

Pupil premium strategy statement – Grantham Additional Needs Fellowship

This statement details our school's use of pupil 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	259 Sandon Campus – 81 Ambergate Campus - 178
Proportion (%) of pupil premium eligible pupils	108 (41.7%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Daley Barber-Allen
Pupil premium lead	Daley Barber-Allen
Governor / Trustee lead	David Burling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,978
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£131,978

Part A: Pupil premium strategy plan

Statement of intent

Grantham Additional Needs Fellowship (GANF) is a specialist school for children and young people aged 4-19 years with a range of special educational needs and disabilities (SEND). All pupils have an Education, Health and Care Plan (EHCP).

All pupils at GANF face learning and participation challenges due to their varying levels of difference in the broad areas of SEND (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory & Physical). Some of our pupils have highly complex medical needs and many of them have an autism diagnosis. This leads to differences within the areas of communication, social understanding, flexibility of thought and sensory processing, which in turn creates some significant barriers to learning.

Within our specialist setting, it is very difficult to identify the degree to which achievement is affected by socio-economic background due to each pupil's complex needs and learning difficulties. Those who attract the pupil premium funding do not therefore stand out as 'lower attaining', however we do acknowledge that those who are most disadvantaged due to socio-economic background may not always have the same opportunities, experiences and outcomes as their non-disadvantaged peers. Whilst our strategy prioritises our most disadvantaged pupils, the intention is to use our pupil premium funding allocation to improve outcomes for all pupils in the school, through the implementation of a range of whole school interventions and initiatives.

High-quality teaching and access to a range of specialist interventions and strategies is at the heart of our approach, as this will have the greatest impact on progress, achievement and attainment in our school whilst enabling us to address the specific SEND needs of our pupils.

Our curriculum design is unique in that it provides a range of pathways and opportunities for personalisation so that we can address the learning barriers that each individual pupil faces. Whilst forming our pupil premium strategy, we have considered very carefully any additionality that we may need to provide to aid a pupil's achievement and/or development alongside our existing provision, which is already specifically focused on the needs and barriers to learning that having SEND presents.

We are conscious that many of our pupils lead quite isolated lives outside of school, so our strategy therefore incorporates a focus on supporting the social, emotional and mental wellbeing of pupils alongside more academic curriculum initiatives. Therefore, and alongside our personalised curriculum offer, we will provide an intensive pastoral support service for pupils with a focus on physical and emotional well-being and self-regulation. We will aim to increase the engagement of our most socio-economically

disadvantaged pupils at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and enabling them to participate in the full learning experience offered 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 approach will be responsive to common challenges for people with SEND and complex individual needs, rooted in robust diagnostic assessment and current research.

Challenges

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

Challenge number	Detail of challenge
1	All pupils have an EHCP and a range of complex learning needs. This requires the implementation of a broad and balanced curriculum which is accessible, appropriate and responsive to the needs of all pupils
2	Cultural capital - many pupils at GANF experience social isolation and reduced participation in community activities due to their social difficulties
3	Speech, language and communication difficulties are a significant barrier to learning (e.g. pre-verbal pupils, pupils with limited verbal language ability, pupils who require the use of assistive technology or specialist input etc.)
4	Reading and writing difficulties restrict access to the wider curriculum
5	All pupils require high quality teaching and support from staff who are trained in a range of specific SEND strategies and approaches. There are therefore ongoing training needs for staff to ensure that they have a comprehensive understanding of SEND and the specialist skills required to undertake their jobs.
6	Limited interactions with families due to majority of pupils being transported to school on dedicated school transport. This can impact on a parent / carer's engagement with school and their ability and confidence to support learning at home. Some pupils may also have very complex home and family lives.
7	Some pupils may have a lower emotional literacy level than their peers and may not come to school ready to learn.

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.

