

**Green Park School
Pupil Premium Statement
2023-2026**

Statement written by:	Katie Morley, Rachel Kiffin, Lorraine Dawney
Role:	Pupil Progress leader. SBM ,Headteacher
Committee approving Policy	Full Governors
Date approved by Committee:	20 th November 2023
Date for renewal:	Autumn 2024
Signed by Chair of Committee	Mr Barry Bond MBE Chair of Full Governors

Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Green Park School
Number of pupils in school	147 Pupils on roll <ul style="list-style-type: none"> • 9 (EYFS) • 56 (Primary) • 58 (Secondary) • 24 (Post-16)
Proportion (%) of pupil premium eligible pupils	Excluding EYFS and Post16 there are 76 out of 114 students are in receipt of pupil premium (67%)

Academic year/years that our current pupil premium strategy plan covers. (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lorraine Dawney, Headteacher
Pupil premium lead	Katie Morley (Pupil Progress Leader)
Governor lead	Barry Bond M.B.E

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,360
Recovery Pupil Premium- Deprivation (Covid19) this academic year	£48,134 (estimate)
Total budget for this academic year	£129,494

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.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, 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 teaching and learning strategies is available to all. All students who are in receipt of Pupil Premium will receive a targeted intervention which will be identified during termly pupil progress meetings.

Our strategy is integral to wider school plans for education recovery, notably through engagement with learning passports, interventions and SEMH provision for pupils that have been worst affected, including non-disadvantaged pupils.

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.

Challenges

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

Challenge number	Detail of challenge
1	There needs to be a wide range of interventions that reflect the increasingly diverse needs of students. These need to be tracked for their impact and effectiveness across school. Interventions need to be reviewed if they are not having the maximum impact.
2	Students in receipt of PP outcome have not made as much progress (Summer 2023) as their non pupil premium peers in Physical, Sensory and Medical Needs.
3	Pupil access has improved to AAC and total communication strategies. We need further staff CPD to embed this further into teaching and learning across the school due to a high level of new postholders and new parents.
4	Due to additionality and temporary post holders some staff have not undertaken all the CPD they require for interventions and other class activities to have the maximum impact on pupil progress.
5	Due to the significant needs of PP students, they do not always read at home which thus can impact on progress.
6	Due to the nature of the complex needs our pupils face many do not have the opportunity to experience the creative arts outside of school.
7	Students have less access to places in the community due to their severe special needs, not all places provide access
8	Students have less access to be involved in community projects
9	Communication with parents is challenging due to the distance they live from school; also have a high percentage of EAL students and parents.

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
To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly	<ul style="list-style-type: none"> • Our assessment system is effective in tracking pupil's outcomes and Key performance indicators act as milestones for measuring progress. • The success criteria for the new system is realistic and achievable.
Interventions are identified for each pupil in receipt of pupil premium each term to support their personalised progress to close the attainment gap.	<ul style="list-style-type: none"> • To ensure pupils 'catch up' and meet at least expected progress rates predicted for their End of Key stage goals.
To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.	<ul style="list-style-type: none"> • Each pupils' 'All about me' profile identifies personal strategies. • Resources to meet these strategies are in place and appropriate CPD underpins their delivery. • These strategies will be supported by moderated evidence in the Evidence for Learning app.
To ensure effective SEMH provision is offered to support pupils, so they are emotionally ready for learning and engaging.	<ul style="list-style-type: none"> • To ensure pupils Social, Emotional and Mental health is effectively supported. • Pupils demonstrate their readiness for learning and are on track to meet their expectations.

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:

