

Pupil premium strategy statement – Abbey Court School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2022/2023
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Vicky Aspin, Headteacher
Pupil premium lead	Lynne Barnes, Assistant Headteacher
Governor / Trustee lead	Jane Heyes, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,215
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£80,215

Part A: Pupil premium strategy plan

Statement of intent

Basic Information	
Total number of pupils on roll (Nursery – Year 11)	182
Total number of primary pupils entitled to PPG	27
Total number of secondary pupils entitled to PPG	27
Total number of pupils school-wide entitled to PPG	60
Total number of pupils entitled to service premium	1
Total number of FSM entitled to PPG	54
Total number of Ever 6 FSM pupils entitled to PPG	27
Total number of LAC pupils entitled to PP+	5
Total number of post-LAC pupils entitled to PP+	4
Total number of SGO pupils entitled to PP+	0
Total amount of Pupil Premium Funding	£80,215
What are your ultimate objectives for your disadvantage pupils? For all disadvantaged pupils to make the schools expected rates of good or better progress in all curriculum areas. 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 therapies. There is continued objective to enhance therapeutic provision.	
How does your current pupil premium strategy plan work towards achieving those objectives?	

By promoting interventions which support transferrable skills to enhance progress throughout the curriculum, and supports the ongoing progress for disadvantaged pupils.

How does your current pupil premium strategy plan work towards achieving towards meeting those standards?

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. Any areas that require improvement are identified. Strategies are agreed, that will effectively move these pupils on and the best approaches (additional Speech and Language Therapy; individual teaching; equipment/aids etc.) identified to support the pupil. Individual Education Plan targets incorporate these agreed strategies and the targets are then evaluated regularly and formally in the next progress meeting.

The interventions planned for pupils are individualised and focused on areas of need which include 1:1 focused teaching in reading and phonics, additional Speech and Language input from a therapist, access to small group social language development activities, Occupational therapy input from a therapy assistant, additional physical development programmes through access to Tonto (the school's mechanical horse), as well as the purchase of resources and equipment to support access and learning to meet the individual pupil need, as required.

What are the key principles of your strategy plan?

To provide interventions which meet the needs of each individual pupil and support progress in areas which have been identified as most significant. The majority of the interventions planned support pupils' overall progress, through specific input in communication skills and physical development. All of the agreed interventions support mental health and well-being and the development and growth of self-esteem and confidence. The combination of the development of communication skills, (reading), physical development and well-being has a holistic impact on pupil progress, giving each child the tools to access subject specific learning.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Pupil's ability to communicate.</u></p> <p>All pupils in receipt of PP funding have significant language and communication difficulties which impacts their learning and interactions skills. They are all allocated a package of support at the Specialist or Targeted level.</p>
2	<p><u>Physical development, maintaining and developing skills.</u></p> <p>23% of pupils who are allocated Pupil Premium funding have a physical disability which is supported through the implementation of Physiotherapy and Occupational Therapy. Physical development supports a range of transferrable skills, which have an impact on accessibility to learning throughout the curriculum.</p>
3	<p><u>Reading</u></p> <p>Reading is a focus for pupil progress nationally. Our pupils need to develop functional literacy to aid communication and support independence.</p> <p>21% of pupils made Outstanding progress, of which 9 (43%) pupils in receipt of PPF made outstanding progress in reading last year. To support accelerated progress over this academic year. Reading interventions have been put in place for each child.</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
For all pupils to show improvements in communication and achieve their Speech and Language therapy goals.	<p>For 90% of pupils to make good or better progress in Speaking and Listening.</p> <p>For 90% of pupils to meet one or more of their Speech and Language therapy goals.</p> <p>For 20% of pupils to make outstanding progress in Speaking and Listening.</p>
For all disadvantaged pupils to show improvements in their physical development.	<p>For 90% of pupils to make good or better progress in P.E.</p> <p>20% of pupils to make outstanding progress.</p>
For pupils to gain accreditation in physical development activities.	For pupils to be awarded one or more AQA award when accessing Tonto (mechanical horse) or a Rebound therapy accreditation.
For pupils to show improvements in Reading skills, including phonics, functional reading and social sight signs and encouraging reading for pleasure.	<p>For 90% of pupils to make good or better progress in Reading.</p> <p>20% of pupils to make outstanding progress.</p>

