

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year only) funding to help improve the attainment of our disadvantaged pupils.

Sandon School and Ambergate Sports College are working in a soft federation in preparation for the one school model - all needs all through school, operating on three sites by 2024. This is part of the Lincolnshire "Building Communities of Specialist Provision" scheme. An £86 million investment from the Local Authority across many of the county's special schools is being used to expand and improve special school provision to ensure the needs of all pupils can be met as close to their homes as possible.

It outlines our Pupil Premium Strategy and how we intend to spend the funding in this academic year only due to the many changes the two schools are going through towards the one school model. It also highlights the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Grantham Additional Needs Fellowship: Ambergate Sports College & The Sandon School
Number of pupils in school (as of November 2021)	159 – Ambergate 90 – Sandon 249 - GANF
Proportion (%) of pupil premium eligible pupils (as of November 2021)	51.6% - AG (82/159) 32.2% - SN (29/90) 41.9% - GANF
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stela Plamenova
Pupil Premium Lead	Torie Pridmore (Sandon) Simon Buckberry (Ambergate)
GANF Local School Board Lead	Bryony Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,870
Recovery premium funding allocation this academic year	£29,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,740

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

As a school, we put 'quality first teaching' at the heart of our ambition to deliver broad and balanced curriculum. Based on research, this has got the greatest impact on closing the attainment gap and also benefits every pupil within the school community.

Pupils at GANF will make at least expected progress, in line with their personalised targets, in English and Maths through quality-first teaching. We aim for disadvantaged pupils to have access to a wide range of interventions and strategies in school to meet their SEND needs. In our latest Ofsted report, they recognised how Pupil Premium pupils demonstrate "outstanding progress" across our curriculum.

We will provide an intensive pastoral support service for pupils and for parents/carers with a focus on well-being and self-regulation strategies.

We will aim for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at GANF.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Our strategy is also integral to wider school plans for education recovery, notably through its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Eligible for PP pupils may lack life experiences and opportunities for community participation.
2	Eligible for PP pupils may have a lower emotional literacy level than their peers within school and may not come to school ready to learn.
3	Eligible for PP pupils are at a further disadvantage with their speech and language development as well as social skills.

4	Eligible for PP pupils may have a more complex home lifestyle impacting attendance and lower parental engagement.
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## Strategy Aims

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.

<b>Academic Achievement</b>	
<b>Intended outcome</b>	<b>Success criteria</b>
PP Pupils make at least expected progress, in line with their personalised targets, in English, Maths and PSHE.	PP and Children in Care pupils will sustain outstanding outcomes in curriculum areas.
PP pupils access interventions and strategies including AAC to develop communication skills.	As their SEND needs are being met, PP pupils are to make at least expected progress or more in this area.
PP pupils have access to enrichment activities outside the classroom.	Enrichment is part of the curriculum offer as well as individual timetables.
<b>Wider Outcomes</b>	
<b>Intended outcome</b>	<b>Success criteria</b>
PP pupils access support from the Pastoral team and relevant interventions to develop strategies to manage well-being.	Pupils are provided with pastoral support to raise self-esteem, resilience and to fulfil mindful lives.
PP pupils have appropriate strategies to develop self-esteem and pro social behaviours to engage in wider community.	Pupils have access to relevant support, e.g. ELSA, construction therapy to develop social skills
PP pupils have appropriate strategies to develop self-regulation techniques.	Behaviour incidences continue to reduce due to wide range of strategies-from whole school to individual programmes.

## 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)

Projected cost: £ 24000 staff; £1140 Team Teach training x2; £1500 ASC training; £2500 Attention Autism

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific staff members to be trained in Attention Autism CPD, eg Bucket Therapy to support social communication and engagement with ASC pupils.	EHCP outcomes Lesson visits Engagement Model Evidence for Learning PSP	1, 3
Progress of PP pupils to be in line or higher than their peers in English, Maths and PSHE.	EHCP outcomes Curriculum Lesson visits Work scrutiny Deep dives	1, 2

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

Projected cost: £52 286 cost of 2xTA2; £1500 SALT and Maths training

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils have access to first quality teaching.	Lesson visits Work scrutiny Deep dives Learning journeys Parent surveys	1, 3
PP have access to high quality oral language and communication interventions as well	Speech and language interventions, in conjunction with advice from external agencies. Individual programmes	1, 3

as Maths interventions.	Access to appropriate technology	
Enrichment & Physical Activity	The use of movement breaks and planned activities to support their attention and increase their readiness to learn.  The use of sensory circuits, Rebound therapy and play-based approaches to support learning.	1, 2, 3

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

**Projected cost:** £890 ELSA training x2; £550 Sensory Processing Training; £37 335 Staff Cover Time; £5000 Social Pedagogy

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To develop the emotional literacy of PP pupils enabling them to be ready to learn.	Emotional Literacy Support Assistants (ELSA) trained at GANF delivering interventions and sharing expertise	2, 4
Self-esteem and pro social behaviours	The use of daily mindfulness sessions across the school and therapies to support with self esteem  EEF Behaviour Interventions Document	1, 2, 3, 4
Self-regulation and ASC	The use of daily mindfulness sessions across the school and therapies to support with self-regulation.  Access to sensory circuits for pupils and alternative therapies for specific pupils to self-regulate.	1, 2

**Total budgeted cost: £ 126 701**

## 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 2020 to 2021 academic year.

#### Ambergate

The current tracking data shows the following with regards to those pupils who were working above or met their end of year target.

<u>2020/21</u>	English:	Maths:
PP	84%	94%
CiC	100%	100%
Non-PP	85%	88%

Please note:

PP pupils who are not on track were in close proximity of meeting their end of year target, relevant support has been put in place for September 2021 to support them in their new academic year.

#### Sandon

Current data shows the following regarding pupils who met their end of year targets:

<u>2020/21</u>	English	Maths	PSHE
PP	86%	76%	95%
CiC	100%	100%	100%
Post CiC	100%	67%	100%
Non-PP	80%	93%	80%

Please note:

One pupil premium pupil in KS4 has not been included in the data as he is attending another school as part of a managed move but is currently still on roll at Sandon. One Post CiC pupil has also not been included in the data as his start date was January but due to COVID he did not attend school until March.

Personal Learning Intention Maps (PLIMs) in lower school and Individual Education Plans (IEPs) are also being used as forms of assessment at Sandon which consist of targets from the core areas of learning and are based on pupils' outcomes from their Educational Health Care Plans (EHCP).

## **Bullet points from EEF report**

- EEF Behaviour Interventions – The use of targeted approaches that are tailored to pupils’ needs.
- EEF Feedback - Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation.
- EEF Mastery Learning – The use of teacher-led, whole-class teaching; common lesson content for all pupils.
- EEF Self-Regulation - Self-regulation and metacognition strategies work through pupils monitoring and evaluating their own learning strategies.
- EEF Oral Language - Explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.
- EEF Physical Activity - It is crucial to ensure that pupils’ access to high quality physical activity for the other benefits and opportunities it provides.
- EEF Reducing Class Size - Reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.
- EEF Teaching Assistant Interventions - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.