



Mill Green School

Pupil Premium Strategy Statement

2024/2025 – 2027/2028

Reviewed – December 2025

Pupil premium strategy statement

This statement details Mill Green School's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Mill Green School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be next reviewed	December 2026
Statement authorised by	Sean Lenahan
Pupil Premium Lead(s)	Lisa Moran / Cassie Surrey & Adele Beresford-Smith
Pupil Premium Plus Lead	Lee Miller
Governor / Trustee lead	Bill Bradbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£31,175
Recovery premium funding allocation this academic year 2025-2026	£0 – ceased 2024/2025 academic year
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,175

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Mill Green is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At Mill Green, every student has an Education, Health and Care Plan (EHCP). As a school we work with students with a range of needs including SEMH, MLD, SLD, PMLD, CLD and ASD. Socio-economic disadvantage is often not the primary challenge our pupils face, however we do see some slight variance in the outcomes of our learners who are in receipt of pupil premium funding when compared to their peers in some areas.

It is important to note that there is no significant difference for progress or attainment between students who are eligible to receive pupil premium vs those who are not eligible to receive pupil premium. Barriers to learning are consistently recognised and addressed for all students at all times.

We take a holistic approach, putting each student as an individual at the heart of what we do. This approach is complemented by high quality teaching, bespoke support focused on areas that individual pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although this strategy is focused on the needs of those students who are eligible to receive pupil premium, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as resources or training to impact on highly effective teaching and learning. Implicit in the intended outcomes detailed below, is the intention that outcomes for all pupils will be improved.

We also provide pupils with support to develop independent life and social skills and continue to ensure that high quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, as well as their unique EHCP. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood and the world of work.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils need an individualised curriculum in order to make progress in line with their EHCP outcomes and academic attainment.
2	Many of our learners require support in managing their behaviour positively in order to access their education and make successful transitions to adulthood.
3	Some pupils experience barriers to learning due to their sensory needs not being met impacting on their engagement with the curriculum.
4	Many of our pupils have difficulties with their communication skills. This can impact on both expressive and receptive language as well as social interaction difficulties. Some pupils are non-verbal and require alternative methods of communication and additional support.
5	Most pupils require additional support to develop personal independence and life skills such as independent travel and work-related skills.
6	Some of our pupils are faced with barriers to learning due to their social, emotional and mental health. This can have a significant impact on their wellbeing, relationships, education and attendance.
7	Some pupils require additional interventions to develop their knowledge and understanding about appropriate relationships, including safe online interactions and consent.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025/26)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupils access individualised curriculum based on their needs.</p> <p>All pupils making at least good progress and improved attainment, relative to their starting points as identified through baseline assessments.</p>	<p>Pupils making progress at the same level as their peers, as demonstrated by end of year assessments, data analysis, lesson observations and learning walks, work scrutiny and moderation.</p>
<p>Trained Team Teach tutors within school available to train all staff and offer support, advice and guidance.</p> <p>Pastoral Learning Mentor within school to provide behavioural and wellbeing support to young people across school.</p>	<p>Reduction in number of serious incidents and restrictive physical interventions (RPI).</p> <p>Increased pupil engagement evidenced through observations and pupil progress.</p> <p>Pupils becoming more independent in managing own behaviours using a range of learned skills and</p>

