



Pupil premium strategy statement for The Shrubberies School

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 spent the funding in this academic year and the effect that spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Shrubberies School
Number of pupils in school	114 R-Y11 (140 including Post 16)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2027
Date this review was published	1 st September 2025
Statement authorised by	Wendy Newby
Pupil premium lead	Wendy Newby
Governor / Trustee lead	Susan Medcroft



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68895.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	NA



Part A: Pupil premium strategy plan

Statement of intent

The school aims to use the Pupil Premium Fund to ensure we achieve and sustain positive outcomes for our disadvantaged pupils. Underpinning all of our work is that the quality of education, behaviour and personal development is good or above. The core value is that Good teaching is the most important lever we have to improve outcomes for disadvantaged pupils. Even though the strategy focusses on the disadvantaged pupils, it will benefit all pupils in the school. Drawing on the research of the Education Endowment Foundation, we have a three-tiered approach based on teaching, targeted interventions and wider school strategies. Some of our priorities overlap the tiers. We focus on a small number of priorities across the three tiers to enable the best chance of successful positive outcomes. We use an evidence-based approach. This strategy is embedded within the cycle of the School Improvement Plan.

Challenges

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

Challenge number	Detail of challenge
1	All pupils have SEND and statement or EHCP for learning difficulties and are significantly below the expected outcomes. Specialist leadership and teaching is required
2	Increasing mental health issues and subsequent anxieties.
3	Due to anxieties and learning difficulties attending school has become a challenge for a small number of children
4	Parental Engagement was diminished during the previous academic years.
5	Children who have experienced Adverse Childhood Experiences (ACE). Social Care needs are impacting on a select number of children.



6	The pressure of the SEND system has resulted in an increase in class sizes.
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1. 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		Success criteria
A.	Pupils will experience social emotional learning (SEL) through metacognition, motivation and cognition. Pupils use the SEL competencies, including self-awareness, self-management, relationship awareness, social skills and responsible decision making. A curriculum that is broad and ambitious is delivered.	PP Pupils self-regulate their learning. Progress is made and evidenced in line with the rest of pupils. PP Pupils talk about their learning in a positive manner. PP pupil voice indicates motivation and a positive attitude to learning. Lesson observations show that all of teaching and learning is good or above. Every teacher is supported to keep improving. Observations evidence pupils are able to communicate, make choices, be independent, intensify emotions and demonstrate other skills related to the SEL competencies. Remote learning, where necessary is broad and ambitious.
B.	Pupils have access to appropriate support for their mental health and well-being to help them cope more effectively with anxiety and manage change more effectively.	PP Pupils manage change. Pupil interviews show that pupils can name/use strategies to self-regulate their anxiety. Learning walks, lesson observations and peer observations document that total communication is used to warn of change, express emotions, ask for help etc. Thrive intervention assessment shows progress in mental health and well-being PP Pupils' Have positive behaviour plans and have behaviour support. Feedback from PP pupils and parents indicate the value of the pastoral support provided.
C.	Pupils will have a holistic curriculum that supports their social and emotional learning and mental health. Pupils' mental health is supported.	Lesson observations evidence SEL activities and Learning. Teachers can deliver SEL effectively. Feedback to pupils models the thinking process. PP pupils are able to talk about their feelings. Planning scrutiny evidence planned sequential lessons that support SEL. Pupils are able to show talk or demonstrate the concept of self-regulation: teachers teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.



D.	Pupils who experience Adverse Childhood Experiences will be more resilient.	PP Pupils manage change. Pupils can name/use strategies to self-regulate their anxiety. Learning walks and lesson observations indicate that Total Communication is used to warn of change, express emotions, ask for help etc. Feedback from PP pupils and parents indicate the value of the pastoral support provided. Pupils report feeling safe in school
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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: £ 29000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
CPD plans supports all teachers to improve. Peer observations, learning walks, performance review, planning and work scrutiny supports this improvement.	<p>Research evidenced that effective feedback has high impact on progress.</p> <p>Feedback studies tend to show very high effects on learning (EEF). The programmes provide individualised feedback to the learner.</p> <p>The tiered approach to Pupil Premium spending (EFF) outlines the strategies that support a higher impact in the use of the Pupil Premium.</p>	1 2 5	£10000.00



<p>Access to NPQ for leaders to enable leading in their department</p> <p>Staff receive training on Thrive intervention as part of their CPD</p> <p>Peer support -teachers working in collaboration</p> <p>CPD programme for TAs – TLR teacher responsible for the professional development of the TAs</p>	<p>EFFECTIVE PROFESSIONAL DEVELOPMENT – guidance (EFF) Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>		
<p>Teachers’ are trained in Social Emotional Learning and metacognition</p> <p>CPD carried out on effective feedback and learning dialogue and how to model SEL.</p> <p>Techers continue to receive Thrive training</p>	<p>The Education Endowment Federation (EEF) states “social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.”</p> <p>Feedback studies tend to show very high effects on learning (EEF). The programmes provide individualised feedback to the learner.</p> <p>EFFECTIVE PROFESSIONAL DEVELOPMENT (EFF)</p> <p>Evidences the impact of CPD on the progress of disadvantaged children. It lays out the mechanisms and importance of investment in CPD to provide high quality teaching.</p>	<p>1 2 5</p>	<p>£1000.00 training and conferences</p>



