.</p> |

| | |
|---|---|
| According to the EEF Research, Social and Emotional Learning shows +4 months progress on attainment | |
| <p>Social and emotional learning self-esteem</p> <p>Ultimate aim: For learners to have high aspirations an optimism for their futures.</p> <p>Desired Outcome 1:</p> <p>Our pupils will have access to focused academic support through increased staffing capacity. The support will be delivered with input from the school's faculty leaders and tutor.</p> <p>According to the EEF research, small group tuition shows +4 months progress on attainment.</p> <p>Desired outcome 2:</p> <p>Our learners will have access to specialist external interventions that use art and music as a driver. They are able to experience art and music as a means of self-expression and collaboration.</p> <p>According to the EEF research, arts participation shows + 2 months progress on attainment and Collaborative learning opportunities show +5 Months progress on attainment</p> <p>Desired Outcome 3:</p> <p>Our learners will develop their skills using real world experiences allowing for them to retrieve these in a range of contexts.</p> <p>According to EEF research, Collaborative learning opportunities show +5 Months progress on attainment and Social and Emotional Learning shows +4 months progress on attainment</p> | <p>Annual reviews of the EHCP along with their paths will focus on aspirations for every learner,</p> <p>High aspirations will continue to be further promotes through flight paths (Y7 onwards)</p> <p>Our futures display in Reception will show learners high aspirations for their futures.</p> <p>Learners will display social confidence in and motivation in completing learning tasks independently and in approach to exams. This will be evidenced by learner voice, walk-throughs, lesson observations, Faculty Leader quality assurance.</p> <p>Academic data will show 80%+ of learners making at least expected progress and 30%+ of those 80%+ making accelerated progress.</p> <p>No groups will be under-performing.</p> |
| <p>Cultural capital poverty – Limited access to a range of experiences beyond their front doors</p> <p>Ultimate aim: For pupils to have rich and memorable experiences that develop their cultural capital.</p> <p>Desired outcome 1: Our pupils have access to an increased range of visits and residential experiences that are linked to and enhance the curriculum.</p> <p>Desired Outcome 2: An increased after school offer linked to pupils' aspirations and the use of STEAM Street.</p> | <p>Pupils PP Plans are linked to and show the breadth of experience offered.</p> <p>Pupils have links to after school opportunities and their flight paths</p> <p>Communication data will show 80%+ of learners making at least expected progress and 30%+ of those 80%+ making accelerated progress in line with their school target.</p> |
| <p>Academic progress</p> <p>Ultimate aim: Through the exposure to high quality language and communication our pupils make progress with their school target in line with or above their non disadvantaged peers</p> <p>Desired Outcome 1:</p> <p>Staff will be developed through whole school CPD on 'The SEND 5 a Day' and associated strategies, giving learners planned opportunities to use the strategies in their learning through the use of the Abbey Learning Cycle.</p> <p>Desired Outcome 2:</p> | <p>Academic data will show 80%+ of learners making at least expected progress and 30%+ of those 80%+ making accelerated progress in line with their school target.</p> <p>No groups will be under-performing.</p> <p>·</p> <p>Learning walks, appreciative enquiries and Lesson Observations will show that the use of 'Researched based pedagogy' is embedded through the use of The Abbey Learning Cycle.</p> |

| | |
|---|--|
| Through the Artsmark programme and the promotion of arts subjects, learners will be inspired to participate in creative activities and use these to improve their confidence in these areas of the curriculum, increasing overall confidence in their ability to learn. | |
|---|--|

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: £5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Training in the use of 'Send 5 a day linked to the use of the Abbey Learning Cycle | According to the EEF The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes | 1,2,3,4,5 |
| Training in the use of 'Apple Teacher' | According to the EEF research, the use of digital technology shows +4 months progress on attainment. For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) | 2,3, 5 |
| Artsmark | According to the EEF research, participating in the art shows +4 months progress on attainment | 1,3,4,5 |

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

Budgeted cost: £85,000

| Activity | Evidence that supports this approach | Challenge number(s) and colours addressed |
|---|--|---|
| Personalised intervention based on next steps in learning | <p>According the EEF Small group tuition has an average impact of four months' additional progress over the course of a year. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>EEF have also launched to accompany this Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)</p> | 1,3,4,5 |
| Well trained HLTA to deliver the intervention | <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> | 1,3,4,5 |