£ 151,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
The assessment system is effective in tracking pupil's outcomes by:		
<p>Use of EFL APP. Inset provided on new App features. Pathways agreed for new pupils (September 23) Ensure 6-week baseline for all new pupils to be completed- 15 new students. EFL evidence shared with parents termly. Parent workshop to be held to help parents use the App (pupil progress lead 1 morning)</p> <p>iPads iPad's for staff updated so the impact of interventions can be tracked to ensure the attainment gap is closed. New apps added for promote development of Read Write Inc including Reading Owl , 15 new iPads need purchasing to ensure tracking of interventions and ACC are available to students. Further communication apps need pushing out to all iPads.</p> <p>Tracking progress HLTA to input intervention data December 2023, April 2024, and July 2024 (One morning) Pupil progress leader to offer CPD to all teachers to ensure intervention targets set on app are going to ensure pupils make progress. Pupil progress leader to analyse intervention data and measure impact of pupil progress (3 mornings) Pupil progress to lead moderation 3 times per year in staff meeting.</p>	<p>Learning passports are tracked term by term with precision with a focus on pupils overcoming barriers to learning.</p> <p>The last two years have shown outcomes for Pupil premium pupils that are effectively in use of funding - there is no significant gap with non-pupil premium pupils.</p> <p>With on average 90% of pupil premium students on track to reach their end of term predictions- all of these students have had a targeted intervention for autumn term to improve outcomes which will reviewed termly during pupil progress meetings</p>	<p>1,2,4,5</p> <p>3</p> <p>1,2,4,5</p>

<p>Pupil progress leader to provide analysis to Area of Need team to inform them of any adjustments to interventions accordingly to pupil progress. (1 morning)</p> <p>Interventions</p> <p>Assistant Headteacher to timetable interventions for Autumn 2023, Spring 2024, Summer 2024 and Autumn 2024 term based on data from previous term (3 mornings)</p> <p>Learning passports are tracked Oct, Feb, June and pupil progress meetings identify pupils who need additional support (termly meeting)</p> <p>Termly pupil progress review meetings to identify how to close the gap and interventions needed.</p> <p>All App evidence shared at Annual review meetings with parents.</p>		1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Food Technology intervention to target the changing profile of learners at Green Park School.</p> <ul style="list-style-type: none"> - Food desensitisation group, - Life Skills group - Project group - Provisions of 3 mornings and 2 afternoons per week led by a level 	<p>Due to an increase of complex ASC students' food de-sensitisation is required to enable them to access other parts of the curriculum, cultural capital and the wider school vision. We need are pupils to become as independent as possible. Project work will give students a sense of accomplishment which they can be recognised for.</p>	1,2,4,5

<p>3 Teaching assistant,</p> <ul style="list-style-type: none"> - Each class team is also supporting with a level 1 TA (1 per class group per week) plus 15 minutes at the end of the school day for Level 1 TA to access evidence for learning and look at impact with class teacher. 		
<p>Reading intervention lead by a level 2 TA 1 whole day all school year Plus 15 minutes half termly for level 2 TA to discuss with teacher the impact of the intervention.</p>	<p>Evidence based research outlined in the Ofsted framework demonstrates that reading underpins attainment in all subjects. Pupils from disadvantaged backgrounds are less likely to have access to reading materials and support at home.</p>	<p>5</p>
<p>Creativity with Wolverhampton Music School 1 afternoon per week plus 5 Level 1 TA's. Plus 15 minutes at the end of the day for TA and Teacher to discuss impact of the intervention (SLA part cost)</p>	<p>Create a school choir, to allow students to perform in assemblies and other school events. Gives students from disadvantaged backgrounds the opportunity to take part in creative arts and 4D experience that they may not have opportunity to go to (e.g. theatre).</p>	<p>6</p>
<p>Inclusic - Music provision one afternoon per week plus 10 level 1 TA's for the follow up feedback session to look at engagement scales to measure levels of engagement</p>	<p>Students with Profound and Multiple learning difficulties who in pupil progress meeting have been difficult to engage in curriculum activities. Music provided by an external provider allows students to</p>	<p>6</p>