Intended outcome	Success criteria
<p>All pupils will make progress in reading and writing</p>	<ul style="list-style-type: none"> • Monitoring, evaluation and development activities (e.g. learning walks, observations, teacher feedback, progress meetings, RWI development days) evidence an increase in the number of pupils making progress from baseline assessments in reading and writing • Assessment data evidences progress being made
<p>Pupils will be engaged and interested in learning by accessing a relevant and personalised curriculum that is culturally rich with a range of enrichment and extra-curricular activities</p>	<ul style="list-style-type: none"> • All pupils access a developmentally appropriate curriculum pathway tailored to • All pupils have an Individual Progress Plan (IPP) in place, informed by EHCP outcomes to enable the personalisation of the curriculum for each pupil • Pupils participate in a range of creative and cultural activities and experiences to ensure that learning is meaningful, hands on and multi-sensory where appropriate, which in turn helps pupils to commit learning to memory • Pupils are better prepared for later life through developing their understanding and interest in the wider world
<p>Positive mental health and well-being of pupils will improve by being supported through tailored individual support, interventions and access to mental health support / counselling services</p>	<ul style="list-style-type: none"> • Whole school positive mental health and wellbeing strategy in place • Some pupils access professional counselling support / talking therapies in school

	<ul style="list-style-type: none"> • Identified staff trained as Senior Mental Health Leads and in Mental Health First Aid (MHFA) • ‘Menu’ of interventions available to pupils (e.g. Lego therapy, Jabadao, archery, ‘drawing and talking’ therapy) and delivered by trained staff
Staff knowledge, skills and expertise will be developed through participation in targeted CPD to support individuals or groups of pupils	<ul style="list-style-type: none"> • Staff have access to tailored in-house CPD programme • Staff attend and participate in relevant training and courses linked to the development of specialist skills
Targeted pupils will have the opportunity to engage in off-site outdoor learning opportunities in a safe but challenging environment	<ul style="list-style-type: none"> • Pupil enjoyment, confidence and self-esteem is increased, as evidenced through discussion and feedback from pupils • Pupils are better prepared for later life through increased opportunities for independence
Pupils will have access to therapeutic interventions to improve speech, language, communication and sensory regulation skills	<ul style="list-style-type: none"> • Pupils access rebound therapy with trained staff • Pupils have individualised hydrotherapy pool programmes, delivered by a trained member of staff • Pupils have access to Lego therapy, ‘Drawing and Talking’ and yoga to support communication and social interaction skills, and emotional wellbeing
Improved parental engagement will secure better social and educational outcomes for pupils	<ul style="list-style-type: none"> • Parents and carers have access to a programme of school-based support and guidance relating to home learning and wider services from within health and social care

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training in SEND specific teaching strategies and approaches</p> <p>£3000</p>	<p>High quality teaching – the ‘5 a day’ principle EEF blog: ‘Five-a-day’ to improve SEND outcomes EEF</p> <p>High-quality impact-driven continuous professional learning LEARN SEND Hub - Home</p> <p>Multi-sensory learning training https://hirstwood.com/</p> <p>National Autistic Society https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/structured-teaching-teacch</p>	<p>1, 3, 5</p>
<p>Staff training through Early Excellence, national leader of pedagogy, provision and practice, specialising in young children’s education</p> <p>£3000</p>	<p>Early Excellence – leading provider of specialist early years services https://earlyexcellence.com/get-equipped/training-videos/</p>	<p>1, 5, 7</p>

<p>Pupils have access to first quality teaching</p>	<p>The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, makes continual reference to the importance of quality first teaching. “We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom”.</p> <p>Lesson visits, Work scrutiny, Deep dives, Evidence for Learning, Engagement Model, Parent surveys</p>	<p>4, 5, 7</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £80,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching and pupil progress in English</p> <p>£5000 (for RWI subscriptions and resources)</p>	<p>Research into the implementation of the Read Write Inc literacy programme, and the benefits of continued external support</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>EEF research - Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4</p>
<p>Ensure that pupils have access to appropriately trained staff and receive individual or small group targeted support to enable progress</p> <p>£71,778</p>	<p>Research into appropriate staffing levels</p> <p>https://learning.nspcc.org.uk/research-resources/briefings/recommended-adult-child-ratios-working-with-children</p> <p>https://pubmed.ncbi.nlm.nih.gov/32627579/</p>	<p>1, 3, 4, 5, 7</p>

