

## Pupil premium strategy statement.

This statement details our school's use of pupil premium funding for 24/25 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	213 (year 7 to 14)) 147 (year 7 to 11 – eligible)
Proportion (%) of pupil premium eligible pupils	55% 82/147
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 24
Date on which it will be reviewed	July 2025
Statement authorised by	Katie Denton Headteacher
Pupil premium lead	Katie Denton
Governor / Trustee lead	David Whitehead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,900

# 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 specialist teaching focussed on areas that disadvantaged pupils require most, including, 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 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 and young person 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 curriculum is arranged in to 4 different pathways, in addition we have a highly specialist purpose built environment called the Glade provision.

The PP strategy will apply to all 4 pathways. In the academic year 24/25 the PP students in each pathway are as follows

Pathway	Pupil Premium %
Grove 24% (51/214)	53% of Grove students (27/51 students)
Orchard 26% (56/214)	39% of Orchard students (22/56 students)
Forest 36% (76/214)	53% of Forest students (40/76 students)
Woodland 15% (31/214)	58% of Woodland students (18/31 students)
Glade 12% (25/214)	68% of Glade provision (17/25 students)

## Challenges

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

Challenge number	Detail of challenge
1	Analysis of our student population shows us that students in our Glade provision, who are some of our most complex learners are disproportionately disadvantaged. Of those eligible to be considered for pupil premium 61% meet the criteria. Students in this group require a highly specialist environment and teaching approaches to meet their specific needs, including engagement in their learning.
2	Our assessments, observations and discussions with pupils show that some pupils, including some disadvantaged pupils in our school need

	additional support to access reading and require a whole school approach with many different specialist strategies. This includes a drive on reading for pleasure and access to opportunities of reading in all it's forms.
3	We know that for some families' barriers to communication can be a challenge. As a school we work with a focus to remove those barriers, particularly for students new to the school, hard to reach families and those experiencing other adversities.
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 show that some pupils, including disadvantaged pupils with physical needs (particularly those on the Grove pathway) can experience more gradual rates of progress by the very complexity of their needs.
7	As identified, there is a high level of disadvantage in our school. We know that this can be associated with poorer life chances and outcomes. We are ambitious for our young people and the challenge is to ensure that they and their families have high aspirations for life beyond school.
8	Our families are navigating a complex system including many different organisations and services; EHCPs, social care, DLA etc and this can be a particular challenge and further disadvantage for families already experiencing hardship.

## 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.Highly specialised environment for Glade provision learners to ensure positive levels of regulation and maximum engagement in learning	Students in Glade provision will have low levels of behaviour incidences Students in Glade will make at least good progress in their IEP/ILP targets
2.Students in all pathways will make good progress in reading and have access to a wide range of opportunities to read for pleasure.	Students reports and IEP/ILP's will demonstrate a progress in reading with no difference between PP and non-PP.
3.Pupils can use a range of personalised communication systems, including high-tech devices, to aid their understanding and to develop expressive communication skills.	IEP/ILP termly targets met. Improved communication skills generalised across contexts throughout the day. Positive parent engagement.

Parents are supported to access information shared by the school.	
4. Disadvantaged pupils have greater a wide range of opportunities and experiences which have a positive outcome on their confidence and independence when accessing the wider community and in preparation for adulthood.	Experiences captured and shared on Efl app at least termly.
5 All students meet their potential for achieving as much independence as possible in preparation for life beyond Greenvale.	Personalised plans for individuals to support behaviour, physical needs, sensory needs, where possible plans will be student led.
6.The physical needs of students at Greenvale are prioritised and included within their learning through the MOVE program.	MOVE Goals achieved and reviewed regularly, captured and monitored through Efl
7. All Greenvale students move on to an opportunity for further education, training or employment when leaving school	All students to engage in work experience while in 6 <sup>th</sup> form and where possible transition plan for life beyond Greenvale is student led
8. All families will access the necessary systems effectively for the needs of their young person to be met	Current and accurate documentation in all areas relevant to the individual e.g. DLA, Short breaks, Care plans, EHCP

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MOVE Program	Tried and tested evidence-based approach used in other special schools to embed movement opportunities within the curriculum throughout the day for students with physical needs	6
Work experience program for 16-19	Enhanced life chances through enabling all students the opportunity to access a work experience placement with appropriate levels of support	7

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

Budgeted cost: £16,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shakespeare Schools Festival	Positive feedback from students and families. Noted improvements in confidence and communication for students	2
Ipads and specialist app to support communication and regulation	Evidence based approach as advised by SaLT team. Students enter a communication pathway supported holistically at home and school to generalise communication skills	3
Advocacy work with young people in ensuring their voice is present in all aspects of their transition beyond school	The 'nothing about us without us' disability activism movement to ensure people with a disability are empowered to have agency and autonomy over their lives	5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Swings for Glade classroom outdoor areas	Occupational therapy recommendations to support physical and emotional regulation. Swings are a tried and tested evidence-based approach to support regulation.	1
Residential visits	Family feedback. For many students this will be their first time away from home.	4
Family liaison officer	Skilled professional supporting families to navigate the different systems and services required to meet their young persons needs at home and school, including improving attendance	8

**Total budgeted cost: £ 81,900**