



Education resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2024/2025

Context of school

Greenburn School is an ASN Stand-Alone School co-located with Maxwellton Primary School. We specialise in supporting children with complex additional support needs. Our pupils have conditions that co-exist. These conditions overlap and interlock, creating a complex profile. The complex needs of the children require a personalised learning pathway that recognises their unique and changing learning patterns. The needs of learners placed in Greenburn are increasingly more complex and layered, eg behavioural, physical, medical, sensory communication and cognitive, affecting all aspects of life and learning, and long-term.

Many of our learners are pre-intentional, pre-verbal communicators with significant and complex barriers to their learning. Our beautiful spacious building provides many of areas where children can engage with learning activities including a sensory room, soft-play room, eye-gaze suite and hydrotherapy room. Classes have small numbers supported by the class team of teacher and support staff. We have a nurture room, known as the Kangaroos, where some individual children are supported through more complex attachment or social development needs.

We have extensive outdoor spaces where children can play and learn. Our dedicated outdoor learning space is equipped with a swing set, climbing wall, outdoor class known posthumously as Billy's den, a music corner, a sofa buddy, and adapted swing and roundabout. These resources have been developed by a multi-agency team over the past 5 yrs and are used daily. We are the first school in the authority to provide communication & language grids to support our pupils' choices whilst in the playground.

In Greenburn we ensure that the pupils are at the centre of all we do. Each learner is unique with individual support needs, talents, and interests. Each learner is supported to engage with learning in all aspects of the Curriculum for Excellence, differentiated to meet individual needs. We have high expectations and work to support each pupil to grow and develop within every aspect of the curriculum in their own way. This enables us to ensure their unique achievements and attainments are celebrated.

Exciting Interdisciplinary contexts promote meaningful learning, organised around termly themes. This allows rich learning experiences based on pupil interest, and choice. We use a literacy rich environment using stories and rhymes as contexts for learning. Active, play-based learning and Outdoor Learning are widely used and visible in all curricular areas. Digital technology is used to support learning and communication. In 2020 we were the first school in South Lanarkshire to attain the National Digital Award recognising commitment to digital learning across the curriculum and supporting AAC.

We continually strive to ensure Greenburn is a Total Communication environment with visuals and communication support integrated across the school and all learning. All of this is set within rich nurturing approaches that support children to feel safe and ready to learn and where all behaviour is always treated as communication.

We value the importance of family engagement within all aspects learning and strive to provide opportunities for families to partner with us in supporting pupils to be the best that they can be. Greenburn is collocated with Maxwellton and enjoys many opportunities for learning and socialising.

Strategic Improvement Priorities over 3 year cycle

Timescale:

Strategic Priority	Year 1	Year 2	Year 3
1.	<p>Establish Attachment Informed Trauma Sensitive Practice throughout the school.</p> <p>To work through the pledges in the attachment informed, trauma sensitive South Lanarkshire accreditation toolkit to ensure that attachment informed practice is embedded in all aspects and areas of school life. This will ensure that we are developing and sharing our vision and ethos of attachment and trauma informed practice, maintaining a focus and commitment among all staff members.</p> <p>To establish an attachment informed practice working group. Set up a pupil wellbeing group and involve families in contributing to the aims and outcomes of this group.</p>	<p>Continue to implement Attachment Informed Trauma Sensitive Practice across the school community, for pupils, staff and parents.</p> <p>Work towards accreditation for Pledges 3-5.</p> <p>Improve upon Parental Attachment Group – Workshops, itinerary of events, support groups, develop parental and teacher engagement.</p> <p>Continue to develop sibling groups throughout the year – itinerary of events.</p> <p>Improve upon school culture – embed sense of belonging, trust and respect, empathy and communication – staff wellbeing events and skill workshops.</p> <p>Ensuring all staff are given the opportunity to be included in school development.</p> <p>Allow for peer school visits in other establishments for teaching and support staff.</p> <p>Ensure all staff have knowledge of Rights Respecting UNCRC SLC policy.</p> <p>Ensure work established in previous session is sustained throughout establishment – emotional literacy, wellbeing group, self-regulation.</p>	<p>Final year for developing Attachment Informed Trauma Sensitive Practice throughout establishment.</p> <p>Ensure accreditation for final SLC pledge.</p> <p>All previous work must be embedded and sustained throughout school.</p> <p>Leadership to continue to check staff knowledge, skills and values when working with our most distressed children.</p>
2.	Enhancing Communication and Language ensuring consistency throughout school		
3.		Develop an engaging and relevant curriculum to meet the changing needs for the pupils	
4.			