<p>Thrive Practitioners (Childhood and Adolescent) within school to reduce barriers to learning, promote effective participation, enhance individual learning and raise aspirations as well as improve the social, emotional and mental health of young people and to build resilience in times of stress.</p> <p>Behaviour Support Team to work with all classes to offer advice, guidance and support including drafting and reviewing PBS plans.</p> <p>PBS plans in place and consistently practiced to reduce serious incidents and restrictive physical interventions (RPI) and increase pupil engagement and attainment.</p> <p>Pupils regulating and managing own behaviour using taught strategies as independently as possible.</p>	<p>strategies including sensory and emotional regulation.</p> <p>Pupils show increased engagement and participation and improve independent learning skills.</p> <p>Pupils show increased resilience when faced with periods of stress, with increased tolerances and a reduction in incidents on an individual basis.</p> <p>Members of staff trained as THRIVE Licensed Practitioners (Childhood and Adolescent).</p> <p>Members of staff trained as BILD Level 5 Positive Behaviour Support Leaders.</p>
<p>Implementation of sensory diets for identified learners based on their individual assessments and need.</p> <p>Appropriate resources identified, purchased and utilised to support and extend pupils' engagement in learning.</p> <p>Pupils being encouraged to apply taught regulation strategies with increasing independence.</p>	<p>Evident through observations and pupil work - pupils attending to work based tasks for extending periods of time.</p> <p>Engagement profiles for all pupils with engagement model data gathered and used to inform future strategies.</p> <p>Observations of pupils being supported to complete their sensory diet activities as and when appropriate with some learners identifying and applying taught strategies independently.</p> <p>EHCP outcomes as well as Progressive Learning and Independence Plans (PLIPs) being monitored and developed to prepare pupils for adulthood.</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Improved communication for all identified pupils allowing them to effectively communicate with a range of people in a range of contexts.</p> <p>Student making progress with their communication skills in line with their ability and stage of development.</p> <p>Training relating to Augmentative and Alternative Communication (AAC) and Total Communication to be delivered to whole school by Speech and Language Therapist (SaLT)</p>	<p>Accessing additional support / strategies and making accelerated progress in this area where skills are not in line with those of their peers.</p> <p>Progress against relevant EHCP outcomes as well as outcomes set by Speech and Language Therapists (SaLT) monitored through the review process.</p> <p>Increase in staff knowledge and awareness of a range of communication strategies impacting on classroom and wider school environment, interactions with students and developing student's communication skills promoting accelerated progress for students in this area.</p>

<p>Pupils feel better prepared for work and / or Further Education (FE) opportunities through mentoring, work experience and opportunity.</p> <p>Trained member of staff responsible for mapping and coordinating the development of careers throughout the school curriculum.</p> <p>Access to career advice so pupils feel equipped and confident as they prepare for adulthood and understand the choices and options available to them.</p> <p>Increased opportunities for all pupils to engage with a range of enrichment, vocational and careers activities.</p>	<p>All pupils, where appropriate, have access to high quality work experience and careers mentoring.</p> <p>Most pupils demonstrating personal independence and life skills in line with their peers.</p> <p>Disadvantaged pupils are as likely as their peers to progress to Further Education (FE) / employment at the end of KS5.</p> <p>Employability skills tracked and monitored through pupil work scrutiny.</p> <p>All pupils to have met with careers connect.</p>
<p>Identified pupils accessing additional and bespoke support in school on a regular basis, e.g. bespoke timetables, mental health welfare support etc</p> <p>Parents and pupils supported by school staff including the pastoral team, with signposting to and collaboration with external agencies.</p>	<p>Wellbeing improved and evident through increased attendance, discussions with pupils and families, learning walks and observations.</p> <p>Increased pupil engagement and progress evident through data analysis, lesson observations and learning walks.</p>
<p>Pupils have greater confidence and independence to engage more with the wider community and to safely and appropriately manage relationships.</p>	<p>Pupils demonstrate and apply understanding about appropriate relationships, boundaries and consent.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2025-2026)** to address the challenges listed above.

