Littlegreen Academy
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding during academic year 2024/2025 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 2023/2024	Data 2024/2025	Data 2025/2026
School name	Littlegreen Academy	Littlegreen Academy	Littlegreen Academy
Number of pupils in school	82	82	82
Proportion (%) of pupil premium eligible pupils	58.9%	58%	58%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021 – 2024	2024 - 2027	2024 - 2027
Date this statement was published	September 2023	December 2024	December 2025
Date on which it will be reviewed	December 2024	December 2024	December 2026
Statement authorised by	Louise Isa-Grada	Louise Quaid	Louise Quaid
Pupil premium lead	Hannah Davis	Hannah Davis	Hannah Davis
Governor / Trustee lead	Gordon Duff	Jessica Maier	Jessica Maier

Funding overview

Detail	Amount 2023/2024	Amount 2024/2025	Amount 2025/2026
Pupil premium funding allocation this academic year	£60,103	£54,980	£54964
Recovery premium funding allocation this academic year	£39,731	0	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	£99,834	£54,980	£54964

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.

Central to our strategy is the delivery of high-quality teaching, targeted towards the areas of greatest need for disadvantaged pupils. This is complemented by precise, evidence-informed interventions based on diagnostic assessments, and by ensuring access to a broad and balanced curriculum for all learners.

While our approach prioritises disadvantaged pupils, it is designed to benefit the entire school community through whole-school initiatives, such as the enhancement of teaching quality. The intended outcomes outlined below reflect our commitment to improving progress and attainment for disadvantaged pupils, while simultaneously raising standards for their non-disadvantaged peers.

We will provide disadvantaged pupils with tailored support to develop independence, life skills, and social competence. This includes ensuring equitable access to high-quality work experience, careers education, and guidance for further and higher education pathways.

Our strategy aligns with wider school improvement and education recovery plans, incorporating targeted one-to-one interventions for pupils most adversely affected by previous disruptions, including non-disadvantaged pupils.

Our approach is driven by the individual needs and strengths of each pupil, informed by both formal and informal assessments. This ensures that every learner receives the skills, knowledge, and experiences necessary to prepare them for adulthood and lifelong success.

Challenges

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

Challenge number	Detail of challenge
1	58% of pupils are eligible for Pupil Premium, all of whom have Social, Emotional and Mental Health (SEMH) difficulties. Disadvantaged pupils experience greater difficulty with emotional co-regulation and self-regulation. In addition, pupils with ASC often struggle with emotional regulation due to sensory dysregulation within the learning environment.
2	Pupils face significant challenges in communicating and expressing their needs, understanding social situations, reading social cues, and responding appropriately to social interactions both online and in person.
3	Our disadvantaged pupils have experienced a number of Adverse Childhood Experiences, which have impacted their mental health and wellbeing. These experiences act as barriers 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 to access enriching career encounters. Due to SEMH needs,

	they are often unable to engage with their community or participate in cultural experiences without specialist support.
6	Pupils experience barriers to learning that impact progress and attainment. Our assessments, observations, and discussions show that the majority of our pupils have a fear of failure and low confidence and self-esteem as learners. This is compounded by gaps in learning, difficulties with processing, working memory, recall and 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.	Achievement of improved performance, as demonstrated by end-of-year assessments at the conclusion of our strategy.
Disadvantaged pupils have greater confidence and independence, enabling them to engage more with the wider community and prepare for adulthood.	Evidence from observations and discussions with pupils and their families during annual reviews and surveys.
To expose pupils to a variety of experiences and activities to raise their career aspirations and broaden their horizons.	All pupils, including those eligible for Pupil Premium, participate in 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 offer.	All pupils, including those eligible for Pupil Premium, demonstrate improvement in mental health and wellbeing. A whole-school therapeutic culture and ethos is embedded.

Activity in this academic year (2025-2026)

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 intervention that uses the naturally mood-lifting properties of music to help individuals improve their mental health and overall well-being. It is a goal-oriented intervention that may involve: Making music Writing songs Singing	1,2,3,6

