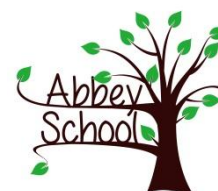


Pupil premium strategy statement



This statement details our school's use of pupil premium for the **2025 to 2026 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	237
Proportion (%) of pupil premium eligible pupils	49.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	January 2025 -January 2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Luci Windle
Pupil premium lead	Wayne Askham & Rachel Lang
Governor / Trustee lead	Ian Tankard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	129,505
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	129,505

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. We must utilise the best available research to inform our judgements, incorporating insights from the Education Endowment Foundation (EEF) and collaborative work with Derby University. This evidence-based approach will guide our strategy, ensuring that the investments we make are both effective and meaningful.

Our aim is to utilise Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners. It is important to recognise that socio-economic disadvantage is not always the primary challenge our learners face. Therefore, we strive to ensure that all our pupils and their families feel a sense of belonging across all aspects of school life. Our staff must be acutely aware of the strengths and areas for development for our learners, and they will be engaged in the how, why, and so what approach to the use of Pupil Premium funding.

At the heart of our approach lies the wellbeing of our pupils. This recognition allows our learners to be in a better position to engage with their education; indeed, how a pupil feels during the point of learning is paramount. Our commitment to high-quality teaching focuses on the particular areas where disadvantaged learners require the most support. This commitment involves targeted interventions based on robust diagnostic assessments of need and aims to facilitate access to a broad and balanced curriculum, enriched by various activities throughout the school year. Such provisions ultimately contribute to addressing and enhancing any cultural capital deficits.

We also acknowledge that not all learners who are socially disadvantaged are registered or qualify for free school meals. While our strategy is primarily focused on the needs of disadvantaged learners, it is designed to benefit all learners within our school community. Funding that supports whole-school approaches—such as enhancing high-quality teaching and curriculum development addressing both academic and social-emotional needs—will invariably improve outcomes for non-disadvantaged learners alongside fostering progress for their disadvantaged peers.

Additionally, our commitment extends to equipping disadvantaged learners with the skills necessary for independent living and social interaction. We will ensure that high-quality work experience, careers guidance, and pathways to further and higher education are accessible to all. A key driver of this initiative is the school's STEAM Street programme, which transforms role-play into tangible experiences. This allows our children to raise their aspirations, resonating with Dr Ger Graus' assertion that "Children can only aspire to be what they know exists."

Our strategy is fundamentally driven by the specific needs and strengths of each learner, relying on formal and informal assessments rather than assumptions or labels. This method allows us to tailor our offerings, ensuring that each pupil receives the relevant skills and experiences essential for their preparation for adulthood.

In summary

Our approach is evidence-based, informed by research from the Education Endowment Foundation (EEF) and work we have undertaken in collaboration with Derby University.

Funding decisions reflect the context of our school and the challenges faced by families.

Our Why?

- **Wellbeing first:** Ensuring pupils feel safe and supported to engage in learning.
- **High-quality teaching:** Targeted support based on diagnostic assessments.
- **Broad curriculum access:** Enrichment activities to build cultural capital.

Our How?

- That our strategy benefits all learners, not just those eligible for free school meals.
- That we have a focus on life skills, careers guidance, and pathways to further education.
- Our STEAM Street programme raises aspirations through real-world experiences.
- Individual needs drive interventions—based on assessments, not assumptions.

Challenges 2025-26

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

Challenge number	Detail of challenge
1	<p>Preparation for Adulthood Focus: Health – Focus given to Emotional Wellbeing</p> <p>Post COVID-19 pandemic, numerous factors have emerged that adversely impact the emotional wellbeing of pupils. Recent research conducted by Dr Sally Burtonshaw and Ed Dorrell has illuminated these issues, establishing connections between disrupted learning environments and diminished mental health (Burtonshaw & Dorrell, 2023).</p> <p>The ultimate aim is for pupils to achieve progress in alignment with or exceeding their school targets concerning wellbeing data. This is crucial for enabling them to attain academic success at or above established school benchmarks.</p> <p>References: Burtonshaw, S., & Dorrell, E. (2023)</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>