Teaching (e.g. CPD, recruitment and retention)

Budgeted cost: £10,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring high quality RSHE is accessible to all students through the curriculum and there are clear processes for</p>	<p>In 2012, Jones et al concluded that children and young people who have SEND are at an increased risk of being abused compared with their non-SEND peers (NSPCC).</p> <p>Some pupils with SEND may be more disinhibited than their peers and may act intrusively or inappropriately.</p>	7

access to additional support as / where needed.	It is important that all of our students are safeguarded in relation to relationships and consent and it is our responsibility to embed this into our curriculum so that pupils understand what is and is not appropriate.	
Careers Manager undertaking careers mapping across the curriculum to embed careers education in all subjects. Tracking student's careers education journey and progress via Compass. Completion of L6 Careers Lead Qualification.	<p>According to the Education Endowment Foundation (EEF) aspiration interventions tend to fall into 3 broad categories. By implementing a careers curriculum across the whole school that focuses on teaching practice and provides access to work related experiences and employability skills (category 2) we will improve pupil ambitions and therefore incentivise improved attainment. We will also work with families (category 1) through our 'What matters to me' day and annual review process we will promote links established in each pupils EHCP, focusing on preparation for adulthood.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>The Gatsby benchmark for good career guidance (July 2019) sets out that good career guidance can have a profound impact on social mobility and this is particularly important for more than one million young people recognised as having SEND who are often held back by negative stereotypes and assumptions about their limitations. The role of trained school staff in raising aspirations is crucial.</p>	5
PBS Coach Training	<p>Positive Behaviour Support (PBS) is a multi-element framework which seeks to understand the meaning of challenging behaviour so that the best way to keep them safe, happy and improve quality of life both in and outside of school. It is based on working with the individual and their support network to understand why challenging behaviour occurs and what can be done to reduce the triggers of that behaviour. The approach taken is human-rights focussed, promoting respect, dignity and inclusion in all areas of life.</p> <p>https://www.bild.org.uk/positive-behaviour-support-pbs/</p> <p>https://www.autism.org.uk/advice-and-guidance/positive-behaviour-support-pbs</p>	2, 4
Creation of TLR 3 Position – Communication Lead (fixed-term, 2 years) to support further development of whole school Total Communication Approach	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	4

CPD relating to AAC and Total Communication delivered by SALT		
Annual Subscription to Picture News	<p>Picture News will support the development of literacy and thinking skills addressing current affairs and topic of special interest. The resources provide opportunities for young people to develop respect for other's beliefs, feelings and faiths. The resources will also support the develop of communication skills through class-based discussion and challenge.</p> <p>https://www.picture-news.co.uk/</p>	1.4

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

Budgeted cost: £29,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Level 3 Intervention LA to provide a blend of mentoring and school-led tutoring for pupils whose education and emotional health has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs (including educational, social, emotional, mental health and / or therapeutic interventions) and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 6
<p>Lego therapy sessions implemented to improve social, communication and language skills, cognitive skills, fine motor skills, and their emotional and behavioural responses.</p>	<p>Dr. Dan LeGoff in 2004 completed the first research into the effectiveness of Lego therapy and since then it has been further validated by speech and language therapists, psychologists and educational staff in delivering improvements in play, social skills, communication and language. The highly structured sessions offer familiarity, predictability through motivating and engaging tasks and games which meets the needs of SEND learners particularly those with ASC.</p> <p>http://www.legotherapy.com/links/</p>	4
<p>Guitar tutor to offer lessons to small groups to give pupils additional</p>	<p>All creative subjects are a driver for whole school improvement, developing students' confidence, ability and creativity. According to research conducted by the EEF</p>	1, 6

