



Saxon Hill Academy

Pupil Premium Strategy Document 2021-2024

Report for Academic Year 2023/24

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023-24 academic year 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 on pupil premium had within our school.

School Overview

Detail	Data
School name	Saxon Hill Academy
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Melanie Newbury
Pupil premium lead	Suzanne Walters
Governor / Trustee lead	Heidi Mosedale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,652
Recovery premium funding allocation this academic year	£45,786
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	£97,438



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. 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).

We have built on our previous strategic pupil premium school plans, identifying outcomes as the priorities within this 3-year strategy and have also included further areas that we have identified as a concern. These are related to pupils' social, emotional, and mental health affected by the impact of COVID, trauma or impact of their complex needs. We will use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils and all areas identified are also incorporated into the school development plan for the academic year 2023/24.



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 and will be linked to their diagnosis but may include 1 or more of the following that provide a significant barrier to engagement and achievement:

- Developmental difficulty
- Communication difficulty
- Specific need related to disability / diagnosis
- Sensory need
- Physical need
- Behavioural need
- Social and emotional health need
- Medical need

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.
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.	Discussions with parents as part of the annual review process or within Child in Need reviews have identified that there can be considerable difficulties for pupils accessing social opportunities within their community – this worsened because of COVID 19 where access to groups, respite and PA support had been in some cases completely stopped. In December 2023, it is apparent that some of these issues remain unresolved. The local provider of respite services continues to have a 12-month waiting list.
5.	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.
6.	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.
7.	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 (2021-2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. All staff throughout school will have been trained in Emotion Coaching and the school will have secured the status of being a Trauma Informed, Attachment Aware School. This is a project supported by the Virtual School in Staffordshire.</p>	<p>Emotion Coaching techniques will be embedded into the whole school ethos and all pupils will have an increased sense of belonging and improved emotional wellbeing as a result. This will be evidenced through pupil progress which will be reviewed on a termly basis.</p> <p>Disadvantaged pupils will have had weekly access to therapeutic learning opportunities and progress will have been monitored through setting of SMART targets on a termly basis.</p>
<p>2. By the end of this plan, the school will have audited their mental health strategy in consultation with staff, pupils and families and have developed a new framework to ensure that Saxon Hill Academy delivers a therapeutic and nurturing provision to all.</p>	<p>The designated Senior Mental Health Lead will have completed accredited training.</p> <p>An audit of Primary, Secondary and Residential provision will have been completed.</p> <p>A new framework will have been embedded that integrates with the Emotion Coaching ethos.</p> <p>Key staff will have been trained to provide mentoring to identified pupils and there will be an established pathway with external agencies for more specialist support if it is required.</p> <p>Disadvantaged pupils will have access to mentoring sessions as part of their individualised emotional wellbeing plan.</p>
<p>3. Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills both at home and in school.</p>	<p>Pupils will be able to communicate a clear 'yes' or 'no' enabling them to have an increased autonomy over their lives.</p> <p>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.</p>

<p>4. 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>5. Disadvantaged pupils will have received the support required to enable them to achieve their predicted level of attainment upon leaving Saxon Hill Academy, including negating any impact of missing learning during lockdown.</p>	<p>Pupil premium and COVID recovery funding will have enabled additional specialist teaching on a 1:1 basis and /or in small groups. Review of EHCP and Saxon Hill personal targets will reflect the impact and pupils will be able to achieve expected or exceeded levels within their personal trajectory.</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: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of additional leads for Emotion Coaching and cover for opportunity to further embed practice.</p> <p>Refresher training and training for new staff in emotion coaching</p> <p>Training to all Middle Leaders to embed the Zones of Regulation across whole school.</p>	<p>This is a whole school framework that has been identified as best practice through Staffordshire Virtual School and is nationally recognised, including through national research. Training is an essential component to ensure the best outcomes for our pupils.</p> <p>Following enhanced training from our partnership with the Virtual School, it was established that the Zones of regulation would be a purposeful strategy that could be individualised for all pupils in school regardless of pathway.</p>	3
<p>Three teachers will access specialist training from Hirstwood Training on emergent reading.</p> <p>In addition, the Communication Lead and English Lead in school will provide specialist training sessions to all staff in; Read, Write Inc Phonics, Intensive Interaction</p>	<p>“Teaching Reading to All Learners Including Those with Complex Needs: A Framework for Progression within an Inclusive Reading Curriculum (nasen spotlight) 2023” Dr Sarah Moseley states “awareness that reading skills exist along a developmental continuum based on a foundation of key prerequisite skills that all learners need, including oral language, vocabulary, working memory, auditory discrimination, understanding of narrative, print awareness and most importantly a motivation learn”. The Communication Literacy Co-</p>	2

