

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year only) funding to help improve the attainment of our disadvantaged pupils.

School overview

| Detail | Data |
|---|---|
| School name | Grantham Additional Needs Fellowship: The Sandon School |
| Number of pupils in school | 74 pupils |
| Proportion (%) of pupil premium eligible pupils | 25 PP pupils – 34% + 2 CiC pupils – 38% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 |
| Date this statement was published | Nov 2023 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Stela Plamenova |
| Pupil Premium Lead | Simon Buckberry |
| GANF Local School Board Lead | David Burling |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £32,010 |
| Recovery premium funding allocation this academic year | No of primary x £290 No of sec x £552 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £32 010 £23 370 Total £55 380 |

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 literacy and numeracy, through high-quality 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.

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. |

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.

| Academic Achievement | |
|--|---|
| Intended outcome | Success criteria |
| 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. |
| Wider Outcomes | |
| Intended outcome | Success criteria |
| 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: emotional literacy, community visits, and therapies. |
| 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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Progress of PP pupils to be in line or higher than their peers in English, Maths and PSHE. | PLIMS outcomes Curriculum Lesson visits Work scrutiny Deep dives | 1, 2, 3 |

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

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To develop the emotional literacy of pre-verbal PP pupils enabling them to be ready to learn. | Access to emotional literacy specialists trained at GANF and external support services, 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 | 1, 2, 3, 4 |
| Self-regulation and ASC | <p>The use of daily mindfulness sessions across the school and therapies to support with self-regulation.</p> <p>Access to sensory circuits for pupils and alternative therapies for specific pupils to self-regulate.</p> | 1, 2, 4 |

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 2021 to 2022 academic year.

Sandon

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

| <u>2021/22</u> | Percentage of PP pupils that made at least expected progress against their PLIMS targets | Percentage of non-PP pupils that made at least expected progress against their PLIMS targets |
|--|--|--|
| Communication & Literacy | 88% | 88% |
| Cognition & Numeracy | 94% | 81% |
| Personal, Social & Emotional Development | 71% | 63% |

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.