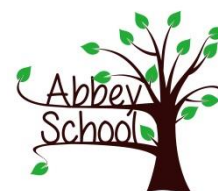


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024 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	219
Proportion (%) of pupil premium eligible pupils	53%
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 2024
Date on which it will be reviewed	January 2025
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	£111,930
Recovery premium funding allocation this academic year	£94,568
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	£206,498

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 best available research to inform our Judgments, including that of the EEF and work with Derby University.

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.

The wellbeing of our pupils is at the heart of our approach this allows our pupils to be in a better place to learn, how you feel at the point of learning is essential. Our high-quality teaching focusses 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. In turn this helps to enhance their cultural capital deficit.

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. A driver for this will be the schools STEAM Street initiative that turns role play to reality. Allowing our children to raise their aspirations as **“Children Can Only Aspire to be what they know exists”** Dr Ger Graus,

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>Health – Emotional Wellbeing</p> <p>Our initial focus for each pupil is to ensure that each have access to or know strategies to support with their challenges in emotional wellbeing. Post Covid research shows many factors impacting the emotional wellbeing of pupils. This has recently been highlighted by Dr Sally Burtonshaw & Ed Dorrell whose headline findings state: <i>Covid has caused a seismic shift in parental attitudes to school attendance that is going to take a monumental, multi-service effort to change.</i> And that <i>The mental health crisis in young people is a huge, compounding issue around attendance.</i> Factoring in alongside this <i>The cost-of-living crisis is driving more families into poverty, and this is an underlying driver of poor attendance in families from lower and no-income groups.</i> If our pupil's wellbeing is not supported they will not make academic progress</p> <p>Ultimate aim: For pupils to make progress in line with or above their school targets in relation to their wellbeing data and therefore be in a position to make academic progress at or above their school targets.</p>
2	<p>Independent Living - Social and emotional learning and 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 pupils 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. Our pupils need to be confident in a changing world and be prepared for their next steps gaining knowledge and skills that are needed to live independently.</p> <p>Ultimate aim: To increase our pupils understanding of their own strengths and limitations in order to live as independently as possible.</p>
3	<p>Health- 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 an optimism for their futures.</p>
4	<p>Community Inclusion - Cultural Capital Deficit – 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 result of their special needs and family confidence in accessing and knowledge of what their community has to offer</p> <p>Ultimate aim: For pupils to have rich and memorable experiences that develop their cultural capital whilst becoming part of their communities.</p>
5.	<p>Employment - Academic Progress</p> <p>Our pupils arrive to us with a history of low attainment and often have weak language and communication skills which is a barrier to their learning.</p> <p>Ultimate Aim: Our Communication Promise to our pupils allows a range of opportunities in a range of places with a range of people to contribute to achieving aspirations.</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>Health – Emotional Wellbeing</p> <p>Ultimate aim: For pupils to make progress in line with or above their school targets in relation to their wellbeing data and therefore be in a position to make academic progress at or above their school targets.</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. Staff will collaborate to create a Teacher Toolkit to share pedagogy and practice. 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 wellbeing staff will be trained in delivering high quality ELSA and Active interventions. According to the EEF Research, Social and Emotional Learning shows +4 months progress on attainment Research undertaken by Professor Barry Carpenter and Dr John Ratey found a positive correlation between physical activity on wellbeing.</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><i>Our Personal, Social and Emotional data sets (PESD) are forensically used to identify specific outcomes wellbeing interventions. In turn pupils will be making at least expected progress in line with their school targets.</i></p>
<p>Independent Living - Social and emotional learning and Self-Awareness</p> <p>Ultimate aim: To increase our pupils understanding of their own strengths and limitations in order to live as independently as possible.</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. According to the EEF Research, Social and Emotional Learning shows +4 months progress on attainment</p>	<p>Our Personal, Social and Emotional data sets (PESD) are forensically used to identify specific outcomes wellbeing interventions. In turn pupils will be making at least expected progress in line with their school targets</p> <p>Staff are able to use strategies that support pupils in their decision making</p> <p>Pupils have further access to ELSA trained Teaching assistants in our wellbeing team. Proving support for pupils to develop strategies to self-regulate.</p> <p>Key staff are trained to:</p>

