

Pupil premium strategy statement – Green Lane Community Special School 2024 - 2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview – September 2025

Detail	Data
Number of pupils in school	228 pupils
Proportion (%) of pupil premium eligible pupils	107 pupils – 47.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Irwin
Pupil premium lead	Sarah Irwin
Governor / Trustee lead	Andrea Machin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97, 100 Deprivation Element Total - £133, 920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£133, 920

Part A: Pupil premium strategy plan

Statement of intent

At Green Lane Community Special School, our mission is to ensure that every pupil, regardless of background, need or circumstance, can thrive academically, socially, and emotionally. We believe that disadvantage must never be a barrier to success and that every child is entitled to an ambitious, broad, and enriching curriculum that prepares them for lifelong learning and independence.

Our ultimate objectives for our disadvantaged pupils are:

- To ensure disadvantaged pupils make sustained progress from their individual starting points and achieve outcomes in line with, or exceeding, those of their peers across all phases.
- To maintain our excellent attendance record, ensuring pupils are “Be Here, Be Present, Be Successful” in all aspects of school life.
- To further strengthen pupils’ physical and mental well-being, recognising that emotional regulation, confidence, and resilience are central to sustained progress.
- To ensure disadvantaged pupils have equitable access to enrichment opportunities that broaden horizons, develop social capital, and inspire aspiration.
- To work collaboratively with families to remove barriers to attendance, engagement, and achievement through proactive pastoral and safeguarding support.

Our strategy builds on the school’s strong foundation of high expectations, inclusive practice, and a holistic approach to development. It combines targeted intervention, enrichment, and family support within a structured and evidence-informed model.

- **High-Quality Teaching and Learning:**
Through our established curriculum pathways (Cedar, Maple, Elm, Willow, Oak), learning is precisely tailored to pupils’ needs. Targeted CPD—based on a whole-school skills audit—develops staff expertise, utilising both internal strengths and external specialists to drive improvement in identified priority areas such as EYFS Maths and Physical Development, KS2 Reading, Writing, Statistics, Science, KS3 Science, Computing, and well-being.
- **Attendance and Pastoral Support:**
Attendance remains above national averages due to a proactive and consistent approach led by two attendance leads who work closely with the Local Authority. Pupil Premium funding supports a dedicated pastoral role that reinforces the school’s focus on “Be Here, Be Present, Be Successful” through personalised support and celebration of attendance in weekly assemblies.
- **Behaviour and Well-Being:**
Behaviour across school is good and supported by a highly skilled behaviour team who focus on proactive strategies and staff upskilling. Part of the Pupil Premium allocation contributes to maintaining this positive climate and reducing exclusions (only one 1-day exclusion last year).

Well-being initiatives, including workshops and PE partnerships such as Warrington Wolves, promote physical health, teamwork, and resilience. Staff participation in these sessions provides valuable CPD, strengthening practice and consistency across the school.

- **Family and Community Engagement:**
Our Safeguarding and Family Support Team plays a pivotal role in supporting families, particularly those managing complex needs. Through daily contact, guidance, and partnership work with external agencies, they help to remove barriers and improve outcomes. The expansion of this team demonstrates our ongoing commitment to sustaining this impact.
Pupil Premium funding also supports parent workshops and aims to extend training linked to parent and carer mental health and well-being.
- **Enrichment and Cultural Capital:**
Feedback from pupils and staff highlights the transformative impact of enrichment. Therefore, Pupil Premium funding now supports an expanded programme including live music, theatre performances, curriculum-linked trips, sport and fitness, and wider creative and well-being experiences. These opportunities foster confidence, independence, and curiosity—attributes essential for pupils' future pathways.

Key Principles of Our Strategy Plan:

1. **Equity and Inclusion:** Every pupil deserves access to high-quality teaching, learning, and opportunities, irrespective of background.
2. **Evidence-Informed Practice:** Decisions are guided by research, internal data, and professional judgement to ensure maximum impact.
3. **Early Identification and Tailored Support:** Barriers to progress are identified swiftly, with targeted interventions aligned to each pupil's individual needs.
4. **Holistic Development:** Academic achievement is supported through a focus on attendance, behaviour, well-being, and family engagement.
5. **Collaboration and Accountability:** Staff at all levels share responsibility for disadvantaged pupils' outcomes through clear monitoring and evaluation processes.
6. **Sustainability:** Investment in staff expertise and family partnerships ensures improvements are embedded and long-lasting.

Challenges

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

Challenge number	Detail of challenge
1	Complex and Overlapping Needs Many of our disadvantaged pupils present with multiple and complex learning profiles, often linked to their primary SEND. This can make sustained progress more variable and require high levels of personalised intervention, communication support, and therapeutic provision.

