



Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	GRANTA SCHOOL
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2020-23
Date this statement was published	Oct 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Curriculum Committee
Pupil premium lead	Ruchi Datta
Governor / Trustee lead	Ian Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,455
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,024
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	£69,209



Part A: Pupil premium strategy plan

Statement of intent

- Students are more independent and develop the life skills needed to be active citizens in their local community
- Staff develop a range of strategies that enhance the curriculum at a pathway level and strengthen independent thinking and independent learning of all learners
- The use of personalised targets and teaching strategies ensure meaningful learning experiences and progress for all learners

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement can be lower than that of their peers
2	All students have complex SEND and are cognitively more than 4 years behind their chronological age

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
Develop consistently quality first teaching within the core areas	Phonics, Reading, Physical Development and Communication are well developed in each pathway and provision and progress is quality assured as consistently very good
Students are more independent and develop the life skills needed to be active citizens in their local community	Skills for life approaches are fully embedded within the curriculum and the assessment system is used effectively to monitor progress of these core skills, demonstrating expected progress for all pupils
Develop independent learning strategies	Students have opportunities to work independently in line with their learning needs and abilities and it is evident that as



	students move through the school their independence skills develop, as evidenced by QA activities and life skills data
Develop the use of personalised targets and teaching strategies to ensure meaningful learning experiences and progress for all learners	Lessons observed have clear personalisation and assessment criteria are clear and used coherently to measure progress, as evident in both the annual review process and in termly pupil progress meetings



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

Budgeted cost: £22,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics & Reading CPD for Primary staff	Teaching and Learning Toolkit – Phonics and Comprehension, Teaching Assistant Interventions	2
Specialist PE/PD Lead Teacher in post	Delivery of pupil-centred specialist physical development learning	2
MOVE programme implemented	Evidence shows this is a highly successful programme used in numerous special schools to develop pupil-centred functional movement	2
Learning Leader for Communication in place to lead on consistency of approaches across pathways with pathway leads	Teaching and Learning Toolkit - Oral Language Interventions	2
Attention Autism CPD	Teaching and Learning Toolkit – Oral Language Interventions, Teaching Assistant Interventions	2
Learning Leader for Life Skills in place to lead on embedding of life skills development and PFA outcomes through the pathways from EY through to 6 th form alongside pathway leads	Preparing for Adulthood Outcomes focus from Government guidance	1,2
Scaffolding CPD for all staff including use of specialist approaches such as Colourful Semantics, Clicker & SALT approaches	Teaching and Learning Toolkit – Oral Language Interventions, Teaching Assistant Interventions	2
KWHL CPD for formal pathway staff	Teaching and Learning Toolkit – Metacognition	2
HLTA with ASD specialism time to support embedding TEACCH in classrooms	TEACCH is a widely recognised, international approach to	2



	promoting independent learning with SEND students	
Pathway leads embed personalised approaches within teams including staff CPD on personalisation	Teaching and learning impact, in addition to EEF guidance in implementing school improvement decision through effective and distributed leadership	2
Revised assessment framework using EFL & Insights, to capture accurate assessment information and share this with families	Best practice based on evidence from numerous other special schools that use EFL and Insights	1,2

Targeted academic support

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy and Integrated Therapy sessions for those identified as requiring additional intervention	These are well established therapeutic interventions in developing social and emotional wellbeing	2
Purchase of specialist resources for individual PP/LAC pupils as required	Enabling personalisation in key areas of need as identified through PEP and Annual Review meetings	1,2

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

Budgeted cost: £12,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to trips and residential for all those who cannot afford it	Supports life skills development, independence and overall social wellbeing	1,2
Family Support Worker in post to improve parental engagement parent training offer and support for parents with additional needs	Teaching & Learning Toolkit – Parental Engagement	1,2

Total budgeted cost: £69,209



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.

Due to COVID-19, a lot of planned externally delivered CPD did not take place and as such this money has been carried forward to the current year.

Part of the pupil premium was spent on personalised resource packs for hands on home learning experiences, that ensured when students returned there was little or no regression during the lockdown period.

The appointment of a Diversity co-ordinator has given students a wider curriculum experience that embeds the use of multicultural and LGBTQ+ resources.

Integrated Therapy sessions continued through the pandemic onsite and this greatly helped students with social and emotional difficulties to manage their anxieties and be ready to learn when in class.