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

Budgeted cost: £86,390

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|---|-------------------------------|
| ELSA | <p>According to the EEF research, the use of social and emotional learning shows +4 months progress on attainment.</p> <p>For pupils with SEND, having the language to be able to express emotions is a constant area for development and support:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1,2,3,4 |

| | | |
|---|--|-----------|
| Wellbeing team for personalised intervention | <p>The wellbeing team provide personalised intervention for individuals and groups based on need as assessed by the class team and the wellbeing team. This varies widely across the cohort of learners in school.</p> <p>According to the EEF research, the use of targeted support shows +6 months progress on attainment.</p> | 1,2,3,4,5 |
| High quality, engaging EHCP reviews | Our own in-school research shows that high quality, child-centred EHCP reviews engage both parents/carers and learners in the process and therefore in the short-term targets that are set at the review and the actions that are assigned to people. As a result of this, learners made accelerated gains in terms of meeting their targets which leads to amendments frequently having to be made to the long term targets of the EHCP document. | 1,2,3,4,5 |
| House events weekly to encourage a sense of belonging, challenge and team spirit | <p>According to the EEF research, the use of social and emotional learning shows +4 months progress on attainment.</p> <p>For our learners to work collaboratively to achieve an end goal is a challenge. Many of our learners have ASD and therefore struggle to collaborate so this is a focus throughout school to impact on the future social mobility of our learners:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1,2,3,4 |
| Programme working with parents/carers to develop effective home learning environments, supporting the child with reading and increased self-expression. | <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p> | 2, 3,4,5 |
| Provide learners cultural capital by providing a breadth of experience. | <p>Knowing our school community, we realise that in order to further close the gaps they face in learning we need to work on the lack of experiences that they have beyond their own front door. Many of our pupils will not leave or experience their local area for months at a time. Therefore, we have ensured that our curriculum is balanced and carefully sequenced to allow opportunities for cultural development and experience their community and beyond.</p> <p>According to the EEF research, the use of social and emotional learning shows +4 months progress on attainment.</p> | 1,2,3,4,5 |

Total budgeted cost: £176,390

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.

The Main strengths we have analysed from last year's spend are as follows.

The investment in the wellbeing team at Abbey has seen an increase in the delivery of ELSA based interventions with clear targets, timeframes and exit plans. This has also had direct impact on communication data 81% of PP learners meeting or exceeding their school-based target.

Further investment in a key member of staff for the Schools STEAM Street project has seen learners aspirations linked to their STEAM street roles and personalised PATH's and Flight Paths. Outcomes for Pupils Post 16 from 2021-22 saw 73% of pupils move on into employment-based opportunities.

Investment in interventions have seen reading data at the end of the year reach 81% for pupils meeting or exceeding their school-based target.

The schools commitment to our learners not being invisible members of their community have seen them participate in a range of inclusive after school clubs, local events including community projects such as "Winter Wonderland" that see's out pupils develop a local event for their community to attend.

The Abbey Learning Cycle is an area of practice that has shown through our Quality Assurance both internally and externally having a positive impact in pupils' ability to recall their learning and recognised as an area of practice that the Trust would like to adopt across other schools within in it.

Our learners cultural capital has been increased through access to local trips, Duke of Edinburgh participation, travel training. Engage phase visits mean that our learners have visited attractions in their local community and beyond and this has meant they have a wider reference for their learning.

The Abbey Promises have enabled our families and their pupils to experience that they can share together and build upon families taking further responsibility for their child's learning beyond the school gate. Through the use of subsidised visits.

The addition of an E Grade TA to allow for our families to have planned events that relate to the promotion of their child's learning have contributed to the Reading and Science Outcomes for Pupils.

Calendared house events that are linked to aspirations and STEAM Street roles have a high participation and again reflect in pupil voice outcomes and communication.

The active Pupil Parliament and Lion Leadership responsibilities and ethos have seen a greater offer of Leadership roles and uptake of STEAM street roles filled with pupils on our PP register.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| SeeSaw | SeeSaw |