2	Gaps in Early Development and Foundational Skills A significant number of disadvantaged pupils enter EYFS with lower starting points, particularly in mathematical understanding, physical development, and communication skills. These gaps can persist and impact on early reading, writing, and numeracy development unless addressed through highly targeted support.
3	Variability in Reading, Writing, and Core Subject Progress (KS2–KS3) Despite strong overall progress, there remain areas where disadvantaged pupils achieve below peers — notably in KS2 reading, writing, statistics, and science, and KS3 science and computing. Difficulties in literacy, comprehension, and vocabulary acquisition can hinder access to wider curriculum content.
4	Physical Health, Mental Health, and Emotional Regulation A number of disadvantaged pupils face challenges linked to physical well-being and mental health, which can affect concentration, engagement, and resilience. Increased complexity of need has also placed additional pressure on families, making pastoral and therapeutic support a crucial component of learning success.
5	Family Capacity and Well-Being Some families require sustained guidance and practical support from our Safeguarding and Family Support Team. Barriers such as mental health concerns, limited access to external services, or socio-economic pressures can affect pupils' readiness to learn and participation in enrichment opportunities.
6	Maintaining High Attendance and Engagement While attendance across school is above national averages, sustaining and further improving this for some disadvantaged pupils remains a priority. Complex medical needs, transport challenges, or family circumstances occasionally impact consistent attendance and punctuality.
7	Limited Access to Wider Cultural and Enrichment Experiences Disadvantaged pupils may have fewer opportunities outside of school to access cultural, creative, and sporting activities. This can impact confidence, social development, and aspiration. Feedback from pupils highlights the value of enhancement opportunities (music, theatre, sport, trips), which we aim to expand further through targeted Pupil Premium funding.
8	Staff Training and Specialist Expertise As pupil complexity increases, so does the need for continuous professional development. Ensuring that all staff are confident in delivering targeted interventions, managing behaviour proactively, and supporting sensory and communication needs remains a key strategic focus.

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
Sustained High Levels of Attendance and Engagement Aim: To maintain attendance above national averages for special schools and further reduce persistent absence among disadvantaged pupils.	• Whole-school attendance remains above national SEND benchmarks. • Gap between disadvantaged and non-disadvantaged attendance remains minimal or continues to narrow. • Persistent absence for disadvantaged pupil's decreases year on year. • Qualitative evidence (pupil voice, parental feedback, staff reports) shows positive attitudes towards the "Be Here, Be Present, Be Successful" message.
Accelerated Progress in Identified Curriculum Areas Aim: To ensure that disadvantaged pupils make strong or sustained progress from their starting points across all pathways, with accelerated improvement in priority areas: EYFS Maths and Physical Development, KS2 Reading, Writing, Statistics, Science, and KS3 Science, Computing, and Well-being (25-26, - Areas reviewed annually.)	• Over 80% of disadvantaged pupils achieve expected or better progress in identified curriculum areas. • Internal assessment data shows improved attainment over time in targeted subjects. • Moderation and pupil progress reviews demonstrate narrowing of gaps between disadvantaged and non-disadvantaged pupils. • Increased confidence and engagement observed through pupil voice and classroom learning walks.
Improved Physical and Mental Health and Well-Being Aim: To strengthen pupils' physical health, self-regulation, and emotional resilience through curriculum, enrichment, and therapeutic support.	• Improvement in pupils' well-being as measured through observation, well-being check-ins, and pastoral tracking tools. • Increased participation in physical activity sessions, including PE and Warrington Wolves provision. • Reduction in behaviour incidents requiring formal intervention; continued low exclusion rates (zero or minimal days).

