# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Green Lane Community Special School |
| Number of pupils in school | 202 |
| Proportion (%) of pupil premium eligible pupils | 39.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | Dec 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Joanne Mullineux |
| Pupil premium lead | Lynne Ledgard |
| Governor lead | Alan Lee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £97,110 |
| Recovery premium funding allocation this academic year | £23,780 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10,310 |
| **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 | £131,200 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils, as well as supporting all pupils to become responsible citizens who can make a positive contribution to society. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning, particularly in terms of:   * Academic attainment * Progression to further learning and employment * Social opportunities * Independent living * Understanding how to lead a healthy life   At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust analysis of pupil progress data, 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.  Our objectives are to:   * Remove barriers to learning created by poverty, family circumstance and background, disability or additional need * Close the gap in attainment with peers internally and externally to Green Lane * Enable pupils to communicate effectively in a wide range of contexts * Enable pupils to look after their social and emotional wellbeing and to develop resilience * Ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. * Allow pupils to access a wide range of opportunities to develop their knowledge and understanding of the world * Develop independent living skills in preparation for adulthood   Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attainment gap between pupils and their peers in Reading, writing, maths and phonics. |
| 2 | Delayed speech and language development including social communication. |
| 3 | Behaviour, Sensory Processing, Emotional and Mental Health. |
| 4 | There are a number of pupils eligible for PP whose attendance is below the school target. |
| 5 | Families needing support in a range of areas that impact on the child. |
| 6 | Low self-esteem, poor self-awareness and social skills. |
| 7 | Impact of Covid: attainment gap widened, adjusting to school routines following lockdown, shielding or self-isolation, regression in social communication and interaction skills, changes to staffing due to illness and self-isolation. |

## 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.

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| Intended outcome | Success criteria |
| Improve reading progress and skills and phonics knowledge, supported by quality reading materials at home and school. | By the end of the academic year our data will show that at least 85% of PP pupils met or exceeded their personal targets in Reading.  Pupils have a love of reading and read at home and at school. |
| Continue to improve the speech, language and communication skills of PP pupils. | By the end of the academic year our data will show that at least 85% of PP pupils met or exceeded their personal targets in Spoken Language. |
| Catch up and increase progress for pupils identified as talented mathematicians. | By the end of the academic year our data will show that at least 85% of PP pupils exceeded their personal targets in Maths. |
| Deliver a structured programme for teaching and measuring social skills. | Pupils have strong self-awareness, self-esteem, conversation and friendship skills. |
| Develop pupils’ play skills, imagination and common unity through a bespoke programme. | Increased opportunities to promote positive social, emotional and mental health through play based experiences and activities. |
| Increase attendance rates for pupils eligible for PP. | PP pupils represent less than 10% of persistent absentees. Overall PP attendance to improve to 95% in line with other non PP pupils. |
| Support families with issues relating to: mental health, behaviour support, family support and finance. | Pupils thrive at school and at home, with parents working in partnership with school and external agencies to access any support needed. |
| Provide appropriate resources for PP pupils to access the opportunities offered at school including specific resources, appropriate clothing purchased, educational visit paid for etc. | All pupils fully access school and its opportunities. |
| Provide therapies for those pupils needing additional support with their mental health and wellbeing. | Pupils that need therapeutic support are referred by staff and access a range of therapeutic interventions (e.g. art, play and horticulture), improving mental health and wellbeing |
| Support pupils with sensory processing difficulties to fully access the curriculum. | The school sensory provision is well resourced so that pupils can access sensory diets and OT plans. Pupils fully access the curriculum offer and make outstanding progress. |

## 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: £14,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To continue to offer and develop quality first teaching through the whole school CPD programme. | * EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements. * The Quality of Education has been judged outstanding by Ofsted. * Pupils make outstanding progress at Green Lane School (as judged by Ofsted). * Continuous review and development of the curriculum and outcomes through Pupil Progress Meetings, lesson monitoring and work scrutinies. | 1,2,3,7 |
| Improve phonics knowledge and access to quality reading materials at home and school by subscribing to Reading Eggs. Track progress more closely using the assessment tools. | * EEF: Developing reading and comprehension strategies can improve progress by 6+months. Developing and increasing pupil vocabulary allows greater understanding of text and examination materials. * EEF: Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. * EEF: Digital technology can improve pupil progress by 4+ months. * EEF: Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. | 1,2,7 |
| Ensure pupils have access to quality reading materials in school by creating mobile libraries. | * EEF: Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. | 1,2,7 |
| Train staff and purchase resources to deliver the Talkabout programme, which teaches and measures progress in social skills. | * EEF: Interventions which target social and emotional learning seek to improve pupils’ interaction with others and self-management of emotions can have +4 months impact on progress. * EEF: Small group tuition can increase progress by 4+months when targeted effectively. * Talkabout has been recommended to us by the NHS SALT team. | 1,2,3,6,7 |
| Work with a play therapist to create and resource a bespoke play skills programme that will develop social Interaction, communication, imagination and confidence. Train staff to deliver the programme by working alongside the Play Therapist. (Using the School Led Tutoring Grant) | * EEF: Personalised packages of support tailored to suit individuals can improve pupil progress by 3+months. | 2,3,6,7 |

