



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 – 2027 academic years) 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 Court Foundation School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Vicky Aspin
Pupil premium lead	Lynne Barnes
Governor / Trustee lead	Chloe Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,560
Recovery premium funding allocation this academic year	£34,693
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	£137,253

<u>Basic Information</u>	
Total number of pupils on role (Nursery – Year 11)	191
Total number of primary pupils entitled to PPG	45
Total number of secondary pupils entitled to PPG	42
Total number of pupil's school-wide entitled to PPG	87
Total number of pupils entitled to service premium	1
Total number of FSM entitled to PPG	75
Total number of Ever 6 FSM pupils entitled to PPG	2
Total number of LAC pupils entitled to PP+	5
Total number of post-LAC pupils entitled to PP+	4
Total number of SGO pupil entitled to PP+	0
Total amount of Pupil Premium Funding	£102,560

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for disadvantaged pupils who attend Abbey Court School is for them to make the school's expected rates of outstanding progress in all areas.

Historically, learners in receipt of PPG have not achieved at a consistently lower level than other groups within the school, due to the individualised nature of support offered through quality first teaching within classes which is then supported by carefully planned and evaluated interventions. Therefore, our focus for our pupils who receive Pupil Premium funding is to support their education by providing as many opportunities for them to contextualise and develop their learning in meaningful and relevant ways.

Abbey Court School sits in the heart of the Medway towns in Kent. Whilst parts of Kent can be described as rural, the Medway Towns are densely populated and there is limited access to green and rural spaces; this limits access to outdoor learning opportunities. In addition to this, our pupils have a range of needs including physical disabilities, complex health and learning needs, all of which can increase anxiety and behavioural challenges. This, coupled with familial financial constraints, can put additional barriers to accessing high quality outdoor environments, which provide so many learning opportunities for children and young people.

The Abbey Court Rural Activities Centre is designed to enrich our curriculum and offer pupils a learning environment that engages, motivates and prepares them for the future. Animals and the outside environment are strong motivators for many of our pupils. They provide a rich and broad range of learning opportunities, including developing life skills, the chance to work with others, to be a part of a community, to develop new and existing skills in different contexts and to nurture hobbies and interests they can take into adulthood. With a bespoke classroom, dedicated farm staff and a fully accessible farm, we have developed a curriculum to enable pupils to:

- Learn how to care for animals, plants and wildlife;
- Learn important life skills;
- Have real work experience opportunities;
- Work with others from the local community to support our drive for inclusion;
- Develop their communication skills;
- Be a part of whole school projects;
- Enrich and embed their classroom learning and support their mental health and wellbeing;
- Use and apply skills from subjects such as Mathematics, Geography, Science and PSHE in a real life setting.

At the beginning of each term, a multi-professional pupil progress meeting is held, during which the progress of each individual pupil is considered. Their progress across the curriculum is scrutinised including any Individual Education Plan (IEP) targets, and areas that require improvement are identified. Strategies are agreed, that will effectively move these pupils on, and the best approaches to support the pupil. These are then scrutinised and evaluated regularly, and then formally in the next pupil progress meeting.

As part of these meetings, the use of the Rural Activities Centre is discussed with plans put in place as to how this resource will support learning each term. This is supported by the termly projects within the farm curriculum, which highlights links to specific subjects to drive progress in key areas. The learning planned for each pupil continues to be individualised and focused on pupil areas of need, which are highlighted through teacher observation and assessment data.

The key principles of the strategy plan are to provide a bespoke learning environment, which enables high quality outdoor learning and an opportunity to contextualise the learning of key skills and support progress in areas, which have been identified as most significant. Additionally, weekly sessions at the Rural Activities Centre all focus on mental health and well-being, and support the development and growth in self-esteem and confidence. The combination of supporting academic progress and life skills alongside mental well-being has a holistic impact on pupil progress, giving them the tools to access subject specific learning more effectively and meaningfully.

Challenges

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

Challenge number	Detail of challenge
1	All pupils in receipt of PP funding have significant language and communication difficulties which impacts their learning and interaction skills. Opportunities to develop their individual communications skills in a range of learning contexts and environments is essential to becoming a successful communicator. Chances to develop these skills in a range of environments and with different people can be limited outside of school due to various barriers including access, finances, and the nature of each pupils' complex learning needs.
2	Pupil mental health and well-being can be a barrier to progress and achievement for all pupils, but particularly for those with severe and profound learning difficulties. Additional challenges in recognising and articulating feelings and emotions, means that staff take a more proactive approach in monitoring and supporting mental health and wellbeing across the school.
3	Opportunities for learning outside of the classroom can be limited for pupils in receipt of PP funding due to the cost of events and the lack of available funds to take children to events and attractions beyond the school day. This can limit pupil opportunities to contextualise learning beyond the classroom.

4	Pupils in receipt of PP funding can have limited access to social interactions which are appropriate and supportive of individual pupil need. This barrier can be increased by their complex needs. Social interaction with age related peers provides essential opportunities to learn from each other.
5	Many pupils in receipt of PP funding at Abbey Court School can have difficulties with self-regulation and with managing transitions between learning environments, lessons and other changes within their day. Supporting pupils to engage effectively in learning and to manage familiar and less familiar transitions is key to their progress. It is also essential for us to think and plan proactively for transition and change in a positive and safe environment.
6	Work experience and work-related learning is a statutory aspect of all pupils' careers education. Access to meaningful work experience opportunities can be limited for pupils within a SEN context and this can have a detrimental impact on progress.

