



Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	175
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	June 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Curriculum Committee
Pupil premium lead	Sarah Crouch
Governor / Trustee lead	Ian Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,870
Recovery premium funding allocation this academic year	£10,730
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	£99,600



Part A: Pupil premium strategy plan

Statement of intent

Granta School aims for all our disadvantaged pupils to have equitable opportunities to achieve the best possible outcomes in a therapeutic learning environment. Through the use of Pupil Premium funding we are able to provide additional Occupational Therapy and Music or Art/Play Therapy to support pupils with both sensory and emotional regulation which we see as a key element for pupils to engage and progress successfully with their learning.

Part of our strategy includes the delivery of high quality training to all staff, which is responsive to pupil need and links directly to wider school improvement.

As a school, everything we do links back to our core values; Communicate, Care, Collaborate, Innovate and Achieve and through them, we strive for our pupils to be the best they can be.

We recognise the importance of partnership working, especially with our families and part of our strategy addresses support to ensure this is maximised for the benefit of the pupils. Our Family support worker has been in key in supporting our disadvantaged families to know, understand and access the wider support options that are available to them.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring all pupils have access to an equitable curriculum
2	Pupils who find self-regulation difficult can impact the wellbeing of others in school and at home.
3	Our disadvantaged pupils have limited opportunities to access the community, develop their life skills and personal safety
4	Our disadvantaged pupils engagement in learning can be negatively impacted by their experiences and circumstances



Part A: Pupil premium strategy plan

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
The quality of education across all age groups and pathways is consistent.	Pupils starting points are identified. Progress is tracked effectively in a range of ways. Curriculum is equitable, providing breadth and progression. Teaching approaches are used well and supported by appropriate resources. Education is well differentiated and personalized to meet individual learner needs.
The pupils are able to self-regulate using their preferred strategies.	School has identified pupils whose dysregulation regularly impacts on others, and provide appropriate strategies and resources to enable pupils to self-regulate more successfully. Staff have had appropriate CPD to support pupils.
The pupils are as confident, independent, safe and socially aware as possible.	Pupils will have a breadth of experience within the local & wider community including residential and work experience. Pupils will have had opportunities to apply life skills learnt in a range of real life contexts and developing social awareness and personal safety. Families feel supported with particular difficulties relating to challenge 3.
Pupils maintain a high level of engagement and make good or better progress against their starting points.	Pupil's basic needs are met. Chosen teaching approaches are embedded across the school. Staff are skilled in their implementation following CPD. Curriculum is personalized and differentiated appropriately. Data will demonstrate improved and sustained pupil engagement through progress, attendance and behaviour. Pupils talk positively about their own learning.





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: £16,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development for English, Science and PSHE	Last 2 Ofsted inspection reports, Overarching curriculum document	1, 3
Scaffolding CPD for all staff including use of specialist approaches such as Colourful Semantics & SALT approaches	Teaching and Learning Toolkit – Oral Language Interventions, Teaching Assistant Interventions	1,2
External subscriptions e.g. magazines, purple mash platform providing breath of experience to teaching & learning	Widely used nationally across a range of settings.	1, 4

Targeted academic support

Budgeted cost: £34,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapist sessions focused on sensory integration and regulation targeted for whole class or identified pupils needing a sensory program.	Changing cohort of pupils requiring more specific approaches/adaptations to support self-regulation and engagement for learning.	2,4



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, 4
Purchase of resources to enable equitable access to the new curriculum for English, Science and PSHE	Enabling effective teaching in subjects identified	1
Provide support for disadvantaged pupils who require bespoke adaptations to their timetable and/or learning environment	Enabling personalised support to positively impact progress	1,4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to trips and residential experiences for all those who cannot afford it	Supports life skills development, independence and overall social wellbeing	1,2,3
Family Support Worker in post to improve parental engagement parent training offer and support for parents with additional needs	Teaching & Learning Toolkit – Parental Engagement	3,4
Online Safety advice and support for families.	NSPCC, Online safety bill	3
ELSA sessions to support pupils emotional literacy	Nationally recognized intervention	3,4
Therapeutic Thinking approach to behaviour management – increased tutor training supporting staff & pupils with educational and protective consequences	Cambridgeshire approach	2,4

Total budgeted cost: £91,316



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 2022 to 2023 academic year.

Attention Autism CPD has meant an increase in its correct use throughout Semi-Formal Pathway and allowed pupils to move through the 4 stages when they are ready to increasing their engagement, attention and turn taking.

Staff have received Rocket Phonics training and this approach has begun to be embedded through our phonics lessons and linked reading scheme

Implementation of MOVE program has shown an increase in pupil's physical skills and functional movement for those on the trial.

In school therapy sessions, have been effective in supporting individuals to work on self-regulation and social interaction.

Pupils continue to benefit from personalized resources focused around sensory integration and wellbeing, this has supported their access and engagement to curriculum tasks.

The purchase of a safe beds allowed 2 students to attend key stage 2 sleep over.

Family support worker has supported a range of families already since being in post.