<p>Small groupings within class support an approach of collaborative learning.</p> <p>Class staff explicitly support pupils to develop independent learning skills</p>	<p>The EEF The impact of collaborative approaches on learning is consistently positive. Small group work and activities have a positive effect on learning.</p>	<p>6</p>	<p>£10000.00</p>
<p>Team Teach training supports the school ethos</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour.</p> <p>The academic year before lockdown there were 2271 behaviour incidents last academic year there were 4315. This is an increase of 90%. This indicates a significant rise in anxiety and mental health difficulties in our students.</p>	<p>1 2 5</p>	<p>£5000.00 Team teach trainers plus individuals</p>
<p>Staff CPD includes mental health first aid, toxic stress, metacognition, SEL, behaviour etc. developing staff knowledge and understanding of resilience.</p>	<p>The EEF state that “By ‘Character’, we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.”</p>	<p>1 2 3 5</p>	<p>£3000.00</p>
	<p>Total</p>	<p>£29000.00</p>	

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

Budgeted cost: £ 20000.00



Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Literacy / Numeracy Interventions within class including provision of online resources such as Monster Phonics, Discovery Education and Purple Mash</p> <p>Non-subject specific interventions e.g., TACPAC, Attention Autism, Intensive Interaction</p> <p>Laptops for Middle School to give younger children access to learning using technology</p>	<p>Technology is motivating and promotes independent learning. One way to promote metacognition and self-regulated learning is to explicitly teach pupils to be independent. (Recommendation from the Educational Endowment Federation). It provides remote learning for some pupils</p> <p>Monster Phonics is a systematic synthetic phonics scheme that makes learning more memorable and engaging by using a unique multisensory system.</p> <p>Pupils can access the programme at home allowing to homework to be set.</p> <p>Research into the use of TACPAC for engagement and interaction support the use of interventions such as Intensive Interaction and TACPAC (Newby, 2011)</p>	<p>1</p>	<p>£10000.00</p>
<p>Transport costs for activities that develops confidence and social skills</p> <p>Transport provided for learning in the outdoor</p>			



community e.g. Snakey park, Bournestream, etc.			
<p>Identified PP pupils work collaboratively with additional staff.</p> <p>Meaningful learning opportunities are provided e.g. cooking, online shopping etc.</p>	Children with SEND learn in a variety of way and research shows that they learn best when it is meaningful.	1 6	£5000.00
<p>Interventions (TheraBuild, Thrive) supports targeted pupils.</p> <p>Nurture room resourced for individual work and Thrive interventions</p> <p>Children express that they feel safe in school.</p>	<p>The school's vulnerability matrix indicates that due to their learning disability all of our pupils are vulnerable. It also identifies pupils who have experienced ACEs.</p> <p>We are an ACE aware school and are aware of the detriment to life's opportunities ACEs have on children.</p>	1 2 5 6	£3000.00
OPAL initiative continued and developed	The basic aim of OPAL is to enhance opportunities for children's play in schools. Within the programme play is defined as behaviour that is 'freely		£2000.00



	chosen, intrinsically motivated and personally directed', a definition drawn from Playwork Principles (PPSG, 2005).		
	Total	£20000.00	

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

Budgeted cost: £ 20000.00

Activity	Evidence that supports this approach		Cost
<p>Staff training in SEL and metacognition</p> <p>Meaningful learning opportunities are provided e.g. cooking, online shopping etc.</p> <p>Class staff explicitly support pupils to develop independent learning skills</p>	<p>Pupillform Survey 2024 carried out by Gloucestershire County Council Data;</p> <ul style="list-style-type: none"> • 58% of PP pupils were confident about the future • 41% feel as though they deal with problems well • 50% often feel relaxed • 41% often have sudden mood swings <p>The Education Endowment Federation (EEF) states "social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance."</p>	1 2 5	£2000.00
<p>Music sessions support motivation, self-esteem and confidence.</p>	<p>The Education Endowment Federation (EEF) states "social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance."</p>	1 2 5	£300.00 TACPAC



			£500.00 transport to music event
Relaxation resources and activities provided e.g. Yoga, Daily Mile, Mindfulness etc.	Government advise on supporting children's mental health states regardless of their age, this may be a difficult time for children and young people. Some may react immediately, while others may show signs of difficulty later on. How a child or young person reacts can vary according to their age, how they understand information and communicate, their previous experiences, and how they typically cope with stress. Adverse reactions may include worrying about their health or that of family and friends, fear, avoidance, problems sleeping or physical symptoms such as stomach-ache.	1 2 3	£1200.00 Yoga bugs
Parent drop-in and home visit support families. Parent support advisor supports parents, attends social care meetings, c and sources support from social services and/or charities.	Supporting parents has a positive impact on the progress children make. Peep research project suggests that a parenting approach has been shown to impact on children's educational attainment. These found that children made progress in verbal comprehension, vocabulary, numeracy development and self-esteem. Families feel supported. (Parent survey)	3 4	£18000.00



<p>Staff CPD includes mental health first aid, toxic stress, metacognition, SEL, behaviour, Team Teach etc. developing staff knowledge and understanding of resilience.</p> <p>Children express that they feel safe in school.</p>	<p>The school's vulnerability matrix indicates that due to their learning disability all of our pupils are vulnerable. It also identifies pupils who have experienced ACEs.</p> <p>We are an ACE aware school and are aware of the detriment to life's opportunities ACEs have on children.</p> <p>The Healthy Minds project suggests that There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers.</p> <p>Public Health England (2014) "Those who are resilient do well despite adversity".</p>	<p>1 2 3 4 5 6</p>	<p>See Above</p>
	<p>Total</p>	<p>£20000.00</p>	

Total budgeted cost: £ 68895.00

Externally provided programmes

Programme	Provider
Thrive	Thrive



Education Psychologist	Emma Soares
Mentoring	First Thought Care
Monster Phonics	Monster Phonics