Greenburn ASN School PROFILE 24-25

Integral Interventions: Total communication approaches, Nurturing strategies, Tracking of skills, Bespoke, aspirational curricular pathways, Personalised support, B-Squared for assessment.

2024 - 2025– roll of 63	SIMD 1	SIMD 2	SIMD 3
No of pupils	7	4	5
% of pupils	11%	6.3%	8%

Risk Assessment	LAC	CP	PEEP
100%	3	0	24

Analysis of learning need	ASD	Medical Requirements	BASP	Intimate Care	Wheelchair User	Downs syndrome	Cerebral Palsy	Syndrome	PICA	Total no of pupils
P1	67%	33%	0%	100%	22%	0%	11%	22%	0%	9
P2	62%	15%	38%	100%	15%	0%	0%	38%	15%	13
P3	50%	43%	29%	100%	43%	7%	21%	21%	14%	14
P4	57%	57%	29%	100%	71%	14%	0%	0%	13%	7
P5	75%	25%	50%	100%	25%	0%	0%	25%	25%	4
P6	60%	50%	20%	100%	30%	10%	20%	20%	0%	10
P7	100%	17%	33%	100%	17%	0%	0%	0%	17%	6
Total School	60%	37%	24%	100%	29%	5%	11%	22%	10%	63

Attainment overview	Reading				Writing				Listening & Talking			
	Individual Milestones	Working towards Pre-Early	Working Towards Early	Working Towards First	Individual Milestones	Working towards Pre-Early	Working Towards Early	Working Towards First	Individual Milestones	Working towards Pre-Early	Working Towards Early	Working Towards First
P1-P7	54%	35%	10%	1%	56%	40%	4%	0%	52%	38%	10%	0%

Numeracy			
Individual Milestones	Working towards Pre-Early	Working Towards Early	Working Towards First
48%	41%	10%	1%

Attainment Priorities 2024 - 2025

Further develop Attachment Strategies
 Further development of curriculum rationale
 Continue to embed Communication and language.
 Increased attainment through Health and Wellbeing.

Strategic Priority 1 Looking at developing a relevant curriculum for the changing pupils of Greenburn School

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Choose an item. Choose an item.</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – Literacy – P1, P4 & P7 combined <u>Choose an item.</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum Choose an item. Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>The nature of the needs of the pupils within Greenburn: As the years progress the sensory needs and health needs are increasing. Our Self Evaluation Processes, informal discussions Senior Management Meetings and audits from last year's improvements have led to a deeper</p>	<p>1. Staff will consolidate the Planning, assessment across IDL.</p>	<p>1. New working party to be set up by end of August to summarise the findings from last year (Last lead left the school which resulted in a cessation of events on this?)</p> <p>WP to audit assessment processes from last year</p> <p>WP to present to all staff at CAT night All staff to use assessment tool for IDL Staff to determine a 3yr rota of appropriate IDL topics Staff to pilot new topics for 2025</p>	<p>1. Working Party set up by Oct 2024</p> <p>Audit of previous planning of IDL at CAT 2 Assessment of pilot group planning at CAT 2 Agreement from all staff that planning should be adopted as a consistent method of planning for IDL throughout the school</p> <p>3year planner in place for all classes</p>	<p><i>Maria Nel</i></p> <p><i>HT & IDL GROUP</i></p>