<p>Enrichment & Physical / Outdoor Activity</p> <p>£4000</p>	<p>EEF Outdoor Adventure Learning: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	2, 7
	<p>Use of movement breaks and planned activities to support attention and increase engagement in learning.</p>	1, 5
	<p>The use of sensory circuits, Rebound therapy and play-based approaches to support learning.</p>	1, 5

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

Budgeted cost: £45,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase access to specialist intervention in school to develop physical, sensory and emotional regulation skills</p> <p>£1700 for rebound training</p> <p>£1500 for Halliwick training</p>	<p>Rebound therapy research https://www.reboundtherapy.org/about/benefits</p> <p>Halliwick hydrotherapy research https://halliwick.org.uk/about-halliwick-ast/halliwick-concept/</p>	1, 5

<p>Provide targeted mental health / counselling support to improve emotional health and wellbeing</p> <p>£6000</p>	<p>EEF research into Social Emotional Learning (SEL) https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Research into Drawing and Talking training Drawing and Talking - Home page</p> <p>Emotion Coaching Emotion Coaching - United Kingdom</p>	<p>2, 5, 7</p>
<p>Improve parental engagement and access to specialist support and advice</p> <p>Employ a Family Liaison Officer to strengthen the relationship between home and school</p> <p>£36,000</p>	<p>Research into the impact of parental engagement approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>6</p>

Total budgeted cost: £131,978

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

English Lead to deliver CPD for all staff on phonics delivery and reading interventions

The English lead continued to prioritise supporting teachers and teaching assistants with the delivery of phonics and reading interventions throughout the 2023/24 academic year. This was through in-class coaching and targeted CPD sessions during teacher meetings. Progress and attainment data demonstrates that most pupils made expected progress and achieved their reading targets by the end of the year. Reading interventions were in place for pupils making slower progress, or where barriers to learning had been identified.

Purchase of phonics scheme of work (2024/25), staff training and delivery to whole classes, small groups and individuals. CPD provided by outside provider/English lead

The school has purchased the RWI Phonics programme and now has fidelity to this scheme. Identified senior leaders have had 'reader leader' training and are leading and supporting the delivery of the programme across the school. Identified staff have received speed sound and storybook training and we have bought into a package of external support from Ruth Miskin Literacy to support and quality assure our implementation of the programme.

PP pupils have access to quality first teaching

Monitoring, evaluation and development activities such as learning walks, learning observations and routine 'book looks' have identified that quality first teaching a feature in all classes across the school. Teachers lead their teams well and ensure that support staff are focused on individual learning outcomes identified for pupils. Teaching is differentiated and personalised and incorporates a range of specific strategies and supports to reduce barriers to learning and enable participation. Pupils have Personal Learning Intention Maps (PLIMs) in place to support the personalised approach for each pupil.

Behaviour mentor/interventions TA

A Teaching Assistant has been promoted to TA level 2 to increase the capacity of the pastoral support team. The TA2 works alongside the inclusion manager to support pupils who struggle with emotional regulation.

Enrichment & Physical Activity

Enrichment is an important aspect of the curriculum and enables pupils to participate in learning that is linked to national observances, cultural and religious events. Pupils also participate in events to raise money for local and national charities. Physical activity and outdoor learning is prioritised within the curriculum, and a specialist PE teacher and outdoor learning lead are in place to coordinate this provision to ensure it is high quality.

To develop the emotional literacy of pre-verbal PP pupils enabling them to be ready to learn / Self-esteem and wellbeing through the arts

Identified pupils have access to an ELSA trained Teaching Assistant, and pre-verbal pupils have access to art and music therapy to support the development of their emotional literacy skills

Zones of regulation

Zones of Regulation is widely used across the school to help develop the emotional understanding and regulation skills of pupils. All classes have a Zones of Regulation display as a tool for reference when engaging in emotional learning.

Sports, physical therapies and school clubs

Many pupils access sports activities and tournaments with other schools within CIT and have access to high quality sports instruction from a specialist PE teacher. Some pupils also have access to rebound therapy and hydrotherapy to support their sensory and physical needs.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.