	Ultimate aim: To increase our pupils understanding of their own strengths and limitations in order to live as independently as possible.
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 and 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 a 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. WE know this from Government statistics that state:</p> <p>Overall Employment Among Adults with Learning Disabilities (UK & England)</p> <ul style="list-style-type: none"> • England: Only 5.1% of adults with a learning disability known to their local authority are in paid employment. [gov.uk], [mencap.org.uk] • Regional variation: In Yorkshire and the Humber (which includes South Yorkshire), about 6.3% of adults with a learning disability (known to local services) are in paid jobs. <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: pupils to achieve progress in alignment with or exceeding their school targets concerning wellbeing data. This is crucial for enabling them to attain academic success at or above established school benchmarks.</p> <p>High Quality Teaching</p> <p>To promote emotional health and wellbeing within our school community, we will implement the Calm app as a resource for staff training. This tool facilitates self-reflection and mindfulness, equipping our staff with <i>strategies to support children in managing their emotions effectively</i>. By integrating the Calm app into our professional development, we aim to enhance our staff capabilities in nurturing a psychologically supportive environment for all students</p> <p>Research from the Education Endowment Foundation (EEF) highlights the positive impact of social and emotional learning (SEL) on student</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>outcomes, advocating for interventions that foster resilience and emotional regulation..</p> <p>Targeted Support</p> <p>To support emotional health and wellbeing within our school we will develop a boys' mentoring project where pupils can engage with role models who reinforce the importance of emotional expression and coping strategies.</p> <p>Research indicates that peer support can significantly enhance emotional wellbeing among adolescents, with a study conducted by the Mental Health Foundation (2021) emphasising the importance of group interactions for emotional resilience. Furthermore, a report from the University of Cambridge (2020) highlights that structured conversations can lead to improved mental health outcomes</p> <p>Wider Strategies</p> <p>To enhance our commitment to emotional health and wellbeing, we will collaborate with families on strategies informed by the PATH (Planning Alternative Tomorrows with Hope) approach during our annual reviews. This initiative will provide a less formal forum, facilitating open discussions surrounding emotional wellbeing.</p> <p>Research from the Education Endowment Foundation (EEF) emphasises the significance of parental engagement in supporting students' mental health, suggesting that such collaboration can lead to improved outcomes. By fostering these partnerships, we aim to create a supportive environment that prioritises the emotional wellbeing of our students, enabling them to thrive both academically and socially.</p>	
<p>Independent Living - Social and emotional learning and Self-Awareness</p> <p>Ultimate aim: To ensure all pupils, especially those eligible for Pupil Premium, thrive mentally, emotionally, and academically by fostering resilience, self-worth, and recognition of individual talents.</p> <p>High Quality Teaching</p> <ul style="list-style-type: none"> • Identify and nurture each child's unique gifts (academic, creative, social, physical). • Shift focus from deficits to strengths. <p>Social and Emotional Learning (SEL) shows a 3-month boost in academic progress, with significant gains in emotional regulation and self-management. [educatione...ion.org.uk]</p> <p>The Education for Wellbeing trial involving 32,655 pupils found that universal interventions—such as normalising emotions and brief mindfulness practices—improve mental health literacy, reduce emotional difficulties in primary pupils, and benefit students from minoritised backgrounds. [manchester.ac.uk]</p> <p>EEF research on Pupil Premium spending confirms that schools recognise social, emotional, and mental health needs among disadvantaged pupils, aligning well-being interventions with academic strategies.</p> <p>Targeted Support</p> <p>The School has increased capacity to disseminate Emotional Literacy Support Strategies from ELSA</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 equipped recognise and celebrate unique gifts through the TA toolkit.</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. Providing support for pupils to develop strategies to self-regulate.</p> <p>Family voice be collected around strategies needed to positively impacted on their homelife</p>