<p>during the intervention. (SLA costs)</p> <p>Rebound Therapy -1 day of 2 X level 3 TA's Autumn A , Spring A, Summer A ½ terms . TA feedback session 15 minutes per student per half term to discuss impact with teacher.</p> <p>Lego therapy 1 afternoon per week lead by a level 3 TA. TA feedback session per student per half term to discuss impact with teacher. <i>Lego therapy resources E19 £500 ,</i></p> <p>Laches Outdoor Pursuits intervention Autumn and Spring - 1 full day per week- 1 assistant psychologist to lead, costings of Laches Wood, Transport plus 7 support staff. (2 terms cost)</p> <p>Cool kids extended - support for physical aids in classrooms for Sensory circuits Assistant psychologist to lead 40 mins 5 days per week. <i>Cool kids budget E19 £1000</i></p> <p>RSE intervention/ books beyond words</p>	<p>use all of their senses and engage in a bespoke curriculum.</p> <p>Rebound therapy has a real impact on individual pupils but trainers are required to support a consistent offer.</p> <p><i>Training completed in 2022-23 and small groups offer opportunities. Progress data showed positive impact so extended to regular weekly sessions.</i></p> <p>NEW: Evidence from our outdoor learning and a recent residential Summer 2023 showed powerful learning opportunities for a small group of learners</p> <p>Some staff are aware of cool kids benefits, it sometimes gets forgotten, or the purpose is not specific – e.g., no fine motor focus.</p>	<p>2</p> <p>1,3,4</p> <p>2</p> <p>2</p>
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<p>lead by SRE leads 2 X Level 3 TA's 1 day per week Aut b, Spring B Summer B½. Further texts also need to be purchased to ensure students have fresh and engaging materials to work from (RSE budget)</p>	<p>Evidence based research shows reading underpins the rest of the curriculum. Due to the learning needs of students at Green Park School many of our students cannot access conventional texts to support understand of RSE issues. BBW provides an alternative to allow students to understand emotions and scenario's they may be facing in an inclusive manner.</p>	<p>5</p>
<p>Communication Aids identified and purchased for new and existing student (Communication and Interaction Lead 1 morning per week). (Check number needed x £350 and apps)</p>	<p>A cohort of pupils who took part in the pilot scheme and were very successful in their pupil progress outcomes. The group needs to be extended as more pupils need them to access the curriculum the majority of students including those in receipt of PP need an AAC approach.</p>	<p>3</p>
<p>Attention to Autism- Deputy Head Teacher and SEMH to cascade training down to rest of school. Further whole school training in May (Curiosity programme and July course). A further staff meeting to share recent training on effective learning environments for ASD children. Time to complete learning walks termly to quality assure provision (Course fee and staff cost to attend)</p>	<p>Changing profile of students at GPS school to include more students with a diagnosis of ASC school has moved from 2 structured classes to 5, many of these pupils are in receipt of PP and require new resources to increase levels of engagement.</p>	<p>1</p>
<p>1 staff meeting and 1 INSET day for identified staff- May 2024), 1 morning SEMH lead per term to measure impact.</p>	<p>Teachers working with the students also require CPD from deputy head and SEMH lead in the attention to autism approach.</p>	<p>4</p>

<p>ICT: Promoting a broader use of technology and new resources for learning (teacher 1 weds pm a week / 5 x 1/2 terms)</p>		1
<p>Forest School programmes to be reintroduced. 2 days a week for 5 x ½ terms</p>		2
<p>Intervention learning walks carried out by AON team and or pupil progress lead (6 mornings per year by a leader)</p>		1
<p>Teachers meeting to train staff on how to track progress of new interventions. (Sept inset day 1 hour)</p>		4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital programme in place and offered to all class groups to support functional application of curriculum- cultural capital is identified on Knowledge planners (planned for by teachers during PPA 15 mins per week x by how many teachers).</p>	<p>Preparing for life after Green Park : Work related learning across school e.g. litter picking, recycling, cleaning/tidying, helping at lunch times, buddy system, giving resource/letters out, putting equipment away, library support allows pupils to have a sense of purpose in the wider school community.</p>	<p>1, 2, 3.</p>
<p>Offsite curriculum for older pupils and support to prepare for life beyond school Yr10 & Yr11 supported by Yr14 (transport fees , staffing costs , EVC planning time for SB)</p>	<p>Students from disadvantaged backgrounds are less likely to access places in the community, therefore school need to provide them with offsite opportunities to prepare them for when they leave school</p> <p><i>Cover for trips equivalent to 1 x TA1 for a whole year</i></p> <p><i>SALLY cOSTS FOR 1 AM PER WEEK PLUS MEETING TIME WITH 2 X st FOR 1 HOUR PER WEEK.</i></p> <p><i>3 teachers need VLT training course and cover costs</i></p>	<p>7</p>
<p>EVC (1 morning per week to support teachers plan for offsite visits) SB</p>	<p>Review of offsite visits and planning to ensure confidence after</p>	<p>7</p>
<p>Wellbeing programmes in place for all pupils. (Fri pm TA3 from Aut B- Summer B)</p>	<p>Role of Youth Mental health First Aider and a special themed events – (half of Well Being Budget)</p> <p>Promoting the role of Youth Mental Health First Aiders in school and use of ELSA. Securing a Senor</p>	<p>1</p>