<p>understanding of Curriculum Refresh and the need for our curriculum requirements to be more relevant</p>	<p>2. Look at curriculum rationale as a whole school community.</p> <p>3. Introducing play pedagogy to whole School community taking cognisance of UNCRC the Right to Play</p>	<p>Staff to all use consistent planning for IDL</p> <p>2. Curriculum Rationale to be compiled by SMT using Thinglink Each area of curriculum blurb to be edited by SMT CR to be shared with</p> <p>3. Play pedagogy PP training for specific teachers Visits to other schools for PP lead Pilot of PP with 2 infant classes</p>	<p>2. CR compiled CR reflect the changing needs of the pupils. CR shared with whole school community</p> <p>3. CR to be compiled by senior management team by November 2024 and distributed to staff for consultation</p> <p>Training set up for Lesley Mulgrew</p> <p>LM to observe PP within classes. Professional Dialogue re benefits, risks etc to take place</p> <p>CAT 2 LM will present rationale, plans to all teaching staff</p>	<p><i>SLT</i></p> <p><i>L M</i></p> <p><i>LM</i></p> <p><i>LM/HT</i></p>
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	<p>4. Development of Outdoor Learning Area (3 Year Plan)</p>	<p>4. Working party to be set up by October 2024</p> <p>Specialist companies to be invited to look at area</p> <p>Visits to other schools with good outdoor space to be arranged</p> <p>Parents to be consulted on needs of their children</p> <p>Wellbeing group to look at the various developments and pupil voice considered</p> <p>WP to decide on OL needs</p> <p>Costs determined and Monies identified</p> <p>WP to meet with company chosen</p> <p>WP to set a rota to maintain current resources within the OL</p> <p>Resources purchased</p> <p>Survey current use of equipment</p> <p>Survey use of equipment once developments have taken place</p>	<p>LM to work with teachers to assess the need for intensive PP within or out with the class</p> <p>Outdoor Area to be developed with video and photographic evidence shared on our website and GB FB page – newsletter etc</p> <p>School visits taken place</p> <p>Parent council agenda</p> <p>Pupil voice at wellbeing group considered and survey/views taken using talking mats/AAC</p> <p>Budget report reflects the monies spent</p> <p>Agenda items for WP reflect conversations and purchases</p> <p>Survey evidence – tally marks taken by the wellbeing group</p>	
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	<p>5. Further develop the outdoor play developments throughout school</p>	<p>HT to make class visits to OL sessions in the school grounds</p> <p>HT to make visits/observe to OL Giving effective feedback on the programmes/activities planned for</p> <p>5. Forrest School strategies used with specific classes within the school</p> <p>Continues training of Forrest School Teacher</p> <p>Training on Forrest School techniques cascaded to all staff</p> <p>Increased use of Forrest School techniques with individual classes</p> <p>Increased use of outdoor area for learning as well as play</p>	<p>Class visit recording sheets reflect the OL session</p> <p>Feedback log from observation</p> <p>Training log of LW attendance at Fschool</p> <p>LW to report back to staff at CAT 3&4 on good practice</p>	
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	<p>6. Inclusive work with Maxwellton on ECO and Sustainability within the school</p>	<p>6. Specific Pupils will take part in an inclusive ECO group with Maxwellton Primary and spread the word to the whole school community on litter and how we can reduce our litter throughout the whole school</p> <p>Whole school will take part in a competition on reducing litter</p> <p>Pupils on Eco Committee will be invited to both school Assemblies to introduce themselves and present their rationale</p> <p>Key strategies include:-</p> <ul style="list-style-type: none"> ● Keeping the playground clean & tidy ● Reducing food waste ● Consider ways to reduce, reuse and recycle ● Make our school and community a happy home for plants and animals 	<p>Eco group to make a presentation at each school assembly</p> <p>Eco group introduce competition between schools to design a school mascot for ECO</p> <p>Eco group take surveys of litter in playground</p> <p>Ec0 group take surveys of lack of litter in the playground</p> <p>Eco group cascade to other pupils the importance of keeping school clean and tidy Less rubbish for janitors and cleaners to clear Less Food waste present at lunch time</p>	
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	<p>7. Increased use of specific ICT within School</p>	<p>7. Purchase of interactive Activity Wall to increase use of technology within OL area</p> <p>Staff Training on Activity Wall Awareness raising for whole school community on purchase and usage</p> <p>Introduce activity wall to individual pupils</p> <p>Introduce activity wall to groups of children for OL targets</p> <p>Use of activity wall to promote inclusion with Maxwellton pupils</p> <p>Embed activity wall into class timetables</p>	<p>Through Bsquared, use of assessment to record pupil progress at the AW</p> <p>Use of AW evident in Reviews, Power Point Presentation Facebook etc</p>	
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	<p>8. For all of the curriculum Refresh activities above the use of JASS awards will be used consistently with some classes throughout the school such as emotional literacy classes and sports achievements</p>	<p>b) Increase use of technology within curriculum with VR headsets with individual pupils</p> <p>Increase use of technology VR headsets with groups of pupils</p> <p>Embed technology VR headsets within timetables for some classes</p> <p>Use of VR headsets within timetables for all classes</p> <p>Jass awards to be introduced to individual classes</p> <p>Jass awards training to be given to all staff</p> <p>Jass awards to be presented to pupils at end of term celebration</p>	<p>After school/in school inclusive activity with Maxwellton pupils</p> <p>VR sets used regularly within classes</p> <p>Presentation of JASS awards by JASS representative</p> <p>JASS promoted throughout the school</p> <p>Awards presented at End of Term Celebration</p> <p>All info collated and applied for</p>	
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Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda

Strategic Priority 2 Establishing a robust system of Assessment for all pupils in Communication & Language

<p><u>NIF Priority (select from drop down menus)</u> Choose an item. <u>NIF Driver</u> Choose an item. Choose an item.</p>	<p><u>SLC Priority (select from drop down menus)</u> Choose an item. Choose an item.</p>	<p><u>SLC Stretch Aims</u> <u>Choose an item.</u> <u>Choose an item.</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>As there is a changing need for more AAC systems for many pupils</p> <p>From discussions and self-evaluations last session, the desire for support in a wide range of Augmentative and Alternative Communication (AAC) approaches and tools is evident. It will</p>	<ul style="list-style-type: none"> To increase staff confidence in, and capacity of, implementing AAC strategies and tools. To encourage consistency in approaches across the whole school community To enhance the quality of the communication environment. 	<ul style="list-style-type: none"> Through streamlining training, there will be a baseline standard of AAC competence of all staff and greater consistency in the delivery of strategies and support to students. By having core resources available to all students, we will be able to assess and identify support needs, which will guide us in the prioritisation of differentiated resources and accommodations to ensure 	<p>Communication Passports devised by Dec 2024</p> <p>Communication Passports reflect core resources required</p> <p>Introduction of SALT role to staff and parents by Oct 2024</p>	<p>HT/SLT</p> <p>SALT</p>

<p>involve specific staff training at various levels to encourage a standard baseline understanding and confidence in implementing AAC strategies and tools.</p> <p>A shared approach to communication to meet the diverse communication needs of all learners more effectively</p>	<ul style="list-style-type: none"> • To aid receptive and expressive communication of students in a wider range of communicative functions. • Staff to work with all partners to ensure all children have a clearly identified method of communication, including those who require AAC 	<p>all students can participate in daily routines and access the curriculum in ways best suited to their needs.</p> <ul style="list-style-type: none"> • Combining training of all staff, differentiated supports to all students and a communication-friendly environment can result in more communication opportunities for a range of communicative functions, aid regulation, increase participation and encourage more frequent communication initiations of students. 	<p>Training of Staff on SALT role and basic levels of C&L required of whole school community</p> <p>Workshops on 1- 4 Makaton for whole school community</p>	<p>SALT</p> <p>SALT</p>
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</p>	

Strategic Priority 3 Establish a consistent use of Attachment Informed Practice and Trauma Sensitive Approaches TSA Year 2