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

Budgeted cost: £61,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve Speech and Language skills across the school by employing a HLTA to deliver speech and language programmes under the guidance of NHS Therapists. | * EEF: Targeted timely intervention can improve academic progress and social and emotional resilience by +3 months. * EEF: Small group tuition can increase progress by 4+months when targeted effectively. * EEF: One to one tuition can increase progress by 5+ months when targeted effectively. * We have invested in an HLTA for Speech and Language using the PP grant over the past three years. The impact has been very positive and as a result most pupils eligible for PP have met or exceeded their personal targets across the school. | 2,6,7 |
| Improve English skills for pupils eligible for PP. Continue to fund a Level 3 TA to provide English Intervention Strategies | * EEF: Targeted timely intervention can improve academic progress and social and emotional resilience by +3 months. * EEF: One to one tuition can increase progress by 5+ months when targeted effectively * EEF: Small group tuition can increase progress by 4+months when targeted effectively. * EEF: Developing reading and comprehension strategies can improve progress by 6+months. Developing and increasing pupil vocabulary allows greater understanding of text and examination materials. * We have invested in an Intervention TA for English using the PP grant over the past three years. The impact has been very positive and as a result most pupils eligible for PP have met or exceeded their personal targets. | 1,2,6,7 |
| To access the National Tutoring Programme and arrange tuition for our most able mathematicians. | * EEF: Targeted timely intervention can improve academic progress and social and emotional resilience by +3 months. * EEF: Small group tuition can increase progress by 4+months when targeted effectively. | 1,7 |

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

Budgeted cost: £48,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to support pupils and their families to improve life chances.  Continue to Fund a Level 4 TA to provide a Family Support Worker role and have a key Safeguarding role.  Improve the attendance rate for all pupils to 95% for the school year. | * EFF: Parental engagement can have a positive impact on pupil progress by 3+ months impact on progress as stated by the EEF * NFER: Poor attendance is one of the biggest barriers to learning. addressing attendance is a key priority * We have invested in a Family Support Worker. She attends a variety of child and family centred meetings e.g. child in need, (CiN) or child in care (CiC). The impact has been very positive and as a result many families have been able to access services from a range of other agencies. * Increasing numbers of families accessing support for issues relating to: mental health, behaviour support, family support, finance. * Positive parental engagement can support pupil progress and attendance | 3,4,5,6,7 |
| PP used to pay for a play therapist to deliver sessions to specific pupils.  PP used to pay for an art therapist to deliver sessions to specific pupils.  Fund any places on residential trips, individual activities or resources for disadvantaged pupils. | * EEF: Personalised packages of support tailored to suit individuals can improve pupil progress by 3+months. * EEF: Interventions which target social and emotional learning seek to improve pupils’ interaction with others and self-management of emotions can have +4 months impact on progress. * EEF: Arts participation can increase progress by 2 months * EEF: There is some evidence that enrichment activities, such as sports participation, may lead to improvements in attendance. There is evidence that outdoor adventure learning can have a positive impact on attainment. * Children from disadvantaged families may not be able to attend school trips, events or access resources which will disadvantage their access to a broad and balanced curriculum. | 3,4,6,7 |
| Purchase resources to support pupils accessing a sensory diet and OT plans. | * EEF: Interventions which target social and emotional learning seek to improve pupils’ interaction with others and self-management of emotions can have +4 months impact on progress. * SCERTS data evidence progress made when sensory processing difficulties are addressed. | 3,4,6,7 |

**Total budgeted cost: £** 123,000

# 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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *Please see internal monitoring data.* |

## 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*

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| Programme | Provider |
| Talk for Writing | Talk for Writing |
| POPAT | POPAT |

## Service pupil premium funding (optional)

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

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| 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? |  |