<p>Student council and voice of learners - links to community projects and Pupil Voice book. (MK ½ day)</p>	<p>Mental health first aider and supporting special themed events for well being</p> <p>Ensuring the voice of learners is heard and listened to</p>	<p>8</p>
<p>Older pupils buddy scheme and WEX across school. – ADD KERRYS CAREERS COST if needed.</p>	<p>Gives students a sense of responsibility to help others. Also gives children with significant health needs to opportunity to access outdoors and other areas of school more frequently.</p>	<p>8</p>
<p>Moving and Handling pupil supporters in place however more students need to be trained as many of the previous cohort have now left Green Park School- 1 moving and handling trainer for 1 weeks training</p>	<p>Pilot group of pupils passed course and developed friendships with peers across the cluster. Social interaction skills improved HALF A DAY X HALF TERM COURSE. Lmcg to lead 1 x pm for week for half a term.</p>	<p>8</p>
<p>Several students and their parents are EAL-In order to improve parent partnerships, especially those in receipt of P.P app to be purchased to translate letters and enable telephone conversations- cost admin time to translate letters, teacher time for calls</p>	<p>Cost of new app. Feedback from annual reviews and parents' events. Feedback from Green Park Family</p>	<p>9</p>

(KH call 39 weeks X 1hour		
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Total budgeted cost: £ 212,263.17

Governors contribute a significant amount of Budget Share to the provision of Pupil Premium outcomes

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 2022 to 2023 academic year.

To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly.

Pupil's progress data was collected termly to ensure PP were on track to achieve 80% their EHCP outcomes by the end of their key stage. Where pupils were not on track interventions were put in place during pupil progress meetings to close the gap.

Summer 2023 data shows that 89% of PP students are on track to meet their end of term predictions.

All pupils, including PP pupils have half termly learning passports set to ensure that EHCP outcomes are broken down into achievable steps to meet individual needs. When pupils were below expectations an intervention was identified in pupil progress meetings and those pupils were within, on track or above target the next term. Pupil premium pupils achieved 68% of their learning passports during summer 2023. This has declined since last however targeted interventions were identified during pupil progress meetings which will improve outcomes in Autumn 2023 data collection. We have also introduced a new outdoor pursuits intervention which will be offered to students in receipt of PP to close this attainment gap.

Interventions are identified for each pupil each term to support their personalised progress and matched to an intervention where needed.

Post 16 students went to collage to prepare them for life when they leave Green Park School. Over the Summer term 2023, 92 interventions took place regularly. These interventions were food technology, rebound RSE, Inclusive, massage, lego therapy and reading. Pupils were identified for interventions through either having an attainment gap in 1 or more area of learning or are in receipt of pupil premium. Some students received more than one intervention if the need for multiple interventions was identified in pupil progress meetings. Weekly food technology sessions which were broken down into desensitisation, skills and project to reflect the diverse needs of students, was the most successful intervention in terms of the number of students who secured their target set in pupil progress meeting, therefore the TA 3 leading this intervention is now having blocks of time to allow more students to access this intervention. Over the summer a TA 3 trained in Lego therapy for us to offer our changing profile of ASC students a relevant targeted intervention.

To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.

Pupil access to AAC and strategies improved. Whole class communication iPads - 16 iPads requested with licenses for programme (programmes to suit all learning styles): My Choice Pad, Sounding Board, choice board creator, Typing Tots, Help Kidz Learn. There are currently 62 PP pupils who need personal access to a communication iPad. Improved access to Eye gaze using smart box technology. All TA's now have an iPad with these apps on which ensure the pupils voice is carried with them when accessing other areas of school. Many strategies are proving effective and parent communication workshops took place in the summer term.

Externally provided programmes.

Programme	Provider
ICT programme	E services support
Music interventions	Inclusic
Music School	Wolverhampton Music Service
Outdoor Education	Laches Wood

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Off site swimming which enables students to become familiar with activities outside of Green Park and improve their overall Health and Fitness
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have looked at ways in which we can refine our tracking of the impact of interventions which has been successful.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.