	Dancing Listening to music Discussing music This form of treatment can be helpful for people with depression and anxiety, and it may also improve the quality of life for individuals with physical health problems. Anyone can engage in music therapy; no prior musical background is required to experience its benefits. **Further evidence:** British Association for Music Therapy – Evidence Base **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: £ 8,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the Thrive Approach across the school, creating a strong sense of belonging and fostering positive relationships within the school community. This will be timetabled within the curriculum, with individual interventions provided by the Personal Development Team, which includes 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. These resources equip adults with the knowledge, insights, and strategies needed to develop relationships that help pupil and young people 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 Pupil and Young People's Mental Health Provision. This review included Thrive as an initiative that supports and promotes positive mental health (DfE, 2018). Education Endowment Foundation – Social and Emotional Learning 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 • Promoting self-esteem and confidence • Encouraging positive behaviour and attitudes to learning • Providing personal, social, and emotional support to pupils Support for families includes: • Offering advice and support to promote positive behaviour at home • Attending and supporting families at school and multi-agency meetings • Liaising with a range of external services • Providing information about services available in the local area	The Family Support Worker plays a vital role in strengthening home-school relationships and supporting pupils' personal, social, and emotional development. By promoting attendance, positive behaviour, and self-esteem, alongside providing guidance and practical support for families, this role addresses key barriers to learning. Evidence from the Education Endowment Foundation highlights that parental engagement and metacognition/self-regulation strategies significantly improve pupil outcomes, making this approach an effective component of our Pupil Premium strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,4,6

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 sessions, Talkabout, and the Character & Culture curriculum. Some interventions and sessions are facilitated by school staff. Off-site interventions include equine therapy and farm visits.

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 an excellent approach to meeting the needs of pupils with SEMH.

Music Therapy:

Funding has ensured the consistent presence of an HCPC (Health and Care Professions Council) registered music therapist in school every Tuesday. Having a music therapist in post at LGA ensures that pupil 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. It is a person-centred therapeutic approach, and a typical session might include familiar songs, improvised music-making, sensory play, music technology, songwriting, and/or music listening. Every activity is tailored specifically to the individual child or young person and their needs and circumstances.

Pupils who attend music therapy sessions demonstrate increased confidence and self-esteem and a growing sense of autonomy and efficacy. They make positive choices (to attend sessions and within sessions), which then extend beyond the therapeutic relationship into the wider school environment.

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

Pupils attending Littlegreen Academy have the broadest range of needs—from medical diagnoses such as Autism and ADHD to having not attended school at all, or having experienced numerous adverse childhood experiences or trauma. These experiences often lead pupils from flourishing in a mainstream setting to struggling with behaviour and facing exclusion. Pupil then have to manage the barrage of feelings that stem from these experiences—shame, anxiety, feeling devalued—alongside behaviours rooted in their lived experiences.

Mental Health / Wellbeing:

Thrive Data (Social and Emotional Progress)

Class	Autumn 24	Spring 25	Summer 25
Ash	Being- 60% Being- 68%	Doing- 66%	Thinking- 53%
Oak	Being- 51% Being- 64%	Being- 86% Doing- 82% Thinking- 64%	Thinking 80% Doing- 52%
Willow	Being – 61% Skill and Structure- 38%	Power and identity- 46%	Entering Interdependence- 34%
Elm	Being- 17% Being 29%	Being-63%	Being- 66%
Harting	Being- 49% Being- 53%	Being- 67%	Doing 58%
Beacon	Being – 76% Doing – 66%	Doing-88%	Thinking- 62%
Halnaker	Being- 44% Being 49%	Entering Interdependence- 25%	Being- 58% Entering Interdependence- 28%
Bignor	Being- 43% Being 45 Doing 33%	Being- 56%	Being- 65%
Butser	Being- 47% Thinking- 25%	Being 65%	Being- 70%
Kingley	Thinking- 66% Thinking 68%	Exploring interdependence- 51%	Exploring Interdependence- 70%

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
- Empowers pupils to work with life rather than exert power over others or events
- Encourages care for others as well as themselves
- Promotes empathy and compassion rather than fear and control
- Inspires dreams and ambition
- Fosters aspiration
- Builds appreciation of diversity and adaptability to change
- Enables pupils to love life and thrive
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Pupil Outcomes – Academic Attainment

Pupil outcomes across all key stages show that pupils are closing attainment gaps in reading and SPaG. Targeted 1:1 support by teaching assistants has provided high-quality interventions that rapidly close gaps in literacy.

The feedback and marking policy ensures teachers and teaching assistants maintain high expectations for SPaG across the curriculum. All subjects have successfully introduced subject-specific vocabulary, positively impacting pupils' vocabulary and confidence in writing.

Assessments of reading and spelling outcomes highlight a disparity between reading fluency and reading comprehension. Therefore, the focus for the next academic year will be on increasing opportunities for learning and applying new vocabulary through oracy and written tasks.

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