	• Pupil and staff surveys indicate improved readiness to learn and confidence in emotional regulation.
Increased Access to and Impact of Enrichment and Enhancement Opportunities Aim: To expand cultural capital and engagement by providing high-quality enrichment, enhancement, and community-based learning experiences that extend beyond the classroom.	• Increased number and variety of enrichment activities available to disadvantaged pupils. • Participation tracking shows equitable access and engagement across all cohorts. • Pupil feedback evidences enjoyment, improved social skills, and aspiration linked to enrichment experiences. • Staff feedback highlights the impact of enrichment activities on curriculum engagement and personal development.
Strengthened Family Engagement and Support Aim: To enhance the capacity of families to support learning, well-being, and attendance through proactive engagement and targeted intervention.	• Continued growth and impact of the Safeguarding and Family Support Team, including successful recruitment and retention. • Increased parental participation in workshops, meetings, and training opportunities (including mental health and well-being). • Positive parent/carer survey outcomes reflecting improved communication and trust in school support.
Sustained High-Quality Teaching and Staff Development Aim: To ensure all staff have the skills, confidence, and specialist knowledge to meet the complex needs of disadvantaged learners and deliver consistently high-quality teaching.	• Completion of staff CPD linked to identified areas of development from the skills audit. • Lesson observations and learning walks show strong evidence of effective differentiation and engagement. • Staff confidence and expertise measured through surveys and appraisal processes. • Improved pupil outcomes directly linked to enhanced teaching quality.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy input to develop communication, vocabulary, and comprehension	EEF: Oral Language Interventions (+6 months)	1, 2, 3, 4
Forest School – outdoor learning and skill development to build confidence, teamwork, and resilience	EEF: Outdoor Adventure Learning (+4 months)	2, 3, 4, 5
Independent Travel to promote independence and community learning for older pupils	EEF: Metacognition and Self-Regulation (+7 months)	3, 4, 5, 7
Professional Development & Training – targeted CPD aligned to the staff skills audit (EYFS maths, reading/writing, science, computing, physical well-being, behaviour)	EEF: Professional Development (+6 months); EEF: Teaching Assistant Interventions (+4 months)	2, 3, 8
Additional TA to provide small-group and individualised support focused on early maths, physical development, and communication in EYFS	EEF: Early Years Interventions (+5 months); EEF: Teaching Assistant Interventions (+4 months) – high-quality TA support and early intervention accelerates progress in foundational skills.	2, 3, 4, 8

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

Budgeted cost: £22,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Eggs – personalised phonics and reading practice to improve comprehension and fluency.	EEF: Reading Comprehension Strategies (+6 months)	2, 3
ELS/Twinkl Phonics/Phonics Tracker – A synthetic phonics programme and tracking tools	EEF: Phonics (+5 months)	2, 3
1:1 and small group tutoring – focused academic interventions for English, maths, and science using internal and external staff.	EEF: Small Group Tuition (+4 months); One-to-One Tuition (+5 months)	2, 3
Specialist curriculum resources & assistive technology – e.g., Clicker, Boardmaker symbols, sensory maths tools.	EEF: Digital Technology (+4 months)	2, 3, 8

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

Budgeted cost: £80,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor – proactive pastoral support to sustain attendance and engagement.	EEF: Mentoring (+2 months); EEF: Behaviour Interventions (+4 months)	1, 4, 5, 6
Warrington Wolves Sports Provision –	EEF: Physical Activity (+1 month)	4, 5, 7

health, fitness, teamwork, and confidence; staff attend for CPD		
Samba/Taiko Drumming – rhythm and coordination through group music sessions	EEF: Arts Participation (+3 months)	4, 7
Live performances to enhance sensory and cultural development	EEF: Arts Participation (+3 months)	4, 7
Theatre experiences to develop communication and comprehension	EEF: Arts Participation (+3 months)	4, 7
Sensory Centre Sessions (20x) – regulate sensory needs and emotional well-being	EEF: Social and Emotional Learning (+4 months)	4, 5, 6
Creative arts enrichment	EEF: Arts Participation (+3 months)	4, 7
Trip Contributions – ensuring equity of access to enrichment and cultural experiences	EEF: Outdoor Adventure Learning (+4 months)	4, 7
Horticulture Programme – developing responsibility, teamwork, and sensory skills.	EEF: Outdoor Adventure Learning (+4 months)	4, 5, 7
Team GB Athletes Visit – promoting aspiration, well-being, and resilience.	EEF: Aspirations Interventions (variable impact)	4, 7
Family and Community Engagement Initiatives – parent workshops and mental health training	EEF: Parental Engagement (+4 months)	4, 5, 6
Additional contingency – flexible funding to respond to emerging needs (e.g., mental health support,	EEF: Behaviour Interventions (+4 months); Social and Emotional Learning (+4 months)	4, 5, 6

attendance incentives, enrichment opportunities).		
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Total budgeted cost: £133,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023–24 concluded the previous three-year pupil premium strategy at Green Lane Community Special School. 47.4 % of pupils (111 learners, including post-16) were eligible for pupil premium. All pupils have an EHCP, and 66.4 % have a diagnosis of autism.

The strategy aimed to:

- strengthen high-quality teaching through CPD and curriculum development,
- close attainment gaps in reading, writing, maths and phonics,
- improve speech, language and communication,
- sustain excellent behaviour and attendance, and
- widen access to enrichment, therapies, and family support.

Evaluation draws on national and internal data, teacher assessments across the school's pathway model (Cedar, Maple, Elm, Willow, Oak), attendance and behaviour data, and qualitative evidence from staff, pupils, and families.

Early Years Foundation Stage

Summer 2025 assessment data show strong outcomes for disadvantaged pupils:

- **Communication & Language – 100 %** of EYFS pupil premium pupils met or exceeded expectations.
 - Maths – 75 %, compared with 100 % for non-pupil-premium peers.
 - Physical Development – 75 %, compared with 92 % for non-pupil-premium.
- These figures confirm earlier progress reported in 2023–24 and validate EYFS maths and physical development as continuing foci in the new plan.

