# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | Green Lane Community Special School |
| Number of pupils in school  | 222 |
| Proportion (%) of pupil premium eligible pupils | 38% inc post 16 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | Dec 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Joanne Mullineux |
| Pupil premium lead | Lynne Ledgard |
| Governor lead | Alan Lee |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £116,185 |
| Recovery premium funding allocation this academic year | £85009 |
| 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 | £201,194 |

# 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, 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.

|  |  |
| --- | --- |
| 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, including the cost of living crisis. |
| 6 | Low self-esteem, poor self-awareness and social skills and vulnerabilities. |
| 7 | Regression or lost skills in social communication and interaction skills, independence and life skills. |
| 8 | Concerns around pupil mental heath, wellbeing and resilience. |

## 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 |
| 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. Those pupils accessing NHS SALT, will be making good progress against their personal targets.  |
| 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, social communication, resilience, imagination, investigation and common unity through a bespoke programme. | Increased opportunities to promote positive social, emotional and mental health through outdoor and 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 travel skills and safely accessing the local community. | Pupils are familiar with and feel part of their local community. Pupils at all levels are given opportunities to develop their independent travel skills, ranging from those pupils who are fully supported to those who are capable of travelling to school and back independently.  |

## 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: £15,985

|  |  |  |
| --- | --- | --- |
| 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 ELS, Reading Eggs and updating school reading resources both online and offline.  | * 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.
* Reading eggs has engaged pupils at school and at home. Parents report that Trails of ebook subscriptions have engaged hard to reach children.
 | 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.
* Staff delivering the programme report positive feedback and progress.
 | 1,2,3,6,7 |
| Work with a play therapist to create and resource a bespoke programme that will develop social Interaction, communication, imagination, investigative skills and confidence. Train staff to deliver the programme by working alongside the Play Therapist.  | * EEF: Personalised packages of support tailored to suit individuals can improve pupil progress by 3+months.
 | 2,3,6,7 |
| Training Year 9–11 pupils to use public transport.This will involve CPD and release time for two staff members. | Independent Travel Training is likely to enhance pupils’ social and employment opportunities:* [Department for Education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575323/Home_to_school_travel_and_transport_guidance.pdf)
 | 2,6,7 |
| Provide IT resources focussed on supporting high quality teaching and learning | * EEF: Technology can be used to improve the quality of explanations and modelling
* EEF: Technology offers ways to improve the impact of pupil practice
* EEF: Technology can play a role in improving assessment and feedback
 | 1,2,6,7 |

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

Budgeted cost: £82,217

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve Speech and Language skills across the school by employing a HLTA and a Level 3 TA 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.
* 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.
* 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)](https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/)* This has been endorsed by the Royal College of Speech and Language Therapists.
* 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.
 | 1,2,6,7 |
| To access the National Tutoring Programme and arrange tuition for our most able mathematicians as well as English tuition for dyslexic pupils. | * 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.
* 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)* And in small groups:

[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,7 |

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

Budgeted cost: £63,242

|  |  |  |
| --- | --- | --- |
| 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 |
| Fund two Forest School Leaders (one day a week each) to deliver sessions to classes on a rolling programme. | * 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.
 | 1,2,3,6,7,8 |

**Total budgeted cost: £** 161,444

# 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * *Teaching and Learning continued to be disrupted at Green Lane during 2022-23 due the delayed impact of the Covid-19 pandemic. Staff and pupil absence impacted on education due to the specialised knowledge of staff and non class based staff needing to support in class to ensure appropriate staffing levels. All absent pupils have now returned with many pupils having persistent absence.*
* *Pupil Premium Data Continues to be strong and shows that pupils in receipt of this premium generally perform as well as their peers, and better in many cases.*

|  |  |  |  |
| --- | --- | --- | --- |
| EYFS 22-23 Data | Pupil premium  | Non- pupil premium  | ASD |
| English | 6/7 86% | 18/20 90% | 19/22 86% |
| Maths  | 7/7 100% | 16/20 80% | 19/22 86% |
| Personal development  | 5/7 71% | 19/20 95% | 19/22 86% |
| Communication and language  | 7/7 100% | 18/20 90% | 21/22 95% |
| PSED | 7/7 100% | 16/20 80% | 19/22 86% |
| Understanding of the World | 5/7 71% | 19/20 95% | 19/22 86% |
| Expressive Arts | 7/7 100% | 19/20 95% | 21/22 95% |

|  |  |  |  |
| --- | --- | --- | --- |
| Lower School Data | Pupil premium  | Non pupil premium  | ASD |
| Reading  | 17/19 89% | 21/28 75% | 25/31 81% |
| Writing | 16/19 84% | 19/28 68% | 25/31 81% |
| Spoken Language | 15/19 79% | 20/28 71% | 24/31 77% |
| Number | 15/19 79% | 17/28 61% | 20/31 65% |
| GM | 16/19 84% | 16/28 57% | 20/31 65% |
| Statistics  | 18/19 95% | 24/28 86% | 27/31 87% |
| Citizenship  | 15/19 79% | 11/20 55% | 14/23 61% |
| Physical Health, Mental Wellbeing | 14/19 74% | 11/20 55% | 14/23 61% |
| Relationships | 14/19 74% | 18/20 90% | 19/23 83% |
| Computing  | 18/19 95% | 20/27 74% | 26/31 84% |
| Science  | 18/19 95% | 21/28 75% | 26/31 84% |
| Chemistry  | 15/17 88% | 19/22 86% | 24/28 86% |
| Biology  | 17/17 100% | 18/23 78% | 24/29 83% |
| Physics  | 16/17 94% | 18/23 78% | 23/29 79% |

