Littlegreen Academy
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding during academic year 2023/2024 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the next 3 Years, subject to annual review, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 2022/2023	Data 2023/2024	Data 2024/2025
School name	Littlegreen Academy	Littlegreen Academy	Littlegreen Academy
Number of pupils in school	82	82	82
Proportion (%) of pupil premium eligible pupils	62.1%	58.9%	58%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021 – 2024	2021 – 2024	2024 - 2027
Date this statement was published	September 2022	September 2023	December 2024
Date on which it will be reviewed	December 2023	December 2024	December 2024
Statement authorised by	Louise Isa-Grada	Louise Isa-Grada	Louise Quaid
Pupil premium lead	Gordon Duff	Gordon Duff	Jessica Maier
Governor / Trustee lead	Littlegreen Academy	Littlegreen Academy	Littlegreen Academy

Funding overview

Detail	Amount 2022/2023	Amount 2023/2024	Amount 2024/2025
Pupil premium funding allocation this academic year	£51,465	£60,103	£54,980
Recovery premium funding allocation this academic year	£40,375	£39,731	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£91,957	£99,834	£54,980

Part A: Pupil premium strategy plan

Statement of intent

Our vision is that all pupils at Littlegreen Academy will grow to be confident adults who communicate well, so that they can live healthy, happy, and successful lives.

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, to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, providing 1:1 intervention 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. 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	58% of students are eligible for Pupil Premium, all of which have Social, Emotional and Mental Health difficulties. Disadvantaged pupils have a greater difficulty with emotional co-regulating and self-regulating in addition to this, students with ASC will have difficulty with emotional regulation due to the sensory dysregulation from the learning environment.
2	Pupils have greater challenges when communicating and expressing their needs; understanding social situations, reading social cues and knowing how to respond appropriately to social situations both online and in-person.
3	Our disadvantaged students have experienced a number of Adverse Childhood Experiences which have impacted on their Mental Health wellbeing, and act as a barrier to their academic, social and emotional learning
4	Attendance – Absence from school has a significant negative impact on pupil outcomes.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and enriching careers encounters. Due to SEMH needs, this means

	that they are not easily able to access their community or participate in cultural capital experiences without specialist support.
6	Pupils experience barriers to learning that can impact progress and attainment. Our assessment, observations and discussions show that the majority of our pupils have a fear of failing and experience low confidence and self-esteem as learners. This is then combined with gaps in their learning as well as difficulties with processing, working memory, recall/retention of knowledge and low levels of 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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through assessment.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families in annual reviews and surveys.
To expose students to a variety of experiences and activities to raise their career aspirations and expand their experiences	All pupils including PP pupils are exposed to a variety of career encounters, educational trips and cultural experiences.
To make a positive impact on pupils' mental health and wellbeing and embed a whole school therapeutic approach and therapeutic offer.	All students including PP students show an improvement in their mental health and wellbeing. An embedded whole school therapeutic culture and ethos.

Activity in this academic year (2024-2025)

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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy	Music therapy is a therapeutic approach that uses the naturally mood-lifting properties of music to help people improve their mental health and overall well-being. It's a goal-oriented intervention that may involve: Making music Writing songs Singing Dancing Listening to music	1,2,3,6

	Discussing music This form of treatment may be helpful for people with depression and anxiety, and it may help improve the quality of life for people with physical health problems.2 Anyone can engage in music therapy; you don't need a background in music to experience its beneficial effects. https://www.musictherapy.org.uk/evidence-base.html **References:** Bessel van der Kolk (2014) The Body Keeps the Score: Mind, brain, and body in the transformation of trauma. Penguin, Random House, UK. Trevarthen & Stephen N. Malloch (2000) The Dance of Wellbeing: Defining the Musical Therapeutic Effect, Nordisk Tidsskrift for Musikkterapi, 9:2, 3-17	

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

Budgeted cost: £ 8,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the Thrive approach schoolwide, creating a strong sense of belonging and positive relationships across the school community. This will be timetabled within the curriculum and individual interventions provided by a personal development team including four practitioners and a qualified ELSA.	Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4,5,6

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

Budgeted cost: £ 35,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker **Support for pupils includes:** Promoting good attendance and punctuality	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,4,6

Promoting self-esteem and confidence Promoting positive behaviour and positive attitudes to learning Providing personal, social and emotional support to pupils **Support for families includes:** Advice and support in promoting positive behaviour at home Attendance and support at school and other agency meetings Liaising with a range of external services Providing information to services available in the local area	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	

Total budgeted cost: £ 54,980

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 2023 to 2024 academic year.

