



## **GANF Pupil Premium/Interventions Monitoring**

### **Intent:**

The intent of the Pupil Premium Strategy is to allow all disadvantaged pupils to make progress and to ensure they have greater successes in life. We consider the importance of 'excellence' and 'equity' in our school approach.

**Excellence** – Providing an outstanding network of teaching and learning through a robust and ambitious curriculum. This is accessed by all pupils, regardless of their attainment or current progress levels.

**Equity** – The use of funding allows disadvantaged children to access the same opportunities, experiences and support as those who are described as non-disadvantaged.

There are 91 pupils eligible for Pupil Premium at Ambergate. During this academic year, 5 pupils are identified as Children in Care (CiC), 11 pupils are identified as Post Children in Care (Post CiC) and 6 pupils are entitled to Service Child Premium. *These figures include the addition of Oak and Pear class.*

There are 23 pupils eligible for Pupil Premium at Sandon. During this academic year, 1 pupil is identified as Children in Care (CiC), 3 pupils are identified as Post Children in Care (Post CiC) and 1 pupil is entitled to Service Child Premium. *When we consider Post 16 figures, there are 3 additional CiC pupils, which takes the total number to 26 pupils.*

The Pupil Premium Strategy adheres to the latest DfE guidelines and has been implemented across the fellowship and is available on the website.

### **Implementation:**

Please find attached analysis and measures that have taken place to support our work towards the Pupil Premium Strategy:

**For gaps in attainment, caused by absence during COVID-19 and lack of engagement in home learning and parental support at home, to be addressed quickly so that pupils are quickly back on track, in line with baseline data and their starting point.**

- Home learning continues to be a strategy used in response to bubble closures. Tutors maintained communication with home and reacted appropriately.
- The final set of Free School Meal vouchers recently been sent by Mrs Bennington, and the DfE guidance has now been ceased, in response to COVID-19.
- Staff continue to work in line with the Learning Continuity Plan and follow the tiers accordingly.

### **Identified teacher at each site with TLR for Pupil Premium.**

- PP Leads worked together to develop the Pupil Premium Strategy for 2021/22. They referred to DfE guidance and the Education Endowment Fund (EEF) for strategies that can be included in the 2021/22 Pupil Premium Strategy and this was implemented in December 2021.
- A Gifted & Talented register is to be reviewed for 2022/23 with the GANF Leadership Team to reflect current assessments and working towards the one-school model.
- Interventions and therapies for pupils across the fellowship have recommenced and SB has begun to measure impact.
- As of February 2022, SB has GANF provision in this area, as TP is on maternity leave. PEP sessions have taken place for both schools, with SB as lead professional, and

### **In house interventions – for PP pupils targeted support within the classroom and ‘catch up’ in line with their peers.**

- ELSA Training has nearly finished for TA2 SALT/Interventions and line managers attended the first session. This is to support the emotional literacy of pupils. Supervision sessions have begun with educational psychologists with the intended outcome for ELSA to commence in September 2022 across GANF.
- Pastoral interventions continued with specific pupils and impact will be identified by the Safeguarding & Pastoral team. At Ambergate, a staffing re-structure has been implemented in preparation for September with the introduction of a Behaviour & Pastoral Mentor. In addition, a TA2 for Safeguarding & Pastoral has been appointed to support multi-agency work.
- Construction therapy continues to happen at Ambergate with Year 7 pupils and SALT groups have been re-introduced for Upper School pupils to prepare for the transition into adulthood. Chris Lincoln from CIT will be coming to film these sessions in conjunction with our continued CPD support to other schools, as part of the LCC SEND Workforce.
- The National Tutoring Scheme continues to occur and staff have their own individual caseloads and work with the TLR to identify areas of need. They meet SB to network, discuss assessment and discuss individual cases at both sites.
- CiC interventions in line with PEP targets at Ambergate with Mrs Jordan. 1 pupil is working towards transition into Post 16 and 4 pupils are having personalised 1:1 tuition to accelerate progress, in conjunction with high-quality teaching and with recent reports from specialist teachers.
- The CiC pupil at Sandon receives bespoke interventions as necessary determined by their PEP targets, particularly with a focus on pro-social behaviours and transitions.

### **A selection of therapies to be available to eligible for PP pupils.**

- Therapy access continues to increase either face to face or virtually.
- Therapies such as Yoga & Jo Jingles are available to pupils in a face to face capacity.
- Yoga happened in Oak class for Term 5 and will work at the Sandon site during Term 6. Jo Jingles continues to happen in Lower School classes across GANF.
- Art therapy continues at Ambergate, where pupils work 1:1 with the therapist for approximately 45 minutes – 1 hour.

- Teaching assistants are working together to deliver specific therapies such as sensory circuits, rebound therapy and physiotherapy in their classes to ensure pupils are self-regulated and become ready to learn.
- Daily mindfulness sessions continue to be promoted to support self-regulation in the classroom. More classes are also utilising movement breaks throughout the day to support the attention span of pupils. Classes at Sandon are also utilising massage and squashing to support sensory needs and regulation for more complex learners as well as movement breaks and sensory circuits.

**The implementation of a whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils.**

- Counselling - working with specific pupils, as identified by Teachers and the Pastoral team.
- The TLR in Charge of Behaviour & Attendance continues to monitor attendance of PP and CiC pupils and supports families, as when deemed appropriate.
- SB monitors SDQ scores of CiC pupils, as a method of tracking emotional wellbeing and this contributes to their individual ePEP. They are held to account from Local Authority. This includes commentary on the level of support each individual is receiving.

**Impact:**

Please see below scores in the NGRT & NGST for specific PP pupils, as a result of high quality-teaching and interventions:

<b><u>NGRT:</u></b>			<b><u>NGST:</u></b>		
<u>Initials:</u>	<u>Nov 2021:</u>	<u>May 2022:</u>	<u>Initials:</u>	<u>Nov 2021:</u>	<u>May 2022:</u>
C (Age 10)	10y, 11m	14y, 0m	C (Age 10)	15y, 11m	17y+
M (Age 13)	10y, 0m	15y, 6m	N (Age 13)	11y, 9m	14y, 6m
L (Age 13)	16y, 1m	17y+	A (Age 12)	11y, 1m	13y, 7m
A (Age 12)	8y, 10m	16y, 9m	L (Age 14)	10y, 9m	14y, 4m
L (Age 14)	14y, 0m	15y, 10m	K (Age 15)	15y, 4m	17y+
T (Age 12)	9y, 5m	11y, 7m			

Please see SDQ Score comparisons – a reduction shows that the pupil is becoming readier to learn in their specific curriculum:

Initials:	Site:	Previous SDQ:	Current SDQ:
K	Sandon	27	23
K	Ambergate	26	24
A	Ambergate	8	4
T	Ambergate	24	9

When a score indicates 20 or higher, there is historical trauma still present or current involvement from external agencies and/or CAMHS to support mental health.

Simon Buckberry  
Teacher with responsibility for Pupil Premium and CiC – GANF