

# Pupil premium strategy statement – Greenside School

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24 to 2026-27
Date this statement was published	31.12.23
Date on which it will be reviewed	31.12.24
Statement authorised by	Alex Tomkins
Pupil premium lead	Alex Tomkins
Governor / Trustee lead	Claire Streets

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,099
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£29,103
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£90,202

# Part A: Pupil premium strategy plan

## Statement of intent

Greenside School educated children aged 3-19 with complex learning difficulties. Our assessment data often does not show a huge difference in attainment gap between those with PP and the rest of the cohort. With our PP learners a wider focus is on the social capital and experiences these children have. Often families with low income may not have access to wider opportunities to learn or access to appropriate tools to support learning i.e. iPad for communication needs.

Our intent is to enable all our cohort to have the opportunities both in school and in the community. Our PP income enables us to offer a personalised approach to each PP child's needs. Our PP tracker enables us to track closely the provision each PP child accesses and using the Evidence for Learning app to capture the impact of any provision/intervention.

This year a proportion of the PP money will spent on a project to support communication training and support at home. this has been decided based on feedback gathered for parents/carers and recognises the importance of our communication strengths being continued at home to ensure a 24hr curriculum ambition is met

## Challenges

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

Challenge number	Detail of challenge
1	All PP learners have an EHCP, many have ASC and other complex needs
2	Communication difficulties; many have limited language and social communication difficulties
3	Limited access to ICT equipment and other resources at home can impact home learning opportunities
4	Transition in school and out can be hard
5	New TAs/Leads in classrooms – could have limited SEND knowledge
6	Some parents want further knowledge and support at home i.e knowing signs or using VOCAs

## 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
All learners to have the tools to self-regulate and be ready to learn in the classroom	Fewer incidents of risk recorded for identified learners
All learners to have the equipment/technology to communicate in the classroom and around the school	All learners are able to communicate in all parts of the school – seen through LWs/EfL evidence and EHCP progress
To support staff in building their understanding of SEND and specific learner needs	Staff are able to describe and reflect on the SEND needs of our learners. This will be evidenced in LPMs and MDT meeting notes
To continue to offer specific interventions and support to learners that need it in the school	Interventions to have positive impact on a learners progress. Seen over time in reports or other feedback
Parent/carers to be supported through training and support to develop BSL and other comms skills with their children	Training is offered and feedback gained is positive – more progress shared from home to school on comms targets
Parents/carers are supported in their role	Training sessions and other learning opportunities being offered to parent/carers – feedback evaluated

## 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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly training for TAs – focusing on quality first teaching skills (£30,000)	Having regular training and reflection of teams enables quality first teaching and a personalised knowledge of PP students needs	1,5

Focused support on training for behaviour needs (£5,000)	Having a proactive behaviour team – well trained enables unique support for PP learners individual needs	1,2,5
Training sessions for parents on BSL and other comms needs (£5000)	Focus training to support comms knowledge of parents is important to enable them to make the right decisions	1,2,4
Empower me sessions and guest speakers to support professionals and parents in their SEND understanding (£5000)	Opportunities for parents/carers to meet and learn from the skills and knowledge of Greenside staff and professional colleagues	5,6

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative specialist and therapeutic support – funding of 3 practitioners that work with learners, either directly or through wider class support (£25,000)	This expertise in the school enables creative practice a close working with vulnerable PP learners – there has been impact seen in EHCP outcomes and wider school engagement	1,2,4
Purchase of communication devices and other self-regulation equipment for specific PP learners (£15,000)	MDT and PP meetings, highlight individual needs that could need funding – these have a direct impact towards progress	1,2,4
Communication expertise in school – Time spent by Comms support to support PP learners	Having direct support to identify communication needs and strategies directly with class teams, on top of limited support offered by SALT team	1,2,3,4,5

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

Budgeted cost: £5300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing service for staff working with very complex learners (£4,300)	This enables staff to be consistent with the cohort of PP learners – an important element in building trust and relationships in school	1,5
Environmental changes in school to support PP learners complex needs (£1000)	Often small changes in environment, either paint colour, door locations, tables/chairs etc can impact the engagement and self-regulation needs of the PP learners	1,4

**Total budgeted cost: £ 90,300**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

All pupils at Greenside can be described as vulnerable and disadvantaged due their significant learning difficulties. Pupils learning difficulties come from a range of reasons, many of which are diagnosed medical impairments.

Due to this common medical impairment, progress made by pupils with Pupil Premium are in line with other members of their cohort. Academic and personal targets progress for pupils at Greenside is individualised and teaching is adapted to their needs. This quality first offer is paramount to ensuring progress is seen. All children get this quality, whether PP or not.

At Greenside we have an understanding that PP children may not get the breadth of opportunities that other pupils get. The correlation with FSM means that our approach is review the package of interventions, opportunities the PP money allows.

Our provision tracker ensures PP children have access to personalised interventions and resources to help them learn. It also supports parents to access to trips and opportunities. In many cases PP money has allowed personalised communication approaches to be developed, that can be used in home and school.

Altogether our outcome for PP children are good and can be seen tracked through our evidence captured on the Evidence for Learning app.

### Externally provided programmes

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

Programme	Provider