|  |  |  |  |
| --- | --- | --- | --- |
| Key Stage 3 Summer Data Headlines  | Pupil premium  | Non pupil premium  | ASD |
| Reading  | 26/29 90% | 38/42 90% | 27/30 90% |
| Writing | 25/30 83% | 35/42 83% | 25/30 83% |
| Spoken Language | 28/30 93% | 34/42 81% | 28/30 93% |
| Number | 26/31 84% | 36/42 86% | 27/31 87% |
| GM | 21/30 70% | 28/41 68% | 21/30 70% |
| Statistics  | 23/30 77% | 32/42 76% | 22/30 73% |
| Citizenship  | 20/30 67% | 30/39 77% | 21/27 78% |
| Physical Health, Mental Wellbeing | 23/30 77% | 34/39 87% | 24/27 89% |
| Relationships | 22/30 73% | 33/39 85% | 24/27 89% |
| Computing  | 25/30 83% | 37/42 88% | 26/30 87% |
| Science  |  |  |  |
| Physics  | 29/31 94% | 41/42 98% | 30/31 97% |
| Biology  | 30/31 97% | 40/42 95% | 29/31 94% |
| Chemistry  | 28/31 90% | 35/42 83% | 26/31 84% |

|  |  |  |  |
| --- | --- | --- | --- |
| Key Stage 4 Spring Data Headlines | Pupil premium  | Non pupil premium  | ASD |
| Reading  | 17/18 94% | 21/24 88% | 17/19 89% |
| Writing | 16/18 89% | 21/24 88% | 18/19 95% |
| Spoken Language | 17/18 94% | 23/24 96% | 19/19 100% |
| Number | 15/18 83% | 22/24 92% | 17/19 89% |
| GM | 16/18 89% | 20/24 83% | 16/19 84% |
| Statistics  | 17/18 94% | 23/24 96% | 19/19 100% |
| Citizenship  | 13/16 81% | 17/22 77% | 13/15 87% |
| Physical Health, Mental Wellbeing | 8/16 50% | 13/22 59% | 8/15 53% |
| Relationships | 8/16 50% | 14/22 64% | 7/15 47% |
| Computing  | 14/18 78% | 18/24 75% | 12/19 63% |
| Science  | 14/18 78% | 15/24 63% | 12/19 63% |

* *74% of pupils in receipt of tutoring achieved their target with the percentage that didn’t equating to 5 pupils (1 pupil from this group had extended absence). Weekly reports around pupil engagement and achievement from the tutor is positive. Visits from SLT to the tutor sessions observe high levels of engagement, focus and effort. Tutor reports that the attitude of all pupils is excellent.*
* *Talkabout sessions have been well received and the assessment documents show positive results. Talkabout groups has now also been picked up by our SALT TAs to offer sessions to more pupils. Staff report the marked difference in pupils in their day to day presentation and that friendship skills have improved.*
* *Attendance rates were 92% in the year 2022-23*
* *At Green Lane we offer Independent Travel Training to children and young people who have special educational needs. We train them on a set of essential skills to enable them to travel independently to and from school or college. Travel Training gives children and young people the confidence and skills to travel independently or with guidance on buses, trains and walking routes. So far, 15 children have taken part and benefitted from our Travel Training programme. We have had a lot of success and development from individual pupils. Increased confidence has been seen when out in the community, by having more knowledge and recognition of the local area and being able to ask questions that help with their problem-solving skills. Some pupils that have found it hard to speak in public but have made progress by being able to use their manners when getting on and off the bus, which is a great achievement for them. Social skills have increased when travelling with other pupils that they may not have been familiar with. They talk and create conversations between themselves and members of staff. Children have now expressed an interest in wanting to travel independently or with friends in their local area.*
* *Our Forest School offer continues to be strong and all pupils have access to it on a yearly cycle. Pupils develop soft skills such as collaboration, teamwork, problem solving and social communication. The sessions also promote wellbeing and good mental health, life skills such as personal safety and physical exercise. Focussed Forest School sessions run as a mental health and wellbeing intervention and supports individual pupils who need a bespoke offer.*
* *Our family support team are heavily involved with families and provide support in many ways such as safeguarding, early help, wellbeing, financial referrals to health, mental health support. The team continues to have a full caseload. Our safeguarding audit was very positive. Parent questionnaires are positive.*
* *Having a range of therapies works well for our children and there is always a waiting list. The family support team liaise closely with the therapists, who provide reports that detail the progress pupils have made.*
* *62% of pupils have an autism diagnosis. Pupils are assessed by a trained OT and a personalised programme is created for them. The programme requires a variety of resources and the nature of the programmes lead to ongoing wear and tear of resources. Behaviour data supports the impact of these programmes as there would be more instances of dysregulation if sensory diets and snacks were not being accessed.*
 |

## 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 |
| Talk for Writing  | Talk for Writing |
| POPAT | POPAT |
| Reading Eggs | Reading Eggs |

## 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? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |