



## Saxon Hill Academy

### Pupil Premium Strategy Document 2025-2028

#### Report for Academic Year 2025/26

This statement details our school's use of pupil premium funding for the 2025-26 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, howe intend to spend the funding in this academic year and the effect that last year's spending on pupil premium had within our school.

#### School Overview

Detail	Data
School name	<b>Saxon Hill Academy</b>
Number of pupils in school	<b>130</b>
Proportion (%) of pupil premium eligible pupils	<b>35%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>3 years</b>
Date this statement was published	<b>December 2025</b>
Date on which it will be reviewed	<b>November 2026</b>
Statement authorised by	<b>Maggie Candlish</b>
Pupil premium lead	<b>Suzanne Walters</b>
Governor / Trustee lead	<b>Karen Cannon</b>

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£53,565.00</b>
Recovery premium funding allocation this academic year	<b>£0</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£53,565.00</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil Premium Strategy Plan

### Our Statement of intent

At Saxon Hill Academy we are committed to ensuring that all pupils in school have access to a challenging, individualised, and nurturing education. All pupils attending our specialist provision experience barriers to their learning because of their complex special educational needs and therefore our objectives for our pupil premium eligible pupils are aligned to all pupils in school. This strategy reflects our intentions to develop our practice further to minimise the barriers facing pupils who as well as their complex needs have additional disadvantages and are eligible for pupil premium funding. Our priority is to enable them to make progress academically and socially and to reach their individual potential. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant opportunities to develop the skills and have the experience they require to be prepared for adulthood.

We recognise that whole school approaches that improve our high-quality specialist teaching will benefit all pupils in school as well as our more disadvantaged pupils (DfE guidance updated Feb24). As well as whole school projects we plan to improve access to individualised programmes that target pupils in the areas that they specifically require additional support, these will run alongside priorities identified for our LAC pupils as part of their Pupil Premium Plus funding (all Pupil Premium Plus funding is used purely for the individual it is intended and managed by the Designated Teacher).

As a school, we ensure that all aspects of our pupil premium strategy links to evidence-based approaches and recognise that the EEF recommends that; *'approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending'*. Our strategy for 2025-2028 reflects this and we have clearly outlined our strategic aims using the recommended tiered approach.

## Challenges

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

Areas of challenge are individual to each child at our school however, to access a placement at Saxon Hill Academy all pupils meet the criteria of our designation which is that they experience complex medical and/or physical needs as well as associated learning disability or sensory needs.

Challenge number	Detail of challenge
1.	Saxon Hill Academy is a school for pupils who have complex physical disabilities, complex medical needs, and sensory needs (this refers to sensory impairments as well as pupils who have sensory integration needs). Pupils who have complex physical disabilities can be non-ambulant and be reliant upon wheelchairs and specialist equipment to support their orientation and mobility. Such complex physical disabilities disadvantage pupils as they can be prevented from accessing a wide range of learning resources and activities. The complexity of their needs can also become a barrier to identification of additional needs such as multi-sensory impairment or neurodiversity.
2.	Pupils with complex physical disabilities and medical needs who are also disadvantaged will require a high level of specialist support to enable them to develop their communicative potential. To achieve this, they require constant access to augmentative and alternative communication (AAC) approaches both at home and at school.
3.	Anecdotally within school (although nationally for wider mental health issues) there has been an increase in pupils experiencing social, emotional, and mental health as a result of the impact of their complex needs. This is particularly challenging for pupils who have degenerative conditions and who have a cognitive understanding of their prognosis. It is a challenge to access the appropriate specialist emotional support for such complex individuals.
4.	Through discussions with families, social workers, and pupils we have ascertained that disadvantaged pupils are less likely to be able to access opportunities to develop their independent living skills which in turn impacts on their ability to access appropriate education or work options when they leave school

5.	Attendance can be a challenge in a school for pupils who have complex physical and medical needs due to the frequency of medical interventions and appointments as well as a higher level of absence linked to the severity of their health needs that can easily fluctuate.
6.	Socio-economic disadvantages may prevent access to memorable moments underpinning each curriculum and extra curricula activities alongside the opportunity for pupils to develop talents. These pupils experience less Cultural Capital opportunities, meaning they do not receive a vast array of experiences, thus improving their knowledge and experiences of culture

