



Pupil Premium Strategy Statement 2022-23

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	36.6%
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 2023
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	£73,832
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	£84,562



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: £28,828

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
MOVE programme – increase number of pupils on program	Evidence shows this is a highly successful programme used in numerous special schools to develop pupil-centred functional movement	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
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

Targeted academic support

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Independent Occupational Therapist	Increased number of pupils with sensory provision written into EHCPs	2
Training for 2 staff to become ELSAs	Changing pupil cohort means that individuals are needing additional Emotional Literacy support	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: £20,000

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: £83,828



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.

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, primarily around referring to Early Help support.