	<p>access to music and the opportunity to learn a new skill.</p> <p>teaching and learning toolkit it is acknowledged that arts participation approaches have a positive impact on other areas in the curriculum. Self-expression through arts forms also benefit attitudes to learning and increased wellbeing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site search&search_term=arts</p>	
<p>Training pupils to use public transport.</p> <p>This includes additional CPD (Level 3 Travel Training) and release time for HLTA(s) to plan and facilitate.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p>	5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR: Lead for SEND and therapies to develop and embed therapeutic approaches across the whole school working together with pupils, staff, families and a range of other external agencies and professionals to offer updates, advice and support.	<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>Supporting children with special educational needs and disabilities NSPCC</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 7
THRIVE Practitioners (2 x trained = 1 FTE)	<p>https://www.thriveapproach.com/courses/practitioners</p> <p>Thrive Practitioner status will support the school to improve young people's wellbeing across the setting, ensuring healthy development and an increased ability to learn.</p> <p>The use of Thrive as a dynamic, developments and trauma-sensitive approach to meeting the emotional and social needs of young people has been proven to improve attendance, behaviour and learning outcomes.</p> <p>https://www.thriveapproach.com/impact-and-research/impact-of-thrive</p>	2, 7
<p>Enhancing the sensory regulation equipment available for pupils with enhanced sensory needs, including autism.</p> <p>Staff access to CPD relating to sensory regulation.</p> <p>Collaboration with OT and implementation of</p>	<p>Child Mind Institute acknowledges the effect sensory processing difficulties can have upon education. Many of our pupils struggle to handle all of the information from their senses and as a result they are unable to focus and participate in their learning. Sensory processing affects all pupils in different ways but through the regular implementation of OT directed sensory diets pupils are able to engage and are ready to learn. The long term goal is that pupils will independently maintain an appropriate level of alertness in order to respond appropriately across environments to the sensory stimuli present.</p> <p>https://childmind.org/topics/sensory-processing-issues/</p>	3

<p>individualised sensory diets.</p> <p>Access to the appropriate resources and spaces to successfully implement the diet to improve pupil performance and life quality.</p>		
<p>Two x Advanced Team Teach Tutors (in house)</p> <p>Two x Intermediate Team Teach Tutors (in house)</p>	<p>Team Teach is an accredited training provider that transforms relationships, equipping everyone to manage challenging behaviour and conflicts safely and respectfully. By having trained staff behaviours can be identified and re-directed much earlier to ensure they have the least impact on pupil learning and engagement. Behaviour management plans used ensure an individualised and consistent approach is used. Where appropriate staff will teach strategies so that pupils can self-regulate and apply taught approaches independently leading to greater life chance and success.</p> <p>https://www.teamteach.co.uk/</p>	2
<p>A range of enrichment activities for students to engage with weekly including DofE</p>	<p>Every year the DofE inspires hundreds of thousands of young people, from all walks of life, to explore who they are, grow in confidence and develop the skills they need to successfully navigate life.</p> <p>https://www.dofe.org/impact-of-the-dofe</p>	1, 6
<p>AAC Equipment</p>	<p>AAC supports young people with communication difficulties to effectively participate in classroom activities, the wider school community and in their homes and local communities. AAC has been found to facilitate the development of verbal communication as well as providing alternative ways of communication for learners who's verbal communication may never develop.</p> <p>https://www.autism.org.au/wp-content/uploads/2016/09/Fact-Sheet-Supporting-AAC-in-the-Classroom.pdf</p>	4
<p>Appointment of Learning Mentor for the 2025-2026 academic year (onwards)</p>	<p>Our dedicated Learning Mentor support young people with their mental fitness, wellbeing, social and emotional problems, friendship / peer-peer issues, family bereavement, illness, trauma or attachment issues.</p> <p>The Learning Mentor & ELSA supports children in achieving a healthy mind-set and therefore assisting all children to strengthen their self-worth and help them to recognise their successes.</p>	2, 5,6,7

Continued appointment of x2 Pastoral Learning Mentors	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</u> <u>https://ojs.cumbria.ac.uk/index.php/step/article/view/375</u>	
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Total budgeted cost: £137,313

Part B: Review of outcomes in the previous academic year

Outcomes for Disadvantaged Learners (Pupil Premium Strategy Outcomes)

Recruitment to maintain our Team Teach Training Team following retirement to ensure a team of experienced, confident trainers in-house and on hand for advice and support all day, every day. The team are having a significant impact, not only planning and delivering high quality initial and refresher training for staff, but also with bespoke support for teams around individual students.

Creation of, and recruitment to full time Learning Mentor role. Highly experienced and effective Learning Mentor appointed to start at Mill Green 2025-6. This will have a significant impact across school in a wide range of ways including bespoke targeted interventions for identified students experiencing challenges and/or barriers to their learning and wellbeing.