<p><u>NIF Priority (select from drop down menus)</u> Choose an item. <u>NIF Driver</u> Choose an item. Choose an item.</p>	<p><u>SLC Priority (select from drop down menus)</u> Choose an item. Choose an item.</p>	<p><u>SLC Stretch Aims</u> Choose an item. Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Children with severe and complex needs are often more vulnerable to experiencing trauma or disruptions in attachment due to various factors such as medical conditions, or challenging family situations. Trauma can significantly affect a child’s ability to learn, regulate emotions and build healthy</p>	<p>1. Enhance learning and engagement Attachment informed practice and trauma sensitive approaches create a stable, predictable environment that support our pupil’s ability to focus, learn and engage in activities. For children with severe and complex needs, learning is deeply tied to feeling safe and connected. A trauma sensitive approach ensures that the emotional and psychological needs of our pupils are met, enabling them to access education more effectively.</p> <p>2. Improving Behaviour and Social Skills</p>	<p>1. Clear consistent daily routines are in place across the school to create a sense of safety and predictability. Visuals are embedded throughout the school and used by all staff.</p> <p>2.Support consistency in staff, to support and foster secure attachments and trust. It should be the same staff working with the children. Minimise the number of staff changes when possible</p> <p>3. Transition support – structured support between activities.</p>	<p>Pupil Participation Level Class teachers and support staff ensure evaluations note improvements in pupil participation during activities. Also taking note of time pupils manage to remain focused and engaged during tasks.</p> <p>Reduction in behavioural incidents Behaviour incidents are tracked and monitored. Specific significant incidents and weekly monitoring sheets, noted how long for a child to calm if overwhelmed or distressed. Staff note faster de-escalation times. Evaluate success of calm down plans blue bags and Hear My Voice Plans,</p>	

<p>relationships. By integrating attachment informed practices, we are acknowledging the fundamental role that secure relationships play in emotional, cognitive and social development.</p>	<p>Many of our children exhibit distressed behaviours, for varied reasons. Trauma-sensitive approaches help staff understand that these behaviours are often expression of unmet emotional needs or stress responses. This understanding leads to more compassionate and effective behaviour management strategies, fostering a more supportive and calm learning environment.</p> <p>3. Fostering a Culture of Inclusivity and Understanding By implementing attachment approaches, we will create a school culture that is inclusive and sensitive to the individual experiences of each child. Staff become more skilled in recognising the signs of trauma and attachment related behaviours and are equipped with strategies to support these children, leading to more positive outcomes for both the pupils and the school community.</p> <p>4. Empowering staff Trauma sensitive approaches equip staff with the knowledge and tools to better manage the complex emotional and behavioural needs of the children. This not only improves outcomes for pupils but also reduced the emotional burden on staff. When teachers and support staff</p>	<p>4. Maintain sensory regulation spaces, allowing children a safe space to regulate when feeling overwhelmed</p> <p>5. Sensory plans for specific children, liaise with Occupational Therapists.</p> <p>6. Prioritise strong, nurturing relationships between staff and pupils. Support staff in developing emotional attunement to children’s needs, recognising signs of distress and responding with calm, predictable measures. Hear My Voice Plans updated and relevant</p> <p>7. Multi-sensory approaches to engage all learners including play activities and outdoor learning</p> <p>8. ALL children will have relevant and specific Emotional regulation targets.</p> <p>9. Engage family partnerships – offer workshops and maintain communication.</p> <p>10. Collaborative team meetings, create attachment based trauma informed Behaviour Plans sharing with all staff working with that child.</p> <p>11. Continue to monitor and support staff in using de-escalation strategies to help pupils calm down when feeling</p>	<p>allowing children to express their emotions in appropriate ways.</p> <p>Individual targets Regularly assess progress across child’s targets and B-Squared especially for Emotional Regulation target, noting improvements in skills and understanding.</p> <p>Staff observations and feedback Collect regular feedback from teachers and support staff on emotional regulation, engagement and number of violent incidents. During BASP support meeting, discuss trauma informed and attachment-based approaches to support children and staff through crisis behaviour</p> <p>Surveys and Questionnaires Use pre and post training surveys and questionnaires for staff to show increased confidence and knowledge to determine if this correlates with improved pupil outcomes. Also use surveys as part of staff wellbeing to reduce staff stress levels. Continue to collect feedback from parents and caregivers. Encourage the home/school communication, note any communication that suddenly decreases or stops.</p>	
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	<p>feel confident in their ability to respond to distressed behaviours and emotional distress it can lead to a more supportive work environment.</p> <p>5. Promoting Emotional regulation and Resilience</p> <p>Children with complex needs may struggle with emotional regulation, which is often exacerbated by trauma. Trauma-sensitive approaches help create a supportive environment that allows our children to feel safe and understood, reducing anxiety and stress. Consistent, nurturing relationships with adults help promote emotional resilience, enabling our pupils to engage more effectively with their learning and peers.</p>	<p>dysregulated. Teaching staff to become trained in Emotion Coaching.</p>		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