Enrichment - Impact:

The school has secured a wide variety of therapeutic supports on site, including art, drama and music therapy including a Rap workshop, Forest School, adventurous outdoor activities, fitness and Talkabout. Some interventions and sessions are facilitated by school staff. Offsite interventions include equine therapy and a farm placement. The school has trained Mental Health First Aiders and Emotional Literacy Support Assistants. Leaders and the growing number of Thrive practitioners on site are cementing and unifying the excellent approach to meeting the needs of pupils with SEMH.

Music Therapy:

Funding has ensured the consistent presence of a HCPC (Health and Care Professions Council) registered music therapist in school every Tuesday. Having a music therapist in post at LGA ensures that children in need of emotional, trauma-informed and clinically recognised psychological interventions can be supported quickly in a way that suits their needs and as part of our wider THRIVE approach to learning.

Music therapy is a type of psychotherapy where music is used alongside talking to enable self-exploration and the safe expression of difficult emotions. Music therapy is a person-centred therapeutic approach and a typical session might include the use of familiar songs, improvised music making, sensory play, music technology, song writing, and/or music listening - every activity is tailored specifically to the individual child or young person and their needs and circumstances.

Pupils that attend music therapy sessions demonstrate an increase in their confidence and self-esteem and a growing sense of their own autonomy and efficacy, making positive choices (to come to sessions and within sessions) which then extends beyond the therapeutic relationship into the wider school.

Working in sound and music is a great way to support young people who struggle to regulate their emotional states to begin to self-regulate through co-regulation with the therapist. This is further supported by the experience of the development of a positive, safe relationship with a trusted adult which has a beginning, a middle and an end.

Pupils attending Littlegreen Academy have the broadest range of need – from a medical diagnosis such as Autism/ ADHD, to having not attended school at all, to having experienced numerous adverse childhood experiences or a traumatic experience leading them from a position of flourishing in a mainstream setting to struggling to manage their behaviours and finding themselves excluded. Children then having to manage the barrage of feelings that come from those experiences, feelings of shame, anxiety, not being of value to the world, letting their families down in addition to behaviours that stemmed from their lived experiences.

Mental Health / Wellbeing:

Thrive Data (Social and Emotional Progress)

Class	Autumn 23	Spring 24	Summer 24
Ash	Being 38% Doing 37%	Doing 52%	Doing 62% Thinking 58%
Oak	Being 78% Doing 82% Thinking 44%	Thinking 58%	Thinking 66%
Willow	Being 88% Doing 86%	Thinking 39%	Thinking 51% Power & Identity 40%
Elm	Being 65% Doing 72%	Doing 66%	Thinking 54%
Harting	Being 26%	Being 53%	Being 90%
Beacon	Being 2%→79%	Doing 39%	Doing 67%
Halnaker	Being 51%	Being 75% Doing 78% Thinking 41%	Thinking 64%
Bignor	Being 57% Thinking 45%	Doing 50%	Doing 58%
Butser	Being 14% →28%	Being 40%	Being 51%
Kingley	Being 95% Doing 88%	Thinking 39%	Thinking 55%

Thrive has proved highly effective in helping staff and pupils to use the findings from neuroscience to better understand how to manage SEMH pupils.
Impact of Thrive Approach:

- develops resilience
- feel empowered and confident to work with life rather than needing to have power over others or events.
- care about others as well as themselves.
- be empathetic and compassionate rather than fearful and grasping
- to have dreams and ambition.
- aspirational
- appreciate diversity and embrace change.
- to love life and thrive.

Pupil Outcomes – Academic Attainment

Pupil outcomes in all key stages across the school, has shown that pupils are closing their attainment gaps in reading and SPaG. The provision of targeted 1:1 support by teaching assistants has provided high quality interventions that rapidly close the gaps in attainment in literacy. In addition, the feedback and marking policy has ensured that teachers and teaching assistants have high expectations of SPaG across the curriculum. All subjects have successfully introduced subject specific vocabulary, and this has had a positive impact on pupil's vocabulary and confidence in writing. The assessments of reading and spelling outcomes highlights that pupils have a disparity between their reading fluency and their reading comprehension, therefore the focus for the next academic year will be to increase the focus on the learning and application of new vocabulary through oracy and written learning opportunities.

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
Thrive Approach	thrive
Challenge Partners	CHALLENGE PARTNERS