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025-2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>1. HIGH QUALITY TEACHING</b></p> <p>PfA</p> <p>Disadvantaged pupils will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood</p>	<p>By the end of Year 14, all pupils will have accessed frequent work experience opportunities appropriate to their aspirations and access needs through a comprehensive Preparation for Adulthood programme, that begins right back in Early Years.</p> <p>All pupils will be consulted for their views with regards to their aspirations at least annually and a PfA action plan will be developed for all disadvantaged pupils identifying short-term goals to ensure that they are working towards their goals.</p> <p>All disadvantaged pupils will receive additional support from the Vocational Lead to support their aspirations, including additional support for families during transition to identify appropriate provision</p>
<p><b>2. HIGH QUALITY TEACHING</b></p> <p>We will retain teaching staff and ensure that professional development to support the implementation of evidence-based approaches is prioritised.</p>	<p>As a school we are committed to the development of staff specialism including their knowledge of pedagogy. This ensures all pupils access a relevant, motivating and well planned education. We implement evidence-based approaches across all universal and specialist provision. The impact of this is assessed through pupil progress outcomes.</p> <p>It is essential as a school that as part of our universal provision we ensure that all pupils are continuously assessed to ensure any identification of un-met needs. Due to the complex profiles of our pupils it is a priority for more teachers to be trained in multi-sensory impairment to ensure appropriate identification is accessible for all pupils. We would aim to have achieved this by the end of this current strategy.</p>

<b>3. TARGETED ACADEMIC SUPPORT</b> Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills both at home and in school.	Pupils will be able to communicate a clear 'yes' or 'no' enabling them to have an increased autonomy over their lives.  Families will have regular access to face to face or virtual workshops to support them to be able to use a variety of communication methods e.g. Makaton, PODD, VOCAs, communication technology, varied strategies and specialist IT access equipment.
<b>4. TARGETED ACADEMIC SUPPORT</b> Personal Development including music  .	Pupils will have weekly access to a wide range of activities that facilitate their personal development through a combination of small group, whole class, departmental and whole school activities. As a result, pupils will access a broad array of life experiences through opportunities that are adapted to minimise the barriers caused by their individual complex needs.
<b>5. TARGETED ACADEMIC SUPPORT</b> <b>Well-being interventions</b>	Disadvantaged pupils will access an enhanced wellbeing programme that supports early identification of any emotional needs and ensures appropriate targeted intervention if needed.
<b>6. WIDER STRATEGIES</b> <b>Supporting Attendance</b> Attendance programme to support pupils off school due to ill-health	By the end of the current strategy, pupils will have been able to access a specialist attendance strategy that has been embedded across school. This will support all disadvantaged pupils to ensure that each individual's optimal attendance is promoted.

## 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: £8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Looking strategy to be embedded across school to include training to key staff and resources to all classes.	<p>Pupils who are disadvantaged and who have both hearing and visual impairment can be further disadvantaged due to these sensory needs as they have more restricted / distorted access to communication, gaining of information and orientation. Identification, understanding and adjustments are essential to ensure that we are meeting their needs appropriately. Due to the nature of our cohort's additional needs, there is an increased need to improve provision to support identification and support. This project will be overseen by the newly qualified teacher for multisensory impairment (due to qualify June 2026).</p>	1
The school will work with the Shaw Education Trust's (SET) Institute of Education (IoE) as well as engaging with their hub-based support model such as the Teaching & Learning hub to further develop practice within the school as well as providing development opportunities for staff. Staff offered apprenticeships if eligible to develop practice.	<p>Staff accessing training and engaging with the Shaw Education Trust (SET) Institute of Education (IoE) &amp; Hub model will have the opportunity to enhance their own and others' CPDL and gain a professional network of colleagues beyond our own setting. This will enable the staff to be able to develop their own teaching and learning ability as well as being able to offer support to other teachers within the school.</p> <p>The EEF 'What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis', October 2021 states that a varied systematic</p>	1-6