Key Stage 1

Pupil premium pupils achieved 100 % in reading and 100 % in writing, matching or exceeding non-pupil-premium peers. Number and statistics outcomes were 88 % and 100 % respectively, again broadly in line with or above peers. Spoken-language outcomes were outstanding at 100 %.

Key Stage 2

Performance remained strong, with disadvantaged pupils achieving:

- Reading 68 %,
 - Writing 73 %,
 - Number 82 %, and
 - Spoken Language 82 %, showing steady improvement on the previous year.
- Science and computing outcomes were lower (e.g. Chemistry 64 %, Computing 86 %) and are key priorities in the new plan.

Key Stage 3

Disadvantaged pupils performed well:

- Reading 94 %, Writing 91 %, Statistics 94 %,
 - Computing 69 %, and Science strands ranging 63–75 %, highlighting continuing development needs in scientific understanding.
- Across English and maths, disadvantaged outcomes were at least in line with or marginally above non-pupil-premium averages.

Key Stage 4 (Steps4Life)

For pupil premium pupils:

- Reading 87 %, Writing 80 %, Maths (Handling Data) 93 %,
- PHMWB 93 %, demonstrating strong preparation for adulthood and functional literacy/numeracy.

Whole-School Picture

Across all key stages, internal moderation confirmed that over 80 % of disadvantaged pupils met or exceeded their personal progress targets, aligning with the previous strategy's aim and exceeding national expectations for comparable special-school cohorts. Pupil premium outcomes also remained broadly in line with or above non-pupil-premium peers across subjects, confirming equitable progress.

Attendance, Behaviour and Well-Being

- Attendance for 2023–24 averaged 92.43 %, with disadvantaged pupils slightly lower at 89.69 %—still above national SEND averages. Attendance initiatives, including weekly celebrations and close work with the LA Attendance Team, had measurable impact and remain integral to the new plan's "Be Here, Be Present, Be Successful" focus.
- Behaviour remained exemplary: only one fixed-term exclusion (1 day). Proactive behaviour and wellbeing teams, ELSA provision, and therapy input ensured positive engagement and regulation.
- Well-Being: pupils accessed art and play therapy, Forest School, and Warrington Wolves sessions. Qualitative feedback and observation show improved self-confidence, teamwork, and resilience.

Family Support and Enrichment

The Family Support Team expanded to include a dedicated Safeguarding Manager, responding to rising family need linked to cost-of-living pressures and mental-health challenges. Daily engagement with families and increased parent-workshop attendance were recorded. Parent surveys and safeguarding audit feedback were strongly positive. Disadvantaged pupils benefited from funded trips, theatre visits, live-music events, and Forest School, ensuring access to experiences equal to peers.

Because all pupils have complex SEND, national progress data must be interpreted cautiously. However, comparison with local special-school networks shows Green

Lane's disadvantaged pupils performing above or in line with regional averages in English and maths. Attendance also remained higher than the latest DfE special-school benchmark (~90 %).

The school recognises that pupils' earlier education was disrupted by the COVID-19 pandemic, which continues to affect individual progress trajectories; nonetheless, internal data indicate those gaps are narrowing due to sustained intervention.

Overall Evaluation

The 2023–24 strategy successfully met its intended outcomes:

- The attainment gap between disadvantaged and non-disadvantaged pupils remained minimal or closed in most subjects.
- Attendance and behaviour were strong and above sector averages.
- Speech, language, and social-communication progress improved significantly through targeted TA delivery and Talkabout.
- Family engagement and access to enrichment grew markedly.

Areas for continued improvement—EYFS maths and physical development, KS2/3 reading, writing, science, and computing—have been directly integrated into the 2024–27 Pupil Premium Plan, alongside a continued emphasis on early intervention, staff CPD, and family support.

How Impact Was Assessed

- Summative assessment: progression-step and Steps4Life data moderated termly by senior leaders.
- Formative assessment: observation, work scrutiny, and pupil progress meetings.
- National comparison: internal benchmarking against DfE SEND datasets and local special-school clusters.
- Wider indicators: attendance logs, safeguarding audits, behaviour records, parental feedback, and pupil voice.

These combined measures provide a comprehensive and reliable evaluation of impact and inform the priorities set out in the current strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reading Eggs	3P Learning Ltd (commercial educational publisher)
Warrington Wolves Physical Education	Warrington Wolves Foundation
Live Music Now!	Live Music Now
Theatre Production	M & M Theatrical Productions

Samba / Taiko Drumming Workshops	Accent Music
Sensory Centre Sessions	Woolston Play and Sensory Centre
Horticulture Programme	Horticulture Specialists