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
For all pupils to show improvements in their Communication skills (English – Speaking and Listening).	For 96% of pupils to make good or better progress in Speaking and Listening (Abbey Court School standard of good or better progress, in relation to Abbey Court P-Levels for Speaking and Listening). For 95% of pupils to meet one or more of their Speech and Language Therapy goals.
For all pupils to show improvements in their PSHE/personal development skills.	For 96% of pupils to make good or better progress in PSHE (Abbey Court School standard of good or better progress, in relation to Abbey Court P-Levels for Speaking and Listening). For 95% of PSHE or Personal Development IEP targets to have been achieved at 'Secure' level.
To promote pupil well-being.	For regular staff consultations, via pupil survey and pupil voice meetings, which allows them to evaluate the interventions they have access to.
To promote learning across the curriculum (through cross-curricular learning facilitated through the farm).	Geography - For 96% of pupils to make good or better progress in Geography (Abbey Court School standard of good or better progress, in relation to Abbey Court P-Levels for Geography). Maths – For 94% of pupils to make good or better progress in Maths (Abbey Court School standard of good or better progress, in relation to Abbey Court P-Levels for Number, Using & Applying, and Shape, Space and Measure).

	Science - For 97% of pupils to make good or better progress in Science (Abbey Court School standard of good or better progress, in relation to Abbey Court P-Levels for Science).
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

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

Budgeted cost: £129,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Facilitate teaching and learning through the farm curriculum. Ensuring the animals, resources and environment meet the needs of all students to provide a high-quality learning provision.</i>	Review of impact during pupil progress meeting (minuted) End of year assessment data Accreditation data Pupil feedback Attainment of IEP/AR targets	1-6
<i>Speech and Language Therapy</i>	Review of impact during pupil progress meeting (minuted) End of year assessment data End of year evaluation of therapy plans	1

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide and opportunity and life experience which promotes personal development, supports academic achievement and enhances well-being and confidence.</i>	<p>Review of impact during pupil progress meeting (minuted)</p> <p>Pupil feedback through surveys and pupil voice meetings</p> <p>Feedback from parents in meetings and surveys</p> <p>Yearly review to ensure opportunities that are relevant and appropriate to pupil need</p>	1-5

Total budgeted cost: £ 137,253

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 2023 to 2024 academic year.

Overall Aim

To raise attainment and achievement of pupils and ensure good or better progress. Historically, learners in receipt of PPG have achieved at the same rate as other groups within the school, due to the individualised nature of support offered. Following the pandemic and the ongoing impact of: reduced attendance, the lack of opportunities for social interaction and the reduced access to the therapies.

At the beginning of each term (3 times per year), a multi-professional pupil progress meeting (PPM) is held during which the progress of each pupil receiving Pupil Premium funding is considered. Their progress across the curriculum is scrutinised including any Individual Education Plan (IEP) targets, and areas that require improvement are identified. The PPM then considers strategies that will effectively move these pupils on and the best approach (additional Speech and Language Therapy; individual teaching; equipment/aids etc.) that will support the pupil.

At the end of the academic year, the school's progress tracker details the progress that pupils have made in all areas of the curriculum, their Individual Education Plans and a teacher judgement on their progress for the year. This enables us to look at pupil progress in relation to their interventions. This enables us to evaluate the impact and consider next steps for the pupil.

Success criteria

For all pupils to show improvements in communication and achieve their Speech and Language therapy goals.

For 90% of pupils to make good or better progress in Speaking and Listening.

- **94.5% of pupils made good or better progress in Speaking.**

For 20% of pupils to make outstanding progress in Speaking and Listening.

- **40% of pupils made outstanding progress. An increase of 8% from the previous year.**

For all pupils to show improvements in their physical development.

For 90% of pupils to make good or better progress in P.E.

- **93.5% of pupils made good or better progress.**

20% of pupils to make outstanding progress. For pupils to gain accreditation in physical development activities.

- **24% of pupils made outstanding progress.**

For pupils to be awarded one or more AQA award when accessing Tonto (mechanical horse) or a Rebound therapy accreditation.

Overall, 88 Tonto awards were achieved across the year. 41 awards were accredited for Rebound Therapy.

For pupils to show improvements in Reading skills, including phonics, functional reading and social sight signs and encouraging reading for pleasure.

For 90% of pupils to make good or better progress in Reading.

- **89% of pupils made good or better progress in Reading.**

20% of pupils to make outstanding progress.

- **28% of pupils made outstanding progress. An increase of 7% since the previous year.**

For pupils accessing the Engagement Model (non-subject specific learners, working below P4 of the Abbey Court P-Levels):

Pupil progress across the academic year was measured through assessment against the scales of engagement on the Engagement Model, Teacher Assessment of progress, and IEP target achievement. 97% of pupils accessing the Engagement Model met the school's standard for 'Good or better' progress overall (taking into account all three areas of assessment). This was an increase from 96% in the previous year.

Further information (optional)

A residential journey is offered at each key stage, as it is recognised that our pupils have limited social opportunities with their peers, which has been exacerbated through the pandemic and potential financial difficulties.

Educational visits with specialist staff enable pupils to have wider access to the community than they would otherwise, this includes regular access throughout the pandemic and will continue.

A personalised curriculum offer is in place for all pupils and is regularly reviewed by multi-professionals.