SLC Stretch Aims						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review	End of year review
					RAG	RAG
<p>Continued support around Expressive Arts is essential to the development of our children. Our external services continue to provide motivating and stimulating activities and sessions for our children</p>	<p><i>Charan Pradhan:</i> £13,000</p> <p><i>Rhona Young:</i> £2,600</p> <p><i>Emily Carr, Hear My Music:</i> £8,700</p>	<p><i>Charan will work with groups and individuals on intensive interactive dance and sensory awareness movement sessions</i></p> <p><i>Rhona will work with all classes to provide exciting storytelling and musical intervention with all our pupils</i></p> <p><i>Emily will work with groups and individuals on bespoke music therapy for pupils with complex ASN</i></p>	<p><i>Intensive interaction through dance group session</i></p> <p><i>Individual sessions for specific children</i></p> <p><i>Use of story telling related to the seasons/IDL to provide children with exciting and stimulating activities for literacy and Music</i></p> <p><i>Individual music therapy sessions for specific children to explore creativity and imagination within the genre of music</i></p>	<p><i>* Pupils will take part in group work and individual sessions staff will report on the engagement during these sessions</i></p> <p><i>*Use of B Squared/targets Christmas performance</i></p> <p>“</p> <p>“</p>		

	Sound Play Techn £2,500	<i>Bespoke technology for cause-and-effect skills for pupils with ASN provided in workshops for groups of pupils to attend Sound play's Establishment in Glasgow</i>	<i>Individual pupils, who do not have interests in other specialist provisions, will develop their cause & effect skills, awareness of the world around them, various maths and digital skills and encompassing all Communication and Language skills</i>	“		
Sound wall technology	£8,000	Increased communication and digital skills in the outdoor learning area	Use of sound wall technology to further ICT use within school	Groupwork and individual sessions – photographic evidence of progress		
Bespoke Gymnastic sessions for ASN pupils	£2000	Increased physical ability within Bespoke ASN knowledge and skills	Weekly sessions at bespoke gymnastics for whole school	Bsquared & Evisence		
Communication & Language Intervention Member of support staff	£17,428	Extra member of staff to be communication champion within the school	Member of staff to ensure all environment signs are updated regularly All Comm & Lang equipment is well maintained	Targets, Bsquared & Evisence		

			Training and new approaches are disseminated to all staff			
C touch installation	£3,600	Increased use of digital technology for all pupils	All classes are fitted with new C touches to ensure curriculum refresh is taken forward for the next 10years	C touches installed Photographic and video evidence required		
Installation of manifestations within nurture area to decrease interruptions	£1,400	Decreased instances of distressed behaviours due to decreased interruptions	Manifestations are required in nurture room to ensure dignity and privacy of the pupils	Manifestations installed		
Installation of Trampoline	£11,000 - PB	Increased of independent physical activity for use with the whole school	Increased activity for the whole school community including wheelchair users who can be at times excluded from outdoor learning activities	Use of photographic equipment Pupil voice through wellbeing ambassadors Video, photographic evidence Facebook, Google classroom		
	TOTAL SPEND (incl carry forward) £70,428					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2025/2026.			

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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Maintenance of the Cost of the School Day Policy	HT & whole school community	ongoing
Inclusion with Maxwellton Primary, increase in the events and activities planned for 1 big inclusive event per term Inclusion activities as part of the ECO committee	HT from both schools Wellbeing Ambassadors PT ECO committee	Whole year
Maintenance of communication and language, environmental signs	SLT	ongoing