<p data-bbox="213 253 461 315">Pre-Requisite and Emergent Reading</p> <p data-bbox="213 954 518 1151">All teachers will access the specialist training from Sense / Seashell Trust in Multisensory Approaches to Reading</p> <p data-bbox="213 1581 518 1939">Some disadvantaged pupils require the support of a trained member of staff who can use BSL – a member of the teaching team will be trained to Level 2 and deliver training across whole school to reduce gaps in provision.</p>	<p data-bbox="563 253 1054 584">Ordinator will continue to collaborate with Dr. Sarah Moseley to implement prerequisite reading across our cohort of pupils with PMLD (Profound and Multiple Learning Disabilities) and SLD (Severe Learning Disabilities). This initiative will have a significant positive impact on the engagement and reading achievement of these students.</p> <p data-bbox="563 680 1018 777">DfE The Reading Framework 2023 Read, Write Inc is a DfE approved programme.</p> <p data-bbox="563 954 1050 1323">Pupils who are disadvantageded and who have both hearing and visual impairment can be further disadvantaged due to these sensory needs as they have more restricted access to reading. These training sessions provide essential support to develop literacy for MSI pupils and to promote the use of adapted resources to enable development of reading.</p> <p data-bbox="563 1335 1054 1532">Pupils require the most appropriate communication pathways for their individual needs. External professionals use their specialism to provide recommendations and school must fulfil these.</p> <p data-bbox="563 1581 1027 1682">British Sign Language (BSL) is a language that needs to be taught to pupils who are hearing impaired.</p>	<p data-bbox="1086 1462 1107 1491">2</p>
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<p>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.</p>	<p>Staff accessing training and engaging with the Shaw Education Trust (SET) Institute of Education (IoE) & 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 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>	1-6
<p>The school will access a subscription from The National College to ensure that all staff can access a wide range of appropriate CPD opportunities to develop their specialism for the benefit of our pupils with a particular focus on mental health and well-being and supporting barriers to learning.</p>	<p>Through the recognition of professional qualifications using an evidence-informed approach staff will develop their own leadership and management skills, and their ability to work in partnership with colleagues, professionals from outside the setting, as well as parents and carers. They will build effective teams and be able to lead and evaluate the schools' provision to improve outcomes for children.</p>	1,2,3



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

Budgeted cost: £44,938 (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
Mentoring programme – therapeutic art and targeted wellbeing interventions – including commissioning of external specialists e.g., play therapists.	<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>	2
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>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>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2
One-to-one therapeutic music sessions with a qualified specialist music teacher (external)	<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. But with schools increasingly accountable for the impact of all of their spending decisions on pupil attainment, we could do with knowing more about the relative benefits of different approaches and strategies. Today’s trials</p>	1,3,7

<p>Increased specialism teaching to be delivered in the areas of Science, Art and Design, Cooking, Music, Drama and Forest School</p>	<p>were commissioned to find out if arts-based education programmes can help pupils make progress. While we're unable to draw strong conclusions from the findings, they do tell us that including these programmes in the curriculum does not stop pupils making progress in literacy. No matter what causal link to attainment does – or doesn't – exist, schools should still find space in their day to ensure all children benefit from a stimulating cultural education.”</p> <p>Therefore, although links are ‘casual’ to pupil progress, the research doesn't doubt that an arts-based culture is important to support a well-rounded, culturally rich education.</p> <p>As above – this enables pupils to have an enriched experience in relation to specific subjects in school.</p>	
<p>Small group therapeutic music sessions provided by an external specialist.</p>	<p>As above</p>	<p>1-6</p>
<p>Targeted teaching by subject leads (a cover teacher will be funded to enable subject leads to be released from parts of their timetable)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)</p>	<p>3,6</p> <p>1, 2</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. Identify additional specialist training for existing teachers.</p>	<p>It is mandatory for pupils who have multisensory impairment (MSI) to have direct access to a qualified teacher of MSI. The school SENCo has this qualification however, further specialism will further enhance the provision in school.</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>	4