<p>training. Our learners show that they are equipped with strategies to regulate and problem solve.</p> <p>According to the EEF Research, Social and Emotional Learning shows +4 months progress on attainment</p> <p>Wider Strategies To enhance social and emotional learning at home for our families. Our Voice for for change projects that are linked to the Youth Sports Trust will be shared with families. Allowing Strategies to shared that could be implemented at home to support their children with linked diagnoses.</p> <p>Evidence from the Education Endowment Foundation (EEF) highlights the importance of parental engagement in developing children's emotional competencies. Such support not only promotes academic success but also contributes to the overall well-being of pupils. By fostering collaboration between schools and families, we can create a more inclusive and supportive environment.</p>	
<p>Health- Social and emotional learning - Self-esteem Ultimate aim: For learners to have high aspirations an optimism for their futures.</p> <p>High Quality Teaching To design and integrate a curriculum that will be delivered by partners beyond the school gate that includes sessions on self-awareness and resilience, particularly tailored for girls. Drawing upon a knowledge-based curriculum which fosters emotional intelligence can empower pupils to better manage their emotions and behaviours, enhancing academic and social outcomes <i>(British Journal of Educational Psychology, 2021). Linked to the play unstoppable more than perfect initiate</i></p> <p>Targeted Support 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. 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>Wider Strategies Offer a range of activities including sports, arts, and outdoor educational opportunities that promote team-building, resilience, and personal growth. Research supports that engaging in structured extra-curricular activities can lead to improved social skills and emotional wellbeing (Journal of School Health, 2017).</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 promotes through flight paths (all pupils have one as soon as they join. • 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 Ultimate aim: For pupils to have rich and memorable experiences that develop their cultural capital whilst becoming part of their communities.</p>	<p>Pupils PP Plans and Flight 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>High Quality Teaching</p> <p>To enhance the effectiveness of Pupil Premium Plans, our staff will engage in Continuous Professional Development (CPD) specifically centred on the creation of high-quality individual plans.</p> <p><i>on the research conducted by the Education Endowment Foundation (EEF), our training sessions will explore evidence-based strategies that optimise the impact of Pupil Premium allocations. This CPD will empower staff to implement targeted interventions, ensuring that each pupil's unique needs are addressed.</i></p> <p>Targeted Intervention</p> <p>Our pupils, as a result of their needs, have a cultural capital deficit due to the limited access to diverse experiences beyond their immediate environments, hindering community inclusion. We will leverage individual Pupil Premium plans strategically linked to Preparation for Adulthood and Education, Health and Care Plan (EHCP) targets to broaden students' horizons.</p> <p><i>Research from the Education Endowment Foundation (EEF) emphasises the importance of enriching experiences for disadvantaged pupils, enhancing their social mobility and educational outcomes. Implementing targeted interventions can foster greater engagement with cultural activities and community resources, ensuring that all students develop the necessary skills and confidence to thrive in adulthood.</i></p> <p>Wider Strategies</p> <p>We will increase our STEAM Street job offer and continue to develop further job opportunities that are closely linked to our pupils' aspirations and dreams.</p> <p><i>This initiative will draw on Dr Ger Graus' extensive research, which emphasises the importance of connecting educational experiences with real-world career pathways (Graus, G. (2018). 'The Importance of Careers Education in the Primary School').</i></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</p> <p>Ultimate Aim: To enhance pupil support through a TA toolkit, progress careers provision in Primary, and utilise progressive technology linked to research.</p> <p>High Quality Teaching</p> <p>Our staff deliver and are part of a range of development workshops focusing on the effective utilisation of TAs in the classroom. This could include training on differentiated instruction and scaffolding techniques that are evidence-based. <i>The Education Endowment Foundation (EEF) suggests that high-quality support staff training significantly impacts pupil outcomes.</i></p> <p>Wider Strategies</p> <p>The 'Start Small Dream Big' initiative aims to formalise our careers curriculum by correlating it with real-world outcomes. By integrating our STEAM Street initiative, we can enhance primary education, fostering vital skills for the future. <i>Research indicates that early engagement in STEAM fields significantly boosts students' career aspirations (Sullivan, 2021).</i></p>	<p>Academic data will show pupils making at least expected progress. No groups will be under-performing.</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 TA toolkit is coproduced and used to enhance the induction, TA appraisals and Daily practice</p> <p>Our STEAM Street Careers Programme gives pupils the chance to turn role play into reality</p>

<p>Wider Strategies</p> <p>Professional Development in ICT Integration: Provide teachers with training on effectively integrating technology into their pedagogy. Workshops can cover digital skills, using educational software, and developing digital literacy, which have been <i>shown to enhance instructional quality and student engagement (EEF reports)</i></p>	
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in the in the use of the mindfulness and wellbeing tools and links to emotional wellbeing. Including whole school subscriptions	<i>Research from the Education Endowment Foundation (EEF) highlights the positive impact of social and emotional learning (SEL) on student outcomes, advocating for interventions that foster resilience and emotional regulation..</i>	1,2,3,4
Voice for Change projects training to promote parental and pupil understanding of SEND	<i>Research from the Education Endowment Foundation (EEF) indicates that effective approaches to social and emotional learning can significantly improve outcomes for students with SEND, fostering resilience and emotional understanding</i>	1,2,3,5

projects within school.		
CPD for Pupil premium Plans linked to all pupils	<i>on the research conducted by the Education Endowment Foundation (EEF), our training sessions will explore evidence-based strategies that optimise the impact of Pupil Premium allocations. This CPD will empower staff to implement targeted interventions, ensuring that each pupil's unique needs are addressed.</i>	1,2,3,4,5
CPD linked to TA focused workshops use of TA's in the classroom	<i>The Education Endowment Foundation (EEF) suggests that high-quality support staff training significantly impacts pupil outcomes</i>	1,2,5

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) and colours addressed
Boys mentoring project	<i>Research indicates that peer support can significantly enhance emotional wellbeing among adolescents, with a study conducted by the Mental Health Foundation (2021) emphasising the importance of group interactions for emotional resilience. Furthermore, a report from the University of Cambridge (2020) highlights that structured conversations can lead to improved mental health outcomes</i>	1,2,3,4
ELSA trained TA and resources associated to interventions	<i>According to the EEF Research, Social and Emotional Learning shows +4 months progress on attainment</i>	1,3,4,5
Art and Music Therapy is offered from external partners	<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>	1,2,3

