

## Pupil premium strategy statement

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	Greenhall
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	29%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Board
Pupil premium lead	Natalie Hart
Governor / Trustee lead	Simon Halfhead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
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	£13,635

# 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. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities

Fundamental to our strategy is the belief that every child can learn but their basic needs need to be met in order to be in a position to do this e.g. hunger, feel safe and secure, sensory needs. The EEF promotes embedding opportunities for children to develop self-regulation within day-to-day activities in order to improve communication, language and literacy in the early years.

At the heart of our approach is high-quality teaching focussed on areas that our disadvantaged pupils require most – the prime areas of learning (Communication & language, Physical development, PSED) together with reading. We provide targeted support based on robust diagnostic assessment of need, and help 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 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 the next stage of their educational journey.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally made less progress than their peers. The small cohort size and individual

	differences in cohort and on an individual basis, make comparisons challenging.
2	Our observations and professional expertise show that disadvantaged pupils are generally more likely to have language comprehension difficulties and generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This has been accentuated by the impact of COVID.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Our cohort will still have been impacted by the pandemic and the aftermath.

## 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
Pupils are able to better regulate their sensory needs	Through achievement of PLP targets related to EHC plan outcomes.
Disadvantaged pupils are supported to meet their sensory needs and can therefore engage in learning for longer periods and are thus in a better position to learn	Engagement profiles evidence increased engagement (observations)
Staff are confident in meeting children's sensory needs and the curriculum reflects this	Lesson observations, focused learning walks etc. evidence this. Discussions with staff evidence this.
Staff are confident in meeting the needs of an ever-changing cohort. They have access to appropriate resources and use these effectively to provide high quality teaching.  Pupils have a voice and are taught how to use this	Lesson observations & focus learning walks evidence this.  Observations and EHC reviews evidence this.

<p>Impactful intensive interactions take place that promote engagement, develop communications skills and confidence</p>	
<p>Children who struggle with phonics will be supported to develop their reading skills  Children who struggle to access a phonics curriculum will access the See and Learn structured programme that teaches early vocabulary, sight words, simple phrases and sentences.</p>	<p>Increase in numbers of children 'reading.'  Increase in numbers of children developing an early vocabulary of sight words.</p>



<p>Detailed individual assessments of children’s sensory needs to be undertaken by qualified OT with staff then implementing these recommendations.</p> <p>A significant proportion of the pupils who receive an assessment will be disadvantaged.</p> <p>Provision of books linked to progression for access within rooms and for children to take home to share with family (home-school links)</p> <p>Reading scheme for on-sight learners</p>	<p>Through the process of neuroplasticity, children become more independent in their functional skills as their ability to process and integrate sensory information improves. <a href="https://link.springer.com/article/10.1007/s10803-013-1983-8#Sec21">https://link.springer.com/article/10.1007/s10803-013-1983-8#Sec21</a></p> <p>Supporting children with sensory processing supports their ability to regulate, thus optimising learning potential. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a></p> <p>Interventions targeted at specific needs can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>The reading approach has been well-researched and planned according to the needs of our pupils and staff skills.</p> <p>See and Learn is developed by Down Syndrome Education International and Down Syndrome Education USA and is informed by the latest research and extensive practical experience. See <a href="#">About See and Learn</a></p>	<p>4, 1, 2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support to parents	The NSPCC recommends parents and carers work with their children to	4, 1

<p>- Sharing of OT programmes with parents and carers to develop effective home learning environments and increased self-regulation.</p>	<p>create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:  <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p> <p>The EEF promotes supporting parents to understand how to help their children learn</p>	
<p>Provision of breakfast daily to ensure that hunger is not a barrier to learning</p>	<p>EEF guidance on social and emotional learning (+4 months)</p>	<p>4</p>
<p>Access to RDA for a block of sessions</p>	<p>The warmth, rhythm and three dimensional movement of the horse is transmitted through the rider's body, and can help in relaxing tight muscles, strengthening core stability, reducing spasms and improving balance, posture and co-ordination.</p> <p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>- Aids mobility, core strength and balance</li> <li>- Improve general fitness and health</li> <li>- Make friends and stay active</li> <li>- Opportunities to progress and compete</li> </ul> <p><a href="#">Horse Therapy Benefits for Autism - Autism Research Institute</a></p>	<p>3, 4</p>

**Total budgeted cost: £13,635**

## 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 2024 to 2025 academic year.

*Our priority was to support pupils to be better able to regulate their sensory needs*

*Strategies – CPD for all staff on sensory integration, OT consultancy visits once a month and purchasing of additional sensory equipment e.g. bouncy cushion, spinning chair, spinning kidney shape.*

#### *Impact*

- Staff CPD enabled them to better support pupils with regards to their sensory needs. Their knowledge and understanding has increased which has resulted in a more tailored curriculum.*
- Children that received an OT assessment has this report shared with parents and the LA so that relevant findings could be incorporated into their EHCP.*
- Children are more in a position to learn following a sensory circuit / sensory diet.*

*The Engagement Profile illustrates increased engagement in these children.*

*We also purchased PODD training and additional software to speed up the process of printing PODD books. This had a really positive impact on staff and increased the number of books produced and staff confidence with making and using these.*

## Further information (optional)

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we very much reflected on the needs of our current learners and what we saw to be their biggest barriers to learning. For our learners with ASC needs, it was overwhelmingly their sensory needs that impacted their ability to learn. Thus, developing our ability to meet these needs was a priority. This also linked well with our desire to improve well-being, particularly following the pandemic. We have also reflected on successful interventions in previous years and sought to build upon these.

The unique nature of our setting (early years and SEND) means that there is limited directly related research to build upon. Thus, we have utilised findings and principles from research that is not directly related to our cohort. The size of our cohort means that funding is limited and there is currently a lag between funding being received for eligible pupils and them moving on to the next setting.

We are also further developing our teaching and effective practice through the use of a Trust-wide Pedagogical model based on cognitive science to encourage teachers to develop their pedagogy and professional practice. Staff are strongly encouraged to develop expertise and share this 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.