Thrive Approach embedded across school really effectively during 2024-5. Two practitioners (one childhood and one adolescence) both with full caseloads of young people and waiting lists for other students identified who would benefit from the direct input. Group assessment tools introduced and class teachers now using this to ensure Thrive is now having a broader impact beyond the 1:1 and small group sessions with the licensed practitioners. Dedicated space developed and resourced in school for the sessions to take place with students where appropriate.

Wide range of sensory resources purchased both for individual students and universally accessible. For example, some students have been purchased zuma rocker chairs or spinning seats to meet their own individual needs. There have also been resources purchased to enhance other sensory spaces in school such as the waterbed room, breakout spaces and the sensory room itself.

Creation of and recruitment to two HLTA roles – one with a Year 14 transition and travel training focus and the other focusing on careers. These roles will have a significant impact for students. Both roles will involve direct targeted work with identified students as well as broader work, maximising the impact for all students in school through the development of relationships in the local area, events and tracking of students learning and experiences.

Positive Behaviour Support has been highly effective supporting students at Mill Green and is embedded in the culture of the school. We have now recruited two PBS coaches who are undertaking PBS coach training through BILD starting during 2025-6 academic year. The coaches will be able to support staff and students in a range of ways. They will support with strategies for PBS plans, working closely alongside the school behaviour team. They will also spend time working directly with students, modelling to other staff and coaching staff to develop skills and confidence.

Picture News has been purchased and is in regular use across the school. This has been a really useful tool to engage students with current affairs by making it accessible for all, linking to a range of curriculum areas. This has also had a significant impact on students engagement with learning around british values.

Lego Therapy is accessible both via targeted intervention sessions over lunch times and is also threaded through enrichment activities.

We have a Guitar Tutor who delivers targeted guitar lessons to interested groups of students once a week. Students are consistently positive with their feedback about these sessions and report in particular they love being able to learn a new skill and look back at the progress they have made.

There are a range of enrichment opportunities accessible to students on a regular basis. Weekly enrichment sessions are offered in the form of clubs chosen by and voted for by students. Last year, we introduced half termly rewards which included a wide range of activities identified by students as motivators to 'cash in' their positive behaviour points / merits for. These included campfires, cinema trips, health and beauty related activities, in house sports tournaments etc. Enrichment opportunities are also embedded across the full curriculum from careers to fitness to community sessions.

The Pastoral Learning Mentors have developed a hub in school which serves a range of purposes. This has been resources to support students in a range of ways from providing breakfast, snacks and drinks to students, being a comfortable space to open up and talk in a relaxed environment, engage in bespoke targeted interventions, as an environment in which to refocus on learning before returning to the classroom and enjoy rewards time.

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
The THRIVE Approach	The Thrive Approach https://www.thriveapproach.com/
The MOVE Programme	MOVE Europe (https://moveeurope.org.uk/)
Rebound Therapy	Rebound Therapy (https://www.reboundtherapy.org/)
EQUALS	EQUALS (https://equals.co.uk/curriculum)
The Duke of Edinburgh Award Scheme	The Duke of Edinburgh Award Scheme (https://www.dofe.org/)
Phonics for SEN	Phonics for Pupils with Special Educational Needs https://www.phonicsforpupilswithspecialeducationalneeds.com/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Additional activity

Our pupil premium strategy will be supplemented by a range of additional activities that we are not funding using pupil premium or recovery premium. That includes:

Working in partnership with a diverse range of local colleges to support transition for pupils by planning opportunities for them to familiarise themselves with the college environments and gain some experience of college life and study expectations. We provide opportunities throughout Year 14 for pupils to visit a range of settings and to explore and understand their options for life after Mill green.

Embedding work-based learning that enables pupils to have first-hand experiences of work, in a range of contexts as appropriate for individuals

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice. We have put a strong focus on supporting teachers to develop their professional practice and access training and CPD, allowing them to develop expertise and share this with other staff.