<p>Desired Outcome 3: The school has increased capacity for Mental Health lead practitioners that benefit pupils, families and staff.</p> <p><i>Finding 5 from the research undertaken by Burtonshaw and Dorrell states crisis in CAMHS was creating a devastating ripple effect on education.</i></p>	<ul style="list-style-type: none"> • help develop a whole school culture, including promoting positive mental health • understand the link between mental health and behaviour • identify children with possible mental health problems • put in place support, including working with external agencies where required
<p>Health- Social and emotional learning - Self-esteem Ultimate aim: For learners to have high aspirations an optimism for their futures.</p> <p>Desired Outcome 1: Our pupils will have access to focused academic support through increased staffing capacity.</p> <p><i>According to the EEF research, small group tuition shows +4 months progress on attainment.</i></p> <p>Desired outcome 2: 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><i>According to the EEF research, arts participation shows + 2 months progress on attainment and Collaborative learning opportunities show +5 Months progress on attainment</i></p> <p>Desired Outcome 3: Our learners will develop their skills using real world experiences allowing for them to retrieve these in a range of contexts using the schools STEAM Street and Lion Leadership Initiatives</p> <p><i>According to EEF research, Collaborative learning opportunities show +5 Months progress on attainment and Social and Emotional Learning shows +4 months progress on attainment</i></p>	<p>Our Academic data sets will show pupils making at least expected progress No groups will be under-performing.</p> <p>Pupils 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> <ul style="list-style-type: none"> • Annual reviews of the EHCP along with their paths will focus on aspirations for every learner. • High aspirations will continue to be further promoted through flight paths (Y7 onwards) • Our futures display in Reception will show learners high aspirations for their futures.
<p>Community Inclusion - Cultural Capital Deficit – 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 whilst becoming part of their communities.</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 STEAM street offer than can be used both within the school day as part of careers lessons and an after school offer. These are linked to pupils dreams and aspirations. A dedicated staff member leads this offer.</p> <p>Desired Outcome 3: All Abbey pupils have contributed to the creation of The Abbey Promises. Further enhancing experiences beyond the school gate</p> <p><i>Based around the research of Dr Ger Graus “Children can only aspire to what they know exists” Professor Graus champions the cause of creativity, progress, equity, and innovation in children’s learning.</i></p>	<p>Pupils PP Plans and PATHS 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>STEAM street roles show equality and diversity in the breadth and range of opportunities offered</p> <p>Abbey Promises have pupils voice at their heart and offer rich experiences.</p> <p>A dedicated staff member has increased the links with employers and community.</p>
<p>Employment - Academic Progress Ultimate Aim: Our Communication Promise to our pupils allows a range of opportunities in a range of places with a range of people to contribute to achieving aspirations</p>	<p>Academic data will show pupils making at least expected progress. No groups will be under-performing.</p>

<p>Desired Outcome 1: 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>According to the EEF research, Metacognition and self-regulation skills show up to +7 Months progress on attainment.</p> <p>Desired Outcome 2: 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.</p> <p>According to EEF research Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum, arts participation shows + 2 months progress</p> <p>Desired Outcome 3: Additional speech and language input for curriculum delivery allowing for communication profiles to be created and regular support for teachers to deliver identified strategies throughout school.</p> <p>According to the EEF On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</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> <p>A lesson study approach will be undertaken to develop evidence informed practice and disseminated across the school and Trust.</p> <p>All pupils have opportunities to practice recall and retrieval through the Abbey Learning Cycle.</p>
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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: £15,000

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'	<p>According to the EEF research, the use of digital technology shows +4 months progress on attainment.</p> <p>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:</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	2,3, 5
Artsmark	<p>According to the EEF research, participating in the art shows +4 months progress on attainment Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1,3,4,5
Attachment and Trauma CPD	<p>According to the EEF Research, Social and Emotional Learning shows +4 months progress on attainment Social and emotional learning EEF (educationendowmentfoundation.org.uk) and Finding 5 from the research undertaken by Burtonshaw and Dorrell states crisis in CAMHS was creating a devastating ripple effect on education Impetus Reports</p>	1, 2, 3, 5
Mental Health Lead practitioner course		

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

Budgeted cost: £101,000

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	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1,3,4,5
Speech and Language Therapist Additional time	According to the EEF On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3,5

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

Budgeted cost: £90, 498

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	According to the EEF research, the use of social and emotional learning shows +4 months progress on attainment. For pupils with SEND, having the language to be able to express emotions is a constant area for development and support: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4
Wellbeing team for personalised intervention	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. According to the EEF research, the use of targeted support shows +6 months progress on attainment.	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	According to the EEF research, the use of social and emotional learning shows +4 months progress on attainment. 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4
Programme working with parents/carers to develop effective home learning environments, supporting the child with reading and increased self-expression.	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: Supporting children with special educational needs and disabilities NSPCC	2, 3,4,5
Provide learners cultural capital by providing a breadth of experience.	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. According to the EEF research, the use of social and emotional learning shows +4 months progress on attainment.	1,2,3,4,5
Provide pupils with support to access STEAM and Lion Leadership	Based around the research of Dr Ger Graus “Children can only aspire to what they know exists” Professor Graus champions the cause of creativity, progress, equity, and innovation in children’s learning.	3,4

Total budgeted cost: £206,498

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 continues 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 shows that our 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 2022-23 saw all of pupils move on into employment-based opportunities or further education.

The schools commitment to our learners not being invisible members of their community have seen them participate in a range if 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 Schools STEAM Street imitative has seen further links with employers such as ASDA, JD and Subway

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 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
Boom Redader	Boom Reader
Little Wandle	Little Wandle Letters and Sounds
Purple Mash	Purple Mash