

Pupil premium strategy statement- Bluebell Park School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	56.64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	M Slater
Governor / Trustee lead	S Donnelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,910
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>).	£0
Total budget for this academic year	£113,910

Part A: Pupil premium strategy plan

Statement of intent

Bluebell Park is a 217-place school providing Early Years, Primary, Secondary and Post-16 provision for students with severe and complex learning needs comprising of pupils mainly from the Knowsley area but including some from other parts of Merseyside. All of our pupils have an Education Health Care Plan. All of our pupils are categorised as being 'vulnerable pupils' by OFSTED. We currently have 226 on role as a result of creating a satellite provision in a local primary school. We are under increasing pressure to grow further.

At Bluebell Park, the needs of our pupils means that we aim to deliver a curriculum to remove any barriers to learning as a result of an individual's learning difficulty. Consequently, those eligible for Pupil Premium do not feature as clearly due to the complex needs of our pupils. We utilise our Pupil Premium funding to support our pupils in achieving their full potential through targeting the key areas such as independent skills, physical social and emotional development, communication and interaction and functional skills acquired through local community-based education. We do this to ensure that our pupils are fully prepared for adulthood. Evidence of the impact of this is seen through case studies and qualitative information as well as quantifiable outcomes such as our progress meetings. We value this holistic set of information as a more detailed picture of how well our pupils are progressing.

Our Pupil Premium strategy focuses on utilising additional funding to enhance the quality of staff-led interventions, ensuring that every child has equitable access to learning opportunities that promote progress and independence. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their dis-advantaged peers

Challenges

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

Challenge number	Detail of challenge
1	Enabling all pupils to communicate at their appropriate level through a variety of methods including objects of reference, symbol / picture exchange, AAC, supportive singing or verbal communication. This is because our pupils need support to communicate to their fullest potential.
2	Sensory or environmental features that can impact on a pupil accessing the curriculum. We know this through our internal data analysis and observations.

3	Ensuring that pupils can access real life learning in community-based settings because this is important for them and is part of preparing them for adulthood.
4	Appropriate specialist support to enable pupils to access the curriculum as all of our pupils have individual needs.
5	Supporting pupils with transitions at all scales, from within the learning environment to moving on at year 14 because observation and analysis of data shows us that transitions are important.
6	Access to enhancement activities outside school because this is important for our pupils in widening their experiences.
7	Many of our pupils have sensory processing difficulties which makes it difficult for them to understand the world around them and access learning.

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.

Tier 1 Approach – Teaching	
Intended outcome	Success criteria
Creating the right classroom environment to support readiness for learning in connection with sensory diets	Identified resources are purchased for classes to support meeting sensory targets Non-negotiables are evident within the classroom
Enhance teaching provision around pupils social emotional and mental health and well being	THRIVE approach is embedded and THRIVE practitioners are actively working with pupils
Pupils are supported with their individual communication method to ensure that each pupil can communicate at their appropriate level	Communication strategy and resultant resources are available to support each pupils individual communication method

Tier 2 Approach – Targeted Academic / Pastoral Support	
Intended outcome	Success criteria
Pupils are able to access targeted interventions across a number of areas including therapeutic, physical development and emotional wellbeing as required	Impact of interventions shows improvement in relevant criteria according to need and intervention.
Pupils who choose to or are referred to can access specialist support with emotional literacy	Family Support Worker/TA 4 / Learning mentor supports pupils whose social and emotional barriers to learning impact on their academic and social progress

Creation of a new learning mentor role enables quick access to support and advice	Learning mentor is able to provide support and training advice for staff
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Tier 3 Approach – Wider Strategies	
Intended outcome	Success criteria
Staff will have received the appropriate training to support the pupils in their care to ensure that their individual learning needs are met through bespoke strategies and interventions along with focused support in classroom teaching	Pupil progress meetings will show that pupils are achieving well and CPD impact assessments will show positive impact within the classroom
Pupils will have regular and varied opportunities to access a wide range of community facilities and resources with appropriate support, which will allow them to develop confidence and reduce anxieties	Community is accessed positively and travel training is completed through curriculum offer.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 39,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory diet and environmental targeted resources for individuals, groups and classes to support access to the curriculum	It is important for our pupils to utilise sensory regulation strategies to help engagement for learning. We have observed the positive impact of using this strategy to support pupils.	1,2, 4,7
Support time for THRIVE practitioners for CPD and to implement THRIVE approach	Focused support to identify and meet SEMH needs. When these needs are met, greater engagement in learning is observed. Impact and Evidence The Thrive Approach	1,2,4,7
Contribution to reading and communication resources that support	Reading and communication are core skills for our pupils and ones that each of our pupils needs support in the most suitable	1,3,5

communication across the whole school	manner. We are furthering our work in this area.	
CPD provision as part of whole school approach with a focus on quality of education and teaching	As the majority of work in our sector involves bespoke, niche approaches it is essential that the quality of education and teaching is continually supported through CPD	1,2,3,4,5,6,7

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

Budgeted cost: £ 62,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of TA4 roles which enable interventions to take place Increase capacity of TA 4 to allow for further interventions i.e. AROMA touch	Our impact measure show that the specialised support of experienced staff improves outcomes for pupils with SEND. We continue to value this approach and the impact it has.	1 ,2 ,3 ,4,5,6,7
Continuation to family support worker role and introduction of learning mentor role supporting families	We have already seen a positive impact role of family support worker. It is a crucial role to supporting families to in turn support their children. The new learning mentor role will increase capacity and ensure direct focused work with all pupils	1,2,3,3,4,5,6,7

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

Budgeted cost: £11,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to minibus running costs for community use	We continue to value our work within the community and it is an aspect that we build towards through our curriculum. It is a key skill that case study and impact data evidence proves to be beneficial for pupils	4,6
Contribution to facilitation of EHCP administration processes	It is important that all of our pupils have relevant, detailed and accurate EHCPs to ensure that subsequent provision from a person centred approach is available to support provision and services	

Contribution towards DoE award scheme	The DoE provides our pupils with opportunities that they may otherwise not have experienced. We have a strong track record of supporting pupils through this	4,6
Pupils have increased access to outdoor learning opportunities in a safe environment	Much research points to the benefits of outdoor learning being of benefit. One piece of Europe wide research involved our school. We value this approach	1,4,6
Support for pupils to attend MSLD network activities	As a collaboration of 15 schools, we are committed to activities across the network.	1,3,4,5,6
Contribution towards breakfast for schools programme	Evidence based support for pupils which is part of a national programme.	1,2, 3,4,5,6,7

Total budgeted cost: £113,910

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To assess our pupil's performance, we use a range of information due to our pupils complex needs. We use 2 x yearly progress meetings to ensure that our pupils are on track to achieve. Our data and evidence show that the interventions are having an impact. In line with Government guidance for pupil premium we are looking over a three-year period.

We have created a bespoke curriculum delivery model that allows our pupils to meet their full potential and ensures they are not put at a disadvantage.

Our intervention model has shown an impact on pupils'. Engagement in learning has increased and with a targeted intervention menu, the interventions are focused and respond well to pupils needs.

Further information (optional)

We have had to contribute additional funding to meet the requirements outlined. We have seen impact in recent years from identified approaches and are committed to supporting our pupils needs.

[Children and young people with SEND disproportionately affected by pandemic - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/children-and-young-people-with-send-disproportionately-affected-by-pandemic)