

Grangewood School Pupil premium strategy statement

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
School name	Grangewood School
Number of pupils in school	Total 133 85 at GUV Site 14 at Pinkwell 33 at Sunshine House Site
Proportion (%) of pupil premium eligible pupils	35% 47 Pupils GUV Site 7 Pupils Pinkwell 10 Pupils SHS – Separate report
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2025
Date this statement was published	November 2024
Date on which it will be reviewed	Mid review July 2024 Final July 2025
Statement authorised by	Liz Edwards
Pupil premium lead	Tansy Heymer
Governor / Trustee lead	Vicky Collis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£check with finance
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	£ 56,240

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to support all pupils, irrespective of their background or their needs, make good progress and achieve high attainment across all areas of the curriculum.

High quality teaching is at the core of our approach; to ensure that this is supported through appropriate, specialised and specific interventions.

Challenges

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

Challenge number	Detail of challenge
1	Need for highly specialist and personalised resources for pupils to achieve their best and to enable them to access learning. Sensory and physical needs – Pupils with sensory and physical needs require additional support to be ready and access learning, but also to improve their concentration and attention.
2	Communication - pupils with communication difficulties need additional support in order to access learning.
3	Social Skills – delays in the development of these skills can prevent these Pupils from being engaged in meaningful activities at lunchtime
4	Independence – Pupil Premium Pupils need additional support in developing their skills for learning and life and achieving independence targets
5	Lack of access to wider community – ensuring pupils are supported to access community based activities.
6	Emotional difficulties – Pupil Premium pupils often have emotional difficulties, not only associated with their background, but also with their special needs. .

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
Pupils in receipt of pupil premium will have access to identified and targeted resources to enable them to access learning and to bridge gaps in their achievement	Greater access to learning will mean PPF Pupils continue to make progress equal to non PPF Pupils.
Pupils in receipt of PPG to develop their communication skills through different pathways	Pupils in receipt of PP to make progress at least in line with other pupils or better in their communication targets
Pupils in receipt of PPF to be engaged in meaningful activities during break and lunch times	Staff to support feedback and capture evidence.
Pupils in receipt of PPF to continue to have access to after school and holiday club to support them development of their social skills once they commence after lockdown	90% of PP Pupils will make good or better progress in their Socio-emotional learning aims. Parents will report Pupils are calmer at home due attendance of after school and holiday club. Data to be collected at Annual Reviews and CIN meetings

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: £26,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to develop communication skills through a functional approach and in accordance with communication bands	All pupils at Grangewood have communication difficulties. School data demonstrates that communication interventions improve communication and also supports improvements across the curriculum.	1 2
Continue to invest in AAC devices.	Pupils are more motivated to learn through functional communication through access to AAC devices. The school has case studies to demonstrate improvement in communication skills	
Further TAs and teachers to be trained in communication processes	Nonverbal pupils need a total communication approach. The school requires more staff skilled in understanding the tools available	1 2
Specific vocabulary supporting the curriculum will be distributed and implemented in all classes (in cooperation with Speech and Language)	Pupils need to develop their communication skills. The implementation and delivery of targeted vocabulary will help Pupils to progress in different areas of their development. E.g. it will support them to develop shared attention skills, develop the concepts of in, out and waiting, expand their everyday vocabulary and their ability to make requests as well as likes and dislikes.	3

Pupils in receipt of pupil premium will have access to identified and targeted resources to enable them to access learning and to bridge gaps in their achievement. Sensory and physical needs resources will support Pupils to be ready and access learning but also to improve their concentration and attention	Many pupils at Grangewood are sensory learners and need access to real objects in order for them to engage in learning. Pupils with sensory integration difficulties require specialised resources to enable them to self-regulate.	1 2 6
Teaching professionals will develop their knowledge and support Pupils in literacy and numeracy skill	Teaching staff at Grangewood are expected to teach the whole curriculum. More specialised knowledge of teaching literacy and numeracy to SLD / PMLD pupils will mean the Quality of Education will continue to improve.	1 2 4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils with pupil premium will have access to a greater range of resources and activities developing their daily living skills.	Pupils with SEND have difficulties increasing their independency skills. The school will continue to provide a wide variety of opportunities through local links to expand and support pupils in the wider community.	4
Teachers and Key Stage Leads will work on opportunities for Pupils to participate in a variety of activities in school and	Grangewood aims to promote pupil independence. Daily Living Skills will better prepare pupils for adulthood.	4, 5