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

Budgeted cost: £ 45,000 (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>Additional opportunities to be provided 23/24 to enable development of individual learning programmes for specific vulnerable pupils – tailored to their interests for example travel training / paramedics / stewarding.</p>	<p>The Preparation for Adulthood programme is funded by the DfE and is therefore recognised as an essential requirement for all pupils.</p> <p>Pupil voice should be listened to and supported as part of the requirements of the SEND Code of Practice</p>	<p>4</p> <p>5,6,7</p>

<p>Zones of Regulation adapted resources created bespoke to the pupils in school.</p>		3
<p>Whole school sensory integration programmes / resources to support the emotional regulation of disadvantaged pupils. Additional capacity from OT to be commissioned to add further impact in the year 23/24.</p>	<p>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).</p>	1,3
<p>Development of new strategies to support pupil voice and independent access to enable all in school to communicate their feelings.</p>	<p>Pupil voice should be listened to and supported as part of the requirements of the SEND Code of Practice</p>	

Total budgeted cost: £97,438

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. Suzanne Walters (Assistant Headteacher & SENCo) 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 2022 to 2023 academic year.

Pupil Premium Focus Area 2022/23	Impact	Evidence
<p>All staff throughout school will have been trained in Emotion Coaching and the school will have secured the status of being a Trauma Informed, Attachment Aware School. This is a project supported by the Virtual School in Staffordshire</p>	<p>This past year has seen the emotion coaching techniques embedded across school and the increased use of targeted restorative practice for disadvantaged pupils in school. Quality assurance visits from Educational Psychologist Dr Marnie Aston confirmed that Saxon Hill was working within the Bronze level and moving well into Silver. This process has not yet been validated due to changes in the way that the LA are using the pathway approach.</p> <p>School have ensured that this focused work continues to evolve and improve moving into the new academic year with additional capacity for mentoring and further training to enhance expertise for lead teachers.</p>	<p>Pupils are confident that they will be listened to – feedback in School Council and individual discussions with pupils and SLT.</p> <p>Staff surveys evidence that the majority of staff feel that behaviour is supported well in school.</p>
<p>By the end of this plan, the school will have audited their mental health strategy in consultation with staff, pupils and families and have developed a new framework to ensure that Saxon Hill Academy delivers a therapeutic and nurturing provision to all.</p>	<p>The mental health action plan was reviewed and shared with governors, evidencing the school's impact for pupils, staff and families. A link governor has provided quality assurance visits and continued to an updated plan for 23/24.</p>	<p>Reviewed action plan and audit complete.</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive</p>	<p>Improved partnerships with MPFT enable quicker, targeted assessment and development of programmes for all pupils enabling quicker access to appropriate systems.</p> <p>Whole School focus on developing a consistent 'yes' and 'no including individual resources for every member of school staff (not just teaching staff) to ensure consistency of approaches.</p>	<p>There are now 8 pupils waiting for ACT equipment which demonstrates better processes are in place and evidence of</p>



<p>communication skills both at home and in school.</p>	<p>An external provider came into school to assess for school to purchase an 'eye gaze'. School have committed to this purchase for 23/24 and completed the purchase of additional switch equipment that can be used as part of small group teaching across all pathways.</p>	<p>pupil's using AAC are clear (as this is part of the criteria for acceptance for equipment)</p>
<p>The school will access a subscription from The National College to ensure that all staff can access a wide range of appropriate CPD opportunities to develop their specialism for the benefit of our pupils with a particular focus on mental health and well-being and supporting barriers to learning.</p>	<p>All teachers in school have accessed specialist training and individuals working within a specialist role in school to support pupil well-being have completed the enhanced training.</p>	<p>Certificates of completion</p>
<p>Varied work / vocational experience opportunities to all pupils Year 9 upwards – linked to pupil aspirations</p> <p>Additional opportunities to be provided 22/23 to enable development of individual learning programmes for specific vulnerable pupils – tailored to their interests for example travel training / fire station</p>	<p>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 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>	<p>Evidence for Learning Social Media Accreditations</p>

<p>Small group therapeutic music sessions provided by an external specialist</p>	<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)</p> <p>External observations and feedback</p>
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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