Cultural Capital experiences linked to Preparation for Adulthood	Research from the Education Endowment Foundation (EEF) emphasises the importance of enriching experiences for disadvantaged pupils, enhancing their social mobility and educational outcomes. Implementing targeted interventions can foster greater engagement with cultural activities and community resources, ensuring that all students develop the necessary skills and confidence to thrive in adulthood.	4,5
Start Small Dream Big Project linked to the Schools STEAM Street initiative	Research indicates that early engagement in STEAM fields significantly boosts students' career aspirations (Sullivan, 2021).	1,2,3,4,5

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

Budgeted cost: £34, 505

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, engaging EHCP reviews	Research from the Education Endowment Foundation (EEF) emphasises the significance of parental engagement in supporting students' mental health, suggesting that such collaboration can lead to improved outcomes. By fostering these partnerships, we aim to create a supportive environment that prioritises the emotional wellbeing of our students, enabling them to thrive both academically and socially.	1,2,3,4,5
Voice for Change SEND initiative involving pupils, their families and staff	Evidence from the Education Endowment Foundation (EEF) highlights the importance of parental engagement in developing children's emotional competencies. Such support not only promotes academic success but also contributes to the overall well-being of pupils. By fostering collaboration between schools and families, we can create a more inclusive and supportive environment	1,2,3
House events weekly to encourage a sense of belonging, challenge and team spirit	Research supports that engaging in structured extra-curricular activities can lead to improved social skills and emotional wellbeing (Journal of School Health, 2017)..	1,2,3,4,5

<p>increase our STEAM Street job offer and continue to develop further job opportunities that are closely linked to our pupils' aspirations and dreams.</p>	<p><i>This initiative will draw on Dr Ger Graus' extensive research, which emphasises the importance of connecting educational experiences with real-world career pathways (Graus, G. (2018). 'The Importance of Careers Education in the Primary School').</i></p>	<p>1,2,3,4,5</p>
<p>Use of technology within the classroom .</p>	<p>Workshops can cover digital skills, using educational software, and developing digital literacy, which have been <i>shown to enhance instructional quality and student engagement (EEF reports)</i></p>	<p>4,5</p>

Total budgeted cost: 129,505

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 2023-24 academic year.

Our Summary

The Pupil Premium strategy for 2024–2025 has delivered significant impact across wellbeing, personal development, cultural capital, and academic achievement. Outcomes demonstrate that disadvantaged pupils achieved parity with their peers, supported by targeted interventions, high-quality teaching, and enrichment opportunities. Ofsted recognised our Personal Development curriculum as outstanding practice in March 2025.

Key Outcomes

Mental Health & Wellbeing

- Behaviour for Learning: 90% met/exceeded targets
- Emotional Aspects & Independence: 88%
- Social Awareness & Relationships: 89%

Impact Drivers:

- Abbey Man Club, Girls Group, Girls Happiness Project
- Targeted interventions for pupils awaiting CAMHS
- Music & Art Therapy
- Whole-school mindfulness training and Calm app subscription

These strategies have strengthened emotional regulation and resilience, enabling pupils to engage positively with learning.

Personal Development & Cultural Capital

STEAM Street and YST Lead School status recognised by Ofsted as outstanding.

- Increased work experience opportunities and external partnerships (ASDA, JD, Morrisons, Canal & River Trust).
- Community projects and life skills embedded into curriculum themes.

Impact: Pupils accessed rich experiences beyond their immediate environment, enhancing cultural capital and preparation for adulthood.

Academic Achievement

- Maths: 90% met targets
- English Reading: 95%
- Writing: 92%
- Communication: 97%
- Science: 90%
- ICT: 82%
- PE: >90%

Pupil Premium pupils performed in line with non-eligible peers, evidencing equity in outcomes.

Staff Development

- A CPD and TA Toolkit development underway to enhance classroom impact.
- Increased CPD offer through Waterton Trust.
- Mindfulness training embedded across staff team.

Strategic Highlights

- Outstanding Ofsted recognition for Personal Development curriculum.
- STEAM Street expanded to include careers pathways and employer engagement.
- Start Small Dream Big initiative strengthened preparation for adulthood.
- Enhanced mental health capacity through ELSA-trained TAs and wellbeing team.

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 Reader	Boom Reader
Little Wandle	Little Wandle Letters and Sounds
Calm	Calm
Collins E books	Collins

Odizzi	Odizzi
Picture News	Picture News