out of school e.g. Library visits, Harrow Gym, kitchen support and help,	The school is currently in need of more physical resources to facilitate this	
Pupils in receipt of pupil premium will have access to the school educational psychologist to support them with self-regulation	Case studies demonstrates that pupils that are supported by our Education Psychologist make better progress as their ability to self-regulate improves.	4 6
Pupils in receipt of Pupil Premium will be engaged in meaningful activities when out in the community. Pupils in receipt of Pupil Premium to understand their local belonging and generalize their skills in the wider community Pupils in receipt of Pupil Premium will develop their social skills by engaging in meaningful and interesting activities out in the community. They will also generalise the skills acquired at school e.g. communication and interaction, stranger danger etc.	Many pupils had limited opportunities to access the community.	1 4 5 6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils in receipt of Pupil Premium will have access to a high quality PSHE curriculum.	Many pupil premium pupils have social, emotional and mental issues. A high quality PSHE curriculum will enable pupils to better understand the world	4 3

School leaders will increase the incorporation of PSHE in special events and assemblies (more opportunities for Pupils to celebrate cultural and religious celebrations – Cultural group will help with this process) Teaching staff to take on relevant courses to support them in delivering PSHE lessons in SEN setting PSHE curriculum will be further reviewed and will include more relevant and important topics as e.g. healthy relationships, what is safe / unsafe	and express their emotions more appropriately and independently Grangewood is a diverse community and engaging and celebrating different cultural and religious days and support them to learn more about diversity and tolerance. It will also enable them to establish their own identity Teachers are often not confident in delivering PSHEC so increase training will enable them to teach the subject more effectively. Teachers report that they are better prepared for teaching when they have access to a clearly defined and appropriate curriculum.	1 2
Pupils will Improve social and independence skills through the provision of after school clubs and activity days.	Research from previous years demonstrates that independence increases through better access to after school activities. Disadvantaged pupils would not normally have access to these opportunities due to parents not being able to afford after school club.	1 3

Total budgeted cost: £ 36,538

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This year has been a positive year in terms of a full recovery from the pandemic. Pupils have been able to engage in a variety of activities and resources without any restrictions on participation.

Communication –

The AAC pathway still remains a high profile with the school and to provide total communication. AAC devices are the main cost as well as supporting training staff and parents. There was a particular increase in progression with a number of pupils in their communication and their use of signs and symbols, as well as ‘talker’ work (IPads). Parents were able to support and reinforce the work that the SaLT therapists showed them.

We have been continuing to track the progress through Cherry Garden Assessment Tool and highlighting areas of need with individual pupils and set groups.

Communication bands have been analysed and shows through the focused work with the AAC devices and general SALT intervention that communication bands are developing with all pupils.

Educational Psychologist –

Grangewood employs an educational psychologist to support pupils falling behind and with challenging behaviour. Half of her sessions are funded from pupil premium grant. This supports all pupils with varying needs and shows a detailed support plan for both school and home. The EP attended both Pinkwell and GUV site regularly through the year

Personalised resources - Pupil Premium Pupils have received personalised resources enabling them to access the curriculum more effectively in order to bridge the gap in their learning. Many items were specific to the need of the individual pupils. Bikes were bought to support Sensory and physical needs and resources were also purchased from Pupil Premium funds in order for those Pupils to be ready and access learning and also to improve concentration and attention.

Funding was also used to support sensory learners; the Occupational Therapist ordered many OT resources that were used for movement breaks in between the activities. This support has increased the engagement and learning of the Pupils significantly and minimised the interruptions during lesson time. All of these Pupils have made good progress with their personalised learning aims and their EHCP outcomes.

Specific areas:

- The more able went to a Panto and took a friend. Very successful and really lovely very enjoyable for all and something we don't think they would have accessed with parents and families.
- SALT ipads purchased for four pupils to take and use at home
- Two pupils had "specifically made" rocking work chairs - these were very successful in allowing better access to curriculum.
- Fine motor activities for some children - resources can be quite specialist and consumable
- ICT resources to gain / maintain attention also often consumable
- Equipment to take wheelchairs outside e.g. rain covers as well as equipment such as wellies which make it easier for pupils to go outside.
- A pupils had a reading scheme that he needed (outside of our normal remit). This was a success in terms of moving him forward
- Supporting families with free school uniforms and food parcels

Clubs - Pupil premium funding is also used to subsidise After School Clubs, and expenditure particular focused on supporting pupils to access the community.

- Sailing – Key stage 2 pupils
- Harrow Gym – Key stage 2 pupils
- Swimming
- Tennis Coaching
- Tappy Toes

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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