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:

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

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>OT support</u> 1:1 O.T teaching focused on individualised targets 1:1 riding assessment and support Group interventions for fine and gross motor skills Facilitating collaborative working with the NHS Physiotherapy and OT to ensure therapy programmes are consistently implemented.	The pandemic had a negative impact on our ability to offer a range of extra-curricular activities which support physical development. Access to Tonto (mechanical horse) Horse riding, Rebound therapy, swimming and educational visits, promoting outdoor exercise. All efforts are made to ensure pupils make good or better progress (90%) through creative adaptations to the P.E curriculum, and a target to maintain this has been set. Review of impact during pupil progress meeting (minuted)	2
<u>Reading and phonics support</u> 1:1 Reading and phonics teaching	For 90% of pupils to make good progress in reading. Carefully planned one-to-one interventions enable standards of pupil progress to improve. Review of impact during pupil progress meeting (minuted)	3

<p>Group reading and engagement sessions</p> <p>CPD for class teachers and support staff to improve whole school practice</p> <p>Maintaining, updating and providing resources and equipment (personalised) to ensure rapid progress in reading</p>	<p>End-of-year assessment data.</p>	
<p><u>Speech and Language</u></p> <p>1:1 SALT sessions</p> <p>Group SALT and social language sessions</p> <p>Pupil progress meeting attendance to review and enhance SALT offer</p> <p>CPD for teachers and support staff to improve whole school practice</p> <p>Maintaining and updating resources and providing homework</p>	<p>All pupils' EHCPs identify speech and language as an area of need.</p> <p>For 90% of pupils to make good progress in speaking and listening, and a target to maintain this has been set.</p> <p>Additional one-to-one and group SALT interventions aim to enhance rates of pupil progress.</p> <p>Review of impact during pupil progress meeting (minuted)</p> <p>End-of-year assessment data.</p>	<p>1</p>

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

Budgeted cost:

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

Total budgeted cost: £80,215

Part B: Review of 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. Refer to Whole School Performance report 2023 for full details.

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 schools 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.

It was identified that additional Speech and Language Therapy support would have a positive impact, and was relevant to promoting the progress of all pupils at Abbey Court. In addition to this, progress in communication, enables pupils to make progress across all areas of the curriculum.

In 2022-23, 85% of pupils made 'Good' or better progress in Speaking with 32% making 'Outstanding' progress in Speaking. In listening, 93% made good progress and 31% made outstanding progress. Additionally, in Reading, 21% made 'Outstanding' progress.

90% of pupil premium pupils made good or better progress in 15/18 subject areas. 10% did not achieve good or better in three subjects or more.

The pupils who require improvement have been discussed through pupil progress meetings and alternative strategies, along with new targets, have been agreed for them and will be monitored continually over the coming year, with a termly review to check on progress.

Each pupil has a target related to their subject(s) requiring improvement and these are also being supported and monitored by the subject leaders working with the class teachers and department leaders.

Pupil progress in PE – 'P' Level/Engagement Model

All pupils have individual PE 'P' Level or Engagement Model targets, including physio and movement goals. These are set and reviewed three times a year through pupil progress meetings. If there is a 'dip' in the perceived progress of a pupil with their target, then interventions/support will be agreed to get them back on track. The target for PE was for 20% of pupils to achieve 'Outstanding' progress in PE in 2022/2023. This was achieved with 84% of pupils achieving 'Good' or better outcomes, and 29% achieving 'Outstanding' (an increase of 7% from the previous year, 2021-22).

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

A residential journey is offered to pupils at each Key Stage. It is recognised that our pupils have limited social opportunities with their peers and this journey attempts to mitigate the impact.

A fully personalised curriculum offer is in place for all pupils and is regularly reviewed by a team of professionals working around the child.

Two English as an Additional Language (EAL) support assistants are employed to enhance the offer and access for EAL pupils and their families.