

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 2021 to 2022 academic year.

Due to COVID-19, students missed significant amounts of schooling during the last year. There were periods when Covid infection created the need for our young people to return to bubbles and some pathway or cross key stage interventions were temporarily suspended. Interventions continued as much as possible and students' progress and needs were carefully monitored by Senior Leaders at termly Student progress meetings. Any student identified as needing support had additional interventions.

Despite these challenges students made progress as determined by accredited courses.

Achievements Key Stage 5.

All students in KS5 in each pathway achieved a minimum of 6 AQA unit awards in English, Maths, ICT, PE and cross-curricular Options.

20 students also received additional AQA unit award for participating in KS5 lunch club.

13 students on the Glade pathway in KS5 completed a minimum 3 AQA unit awards at Pre-entry level in English, Maths and Communication.

3 Year 14 students completed the ASDAN PSD Award

1 Year 14 student completed the DofE Certificate of achievement (all sections except the expedition)

1 Year 14 student completed a DofE sectional certificate for completing one unit

6 students achieved Functional Skills Maths at Entry Level 1

6 students achieved Functional Skills English at Entry Level 1

Key Stage 4

There were 27 students that achieved an ASDAN award.

5 Year 11 students achieved Gold

22 Year 10 students achieved Silver

Only one student that should have achieved gold did not. She has significant and complex medical needs and attends school with a nurse. She did not attend until late summer term due to Covid. She did, however, achieve 2 units all of which were taught remotely, which was a significant achievement. She joined class sessions and tutor time regularly.

Destinations:

Of the 16 Year 14 leavers, 14 students moved onto further education, two went into residential placements.

Destinations were as follows.

Orchard Hill – 6

Nash College – 3

Bromley College – 4

Shooter's Hill – 1

Residential Placement – 2

Intervention	Impact Objective Statements	Impact Evaluation
Transition support worker	To provide good transition programmes for young people. a consistent approach to transition is necessary. Support with Transition to colleges. To support young people's transition both in and out of Greenvale and across both sites.	<ul style="list-style-type: none"> ✓ Young people effectively transitioned to Greenvale. ✓ Parents supported with secondary transfer transition. ✓ Transfer of information from large number of feeder schools for every individual was highly effective. ✓ Transition workshops set up and effectively coordinated.
Additional Occupational Therapy input All Pathways,	To provide support for our pupils with sensory needs. To advise the school on different interventions and equipment to develop sensory regulation. To develop self-regulation in our young people.	<ul style="list-style-type: none"> ✓ Students are more regulated across the school day ✓ Students' attention and concentration is improved. ✓ Students are more focused, and they are learning more due to having their sensory needs met.
Specialist Music Teacher	To develop confidence through student collaboration and performance.	<ul style="list-style-type: none"> ✓ Students have benefitted socially, and their well-being improved through the creative arts
Jack Petchey	To increase cultural Capital for our	

dance	young people.	interventions.
Arts Project to reintroduce arts, music and culture.	To give students access to a range of cultural activities.	✓ Students have developed improved attention and concentration through developing their creative skills.
Strings tuition with performance opportunities for others to enjoy.	To increase the students communication and expression through creative cultural activities.	✓ Students have demonstrated the ability to work collaboratively in creative arts activities.
Enrichment activities for all students including an Enrichment week.		✓ Students have benefitted from watching their peers perform.

Intervention	Impact Objective Statements	Impact Evaluation.
Training on behaviour to support well-being.	To reduce the need for restraint and restrictive Intervention To improve the safety and well-being of students. To promote a whole school approach to positively impact on the lives of the young people in those schools.	✓ Staff have increased confidence when managing behaviour that challenges. ✓ Student CPoms recording demonstrates that there are less incidents. ✓ Staff practice has improved as demonstrated by the BNB. ✓ Classroom displays, practice and Positive Behaviour Support plans demonstrate that the school has a more consistent and positive approach to behaviour.
Reading practice by All Pathways.	To developing the role of the Reading coordinator. To provide high quality training for all staff on reading interventions. To create a whole school reading environment.	✓ The school environment and timetables encourage and supports reading. ✓ Staff are more confident in teaching reading as a result of training. ✓ Intervention reading groups have really improved students' confidence and skills.
Additional occupational Therapy	To support student's ability to participate in desired daily school activities	✓ Specialist training has given staff increased confidence and knowledge to use sensory strategies ✓ Students are more regulated

	To support students' academic achievement and promoting positive behaviours necessary for learning.	<p>across the school day</p> <ul style="list-style-type: none"> ✓ Students attention and concentration is improved are more focused and they are learning more due to having their sensory needs met.
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Budgeted cost: £13,000

Intervention	Impact Objective Statements	Evaluation / Impact
Additional reading support from 1:1 activities.	To improve individual students reading skills and pre-reading skills.	<ul style="list-style-type: none"> ✓ Students' attention, concentration and confidence have improved alongside their reading skills through small intervention reading groups.
Direct teaching for young people taking functional skills.	<p>To targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>To match students of similar abilities to work together on developing reading skills and behaviours.</p>	<ul style="list-style-type: none"> ✓ 6 students achieved Functional Skills Maths at Entry Level 1 ✓ 6 students achieved Functional Skills English at Entry Level 1 ✓ There was an increased level of success in Speaking and listening passes this year. ✓ Students benefited from working in small group of students of similar abilities. This increased their confidence and problem-solving skills.
Additional staff in the Interventions base	<p>To increase opportunities for young people to develop their communication skills.</p> <p>To target problem solving skills.</p>	<ul style="list-style-type: none"> ✓ Covid had an impact on staffing to the I base. However, the bespoke interventions increased students' communication skills and problem solving. ✓ Students SOLAR recording and staff observations demonstrate increased communication and confidence both in these sessions and demonstrated in other areas.
Additional support to for Physiotherapy and hydrotherapy interventions.	<p>Students range of movements are prolonged. Students' independence is increased.</p> <p>Students benefit both physically and therapeutically from hydrotherapy.</p>	<ul style="list-style-type: none"> ✓ Covid had an impact on staffing to therapy sessions. However, most students still received both hydrotherapy and physiotherapy on a weekly basis throughout the year. ✓ Annual review evidence informs us that these interventions are very important to our young people and have significant impact. ✓ This is supported by the observations and feedback from

		the MDT.
Interventions including sensory circuits, academic interventions and social interventions.	Tuition targeted at specific needs to bridge knowledge gaps effectively. To provide detailed PSHE workshops for appropriate students.	<ul style="list-style-type: none"> ✓ Sensory circuits were reintroduced in classes and effective to support young people's sensory regulation in readiness for learning. ✓ Advanced Maths and English resumed and supported young people to develop skills in areas where gaps had been identified. ✓ Students benefitted socially and academically from being in ability groups together for academic interventions. ✓ Advanced PSHE has been very supportive to our young people's development. It allowed our young people to identify contextual safeguarding issues that the school could then respond to in conjunction with our families. ✓ Students were supported to manage complex social relationships by 1:1 or small group PSHE sessions. ✓ An increased number of our young people are developing more independence and confidence. An example of this is the increased number of young p

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

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
Canine Therapy	Canine Therapy
Targeted Arts Project including photography.	Entelechy Arts Project
Targeted Occupational Therapy Project	Whole Child Therapy

focusing primarily on Sensory regulation.	
Occupational Therapy whole staff training Sessions.	Whole Child Therapy
Reading Strategy resourcing and training.	Read Write Inc

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.