	<p>approach to professional development is key to success. They state, "Our findings also suggest that, on the balance of probabilities, educators should prefer balanced PD designs over imbalanced designs".</p> <p>Through rigorous training courses and tailor-made professional development opportunities our staff are more likely to succeed and improve outcome for students.</p>	
	<p>The EEF Guidance Report 'Metacognition and self-regulated learning' states;</p> <p>'Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge'</p>	1-6

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

**Budgeted cost: £25,000** (Cover for staff to provide mentoring, costs for specialist therapies and providing individualised programmes of learning related to PfA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued implementation of the learning mentor programme with two new mentors – who will be provided with additional training to include some targeted safeguarding support e.g. NSPCC Pants Project</p>	<p>Talking therapy is well known as an effective therapeutic approach however, for pupils who have complex needs it is essential that the mentors can facilitate sessions using the appropriate communication strategies that our pupils use.</p> <p>DfE has extended the programme to promote and support mental health and wellbeing in all schools and whilst this is not mandatory this is encouraged and recognised as best practice.</p>	3

<p>Individual sessions with external specialist SALT and NHS specialist support as part of new working partnership – including the commissioning of new specialist equipment to support pupils.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p><a href="http://What%20works%20database%20(ican.org.uk)"><u>What works database (ican.org.uk)</u></a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>2</p>
<p>One-to-one therapeutic music sessions with a qualified specialist music teacher (external)</p>	<p>The EEF has published the independent evaluations of five arts-based education programmes, commissioned through a collaboration with the Royal Society for Arts, Manufactures and Commerce (RSA) and with funding from Arts Council England (ACE) and the Paul Hamlyn Foundation. They state "All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education".</p>	<p>1,2,3 and 6</p>
<p>Small group therapeutic music sessions provided by an external specialist.</p>	<p>As above</p>	<p>1,2,3 and 6</p>
<p>Specialist assessment and intervention to be provided by a qualified MSI teacher for specific pupils to reduce the impact of barriers to learning.</p>	<p><a href="http://SEND%20code%20of%20practice%3A%200%20to%2025%20years%20-%20GOV.UK%20(www.gov.uk)"><u>SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)</u></a></p> <p>It is mandatory for pupils who have multisensory impairment (MSI) to have direct access to a qualified teacher of MSI. Identification of unmet needs is essential and requires specialist knowledge to be able to ensure correct assessments are made.</p>	<p>3,6</p>
<p>One-to-one focused sessions to work towards individual aspirations with learning mentor and/or vocational lead</p>	<p>The Preparation for Adulthood programme is funded by the DfE and is therefore recognised as an essential requirement for all pupils. Pupil voice should be listened to and supported as part of the requirements of the SEND Code of Practice</p>	<p>4</p>



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

**Budgeted cost: £20,565 (to include funding of external projects e.g. Farm Project, additional SI capacity and visit costs)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Varied work / vocational experience opportunities to all pupils Year 9 upwards – linked to pupil aspirations.</p>	<p>The Preparation for Adulthood programme is funded by the DfE and is therefore recognised as an essential requirement for all pupils.</p>	4
<p>Additional opportunities to be provided 25/26 to enable development of individual learning programmes for specific vulnerable pupils – tailored to their interests for example travel training / teaching assistant stewarding.</p>	<p>Pupil voice should be listened to and supported as part of the requirements of the SEND Code of Practice</p> <p><a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p>	5,6,7
<p>Including additional support for pupils whose health needs impact their attendance.</p>		1,3

Whole school sensory integration programmes / resources to support the emotional regulation of disadvantaged pupils. To include whole school sensory circuits.	Foxx and Mulick (2015) suggest that someone must optimise their sensory systems through SI before they can acquire cognitive skills. It is also stated that Sensory Integration (SI) intervention has a significantly positive effect on gross motor function (Shamsoddini & Hollisaz, 2009). Moreover, SI has been shown to reduce behavioural incidents, increasing concentration, and therefore having a positive effect on outcomes (Case-Smith et al., 2014).	
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**Total budgeted cost: £53,565.00**

Please note that Looked-After Children have termly targets which are monitored and changed if they have been achieved, this is done through a Personal Education Plan (PEP) meeting. Bronwen Moses (Associate Assistant Headteacher & Pastoral Lead) is the Designated Teacher and works with the Virtual School to request funding to support with these targets, they are closely monitored to ensure the money has direct impact for the students.

