

Pupil premium strategy statement.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Greenvale
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Lynne Haines / Katie Denton Headteacher
Pupil premium lead	Katie Denton
Governor / Trustee lead	David Whitehead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,450
Recovery premium funding allocation this academic year	£0
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	£72,450

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge our pupils face and we only see a minimal if any variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points) in terms of academic attainment.

Our students do not have significant variance particularly in terms of:

- Progression to further and higher education
- Social opportunities
- Employability

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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 skills and experience they require to be prepared for adulthood.

Our school aims to develop the whole child through appropriate academic and therapeutic interventions. In addition, we aim to provide our students with a wide range of motivating and inspiring cultural activities in order to develop the student's cultural capital. We aim to develop our young people's life skills and independence beyond school, developing skills and providing opportunities that will be useful in adult life.

Our school has a number of different Pathways each group has different needs.

Interventions should cover all 4 pathways. In the academic year 2023-2024 the percentages are as follows

Pathway	Pupil Premium %
Glade	11% (23 out of 214) student population in Glade provision 74% of Glade provision (17 out of 23 students)
Grove	17% (37 out of 214) 51% of Grove students (19 out of 37 students)
Woodland	18% (39 out of 214) 64% of Woodland students (25 out of 39 students)
Forest	54% (115 out of 214) 42% of Forest students (48 out of 115 students)

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that some pupils, including some disadvantaged pupils may make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress is at times lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes
2	Our assessments, observations and discussions with pupils show that

	some pupils, including some disadvantaged pupils may be more likely to have reading and language difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that some pupils, including some disadvantaged pupils may, show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that some pupils, including disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that some pupils, including disadvantaged pupils often require additional support to develop personal skills, e.g., independent social skills.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our pupils, including disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. On return to school and since Covid we have noticed that many of our young people had developed issues with their sensory regulation at Greenvale and is a particular problem for students with behaviour that challenges and those in the Glade pathway.
7.	Our assessments show that some pupils, including disadvantaged pupils with physical needs (particularly those on the Grove pathway) are adversely affected by space and home environments. This impacts on their physical development as they cannot have physiotherapy at home. If students physical comfort and development is restricted it impedes progress from their starting points when entering school.

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
1.Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments on Solar at the end of our strategy in 2024/25. These will result in increased numbers of students achieving accredited courses at the end of Key stages 4 & 5.
2.Improved reading and communication for disadvantaged pupils so that they can	Students reports and ILP's will demonstrate a greater improvement in both communication

independently interact with their peers and read increasingly complex texts. .	and reading. Disadvantaged students will develop at a similar rate to their peers.
3.Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
4. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
5.Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	Greater numbers of students will have access to high quality work experience or work-related activities.
6.The wellbeing and wider aspects of development of many of our disadvantaged pupils will catch up and exceed levels prior to the pandemic.	Through observations and discussions with pupils and their families. In addition, Cpoms and recording of any accidents should reduce.
7. Pupils with take part regularly in activities designed to maintain their physical strength and movement.	Through achievement of EHC plan termly outcomes.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist training on behaviour to support well being. Work with the Restraint Reduction Network. Glade pathway plus individuals from Forest Pathway.	HM Government paper on Reducing the Need for Restraint and Restrictive Intervention states; All settings should aim to develop proactive strategies which help reduce the likelihood of behaviours that challenge, leading to the use of restrictive interventions and focus on improving the safety and well-being of children and young people. It outlines the positive impact of whole school approaches in Special schools and the impact on the lives of the young people in those schools.	6
Develop reading practice by developing the role of the Reading coordinator. High quality training for all staff on reading interventions. All Pathways.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Center on Improving Literacy	2, 3
Purchase of additional occupational Therapy hours to support students with sensory regulation. Forest and Glade Pathways	School occupational therapists and occupational therapy assistants are key contributors within the education team. They support a student’s ability to participate in desired daily school activities or “occupations.” They help students to fulfil their role as students by supporting their academic achievement and promoting positive behaviours necessary for learning. There is local and national evidence of the positive impact OT can have.	4, 6

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading support from 1:1. All Pathways.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Center on Improving Literacy	2 3
Additional direct teaching for young people taking functional skills. Woodland Pathway	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 2 3
Additional staff in the Interventions base carrying out language Interventions. Forest Pathway.	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. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	2 3
Additional staff support to carry out Physiotherapy and hydrotherapy interventions. Grove Pathway	Parents tell us and both the school and therapists have observed that students with physical disabilities benefit significantly from physiotherapy and hydrotherapy regularly.	7
Additional Interventions in small groups and for Individuals. Including sensory circuits, academic interventions and social interventions.	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 2 3 5 6

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of a transition support worker to support young people transition both in and out of Greenvale and across both sites. All Pathways	Impact reports from YoungMinds.org.uk emphasises the importance of good transition programmes for young people. With the pandemic and our young people's Special Educational needs we have observed the need for a consistent approach to transition is necessary. STARS' - a research study based at UCL and Cardiff University offered research about what helps children make a successful move to secondary school including helpful approaches.	5 6
Purchase of additional Occupational Therapy input to advise the School on different interventions and equipment to develop sensory regulation. All Pathways,	We have observed that sensory programmes, equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	6
Music Teacher specialist input developing confidence through student collaboration and performance. All Pathways.	Sutton Education Trust links disadvantage to access to cultural Capital. These activities at Greenvale will not require financial contribution "School leaders say that extra financial contributions have increased. This is reflected in the views of parents. Schools with more affluent parents are able to draw on those financial resources as a buffer. Young people from professional households were more likely to take part in extracurricular activities. This reflects cultural capital, but also financial resources in the home. "	4
Jack Petchey dance sessions with specialist tutors. Woodland, Forest & Grove Pathways.		
Entelechy Arts Project to reintroduce arts, music and culture to our young people on the Grove Pathway		
Strings tuition for Woodland Pathway students and performance appreciation for Forest and Grove pathways.		
Enrichment activities for		

all students including an Enrichment week. All Pathways.		
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Total budgeted cost: £59,000