## 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 2024 to 2025 academic year.

Pupil Premium Focus Area 2024/25	Impact	Evidence
Class teams to access specialist sign language training, targeted to individual pupils. This will also be cascaded to families.	Whole staff training provided, including development of core signs shared with staff and visitors	Resources available in all classes
The school will work with the Shaw Education Trusts (SET) recently formed Institute of Education (IoE) as well as engaging with their hub-based support model such as the Teaching & Learning hub to further develop practice within the school as well as providing development opportunities for staff.	All teaching staff have been given access to specialist external support, ensuring all class leaders have up-to-date knowledge.	Learning Walks completed including with SET and external inspection
All teaching staff will receive additional training linked to SEND 5 a day	Targets set for pupils are stronger and more individualised	Provision Map evidence and progress outcomes
Expansion of mentoring programme to provide access to targeted support for a wider number of pupils across all pathways	Pupils supported across all pathways as required. Use of MHST for next steps has further increased support and outcomes.	LAMBSS scores MHST referrals and parent meetings
Varied work / vocational experience opportunities to all pupils Year 9 upwards – linked to pupil aspirations  Additional opportunities to be provided 24/25 to enable development of individual learning programmes for specific vulnerable pupils – tailored to their interests for example travel training / fire station	School have ensured that all disadvantaged pupils have had access to individualised community visits and experiences. These continue to be a vital part of pupil's personal development and cultural capital. Visits have included opportunities to visit student's potential future placements, visits to places of	Evidence for Learning Social Media Accreditations

	<p>individual interest for leisure opportunities (e.g. bowling) as well as wider community experiences. Pupil Premium continues to support the project with the farm (Beaudesert Park Farm) on a weekly basis, enabling more pupils to access this.</p> <p>Pupils have welcomed visitors from a range of specialist areas e.g stewarding / musicians that are linked to their own aspirations</p>	
Small group therapeutic music sessions provided by an external specialist	<p>Music is an inclusive and motivating learning opportunity for most pupils at Saxon Hill. Accessing therapeutic music enables pupils to feel immersed in a variety of genres as well as participate in creating music themselves regardless of their physical disability. This continues to provide a significant positive impact on pupil wellbeing, closing the attainment gap due to pupils achieving more through music as a vehicle e.g. communicating more to the musician as they are so motivated to request 'more'. This also enables them to experience this success alongside their peers. Feedback is shared with families and attainment captured using EfL.</p>	<p>Evidence for Learning (EfL) External observations and feedback</p>

Specialist assessment and intervention to be provided by a qualified MSI teacher for specific pupils to reduce the impact of barriers to learning. Identify additional specialist training for existing teachers	Pupils have accessed specialist assessment, resulting in identification of previously unknown MSI	Pupil's individual needs are appropriately met and adjustments made
One-to-one focused sessions to work towards individual aspirations with learning mentor and/or vocational lead	Pupils and their families are well supported	Pupils leave Saxon Hill with relevant experiences
<p>.Whole school sensory integration programmes / resources to support the emotional regulation of disadvantaged pupils.</p> <p>Additional capacity from OT to be commissioned to add further impact in the year 24/25.</p> <p>Development of new strategies to support pupil voice and independent access to enable all in school to communicate their feelings.</p>	<p>All pupils who needed support, accessed sensory assessment or review. Programmes completed and implemented by class teams. Additional capacity was commissioned.</p> <p>QR codes available across school. All class staff are able to support pupils to access these to meet all communication levels.</p>	<p>All pupils have clear programmes in place and their integration needs are met across all pathways.</p> <p>All access points clearly communicated to all pupils across school / evidence of information shared with staff</p>

## Externally provided programmes

Programme	Provider
N/A	



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have spent the service premium allocation as detailed above
What was the impact of that spending on service pupil premium eligible pupils?	As detailed above