

Grange Park School Pupil Premium 2020-2021

Whole School Strategies

- Maths interventions
- English interventions
- Enrichment programme
- Digital technology

Pupil Progress and Pupil Well-being Strategies

- KS3 intervention lessons
- Outdoor learning
- Challenger troop
- SCERT's
- Counselling
- Lego therapy
- Art therapy
- Yoga
- Wellbeing lead
- SALT
- Zones of regulation
- Extra teachers in English, Maths and Science at KS4

Individual Strategies for Pupil Premium Pupils

- Sensory equipment
- Individual resources
- I pads and neos
- Additional sessions at lunchtime and after school
- Personalised timetables
- Individual music lessons
- Revision resources
- Literacy and numeracy interventions

Pupil Premium Strategy Statement – Grange Park School

1. Summary information					
School	Grange Park School			Type of SEN (eg.PMLD/SLD/MLD etc.)	ASC
Academic Year	2020/21	Total PP budget	£31,955	Date of most recent PP Review	March 2020
Total number of pupils	127	Number of pupils eligible for PP	30	Date for next internal review of this strategy	March 2021
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP	
% making expected or better than progress in Maths			27%	45%	
% making expected or better than progress in English			20%	43.75%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Speech, communication and interaction needs of our pupils				
B.	Mental Health needs and high levels of anxiety				
C.	Low level behaviour issues from pupils in transition between key stages				
D.	Paucity of language and numeracy skills				
External barriers					
E.	Cases of irregular absence can impact on pupil learning and progress.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	
A.	An increase in the communication skills of our pupils			Measured through SCERTS and EHCP outcomes. Progress in tracked interventions.	

B.	A reduction in levels of anxiety and an improvement in the resilience of our pupils to maintain good attendance and achieve their potential.	Pupils' feedback indicates that they are happy at school, this will be taken from HeadStart Data. Feedback from parents. Pupils will be making progress (reduced anxiety and an ability to engage and learn).
C.	A reduction in the number of behaviour incidents combined with an improvement in pupil engagement in learning.	Behaviour data shows a reduction in incidents and physical Interventions. Behaviour data shows an increase in pupil attendance in lessons and engaged in learning.
D.	An improvement in the rates of progress across KS3 for more able pupils eligible for PP. An increase in literacy and numeracy skills and improved rates of progress in these subjects.	Increased rates of progress and attainment (accreditation outcomes).
E.	An improvement in the attendance rates of PP pupils identified as persistent absentees.	Attendance data continues to improve. Pupil progress on target.

5. Planned expenditure

Academic year

2020/2021

The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>All staff have been trained in using SCERTS and now the process needs to be embedded. Continuation of training for new members of staff..</p>	<p>Staff Training:- SCERTS</p>	<p>We know that our pupils make significant progress whilst at Grange Park and for many this progress is both academic and non-academic. Pupils grow in confidence and independence and levels of anxiety are managed well. We see the implementation of SCERTS as an excellent strategy to provide pupils with focused individual targets that allow them to progress. Annual SCERTS assessments will take place based on staff input and tracked progress in the enrichment programme which will lead to more focused and relevant EHCP outcomes and in turn will have the most positive impact on pupils.</p>	<p>PP funds will support staff training and investment in supporting families in understanding the process, continued training for staff and introduction training for new staff. Tracked through the EHCP process and pupil termly SCERTS targets.</p>	<p>SALT</p>	<p>The governing body will review progress and impact in May 2021.</p>
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<p>Increased progress in numeracy and literacy</p> <p>Improved outcomes for most able pupils</p> <p>Appoint a new member of staff for targeted interventions in English and Maths</p> <p>After school tuition in English and Maths for targeted PP pupils.</p>	<p>Appointment of English and maths co-ordinators will closely analyse data as well as the newly appointed pupil premium co-ordinator. Each Pupil Premium child will be discussed every term as a team as well as SLT.</p> <p>KS3 weekly targeted interventions as an additional lesson.</p> <p>Numeracy and literacy interventions and strategies. Staff to lead small group work/interventions for identified PP pupils to raise attainment</p>	<p>Many pupils require targeted literacy and numeracy support to catch up and, in some cases, bridge the gap so that they are able to access the curriculum.</p> <p>EEF Closing the Attainment Gap report (2018)</p> <p>“Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.”</p> <p>Due to the individual needs of pupils and the varying starting points close monitoring of data and progress is essential. An overview of progress will lead to targeted specialist interventions to improve a pupil’s numeracy and/or literacy skills.</p> <p>The best quality teaching will engage pupils in the curriculum and learning. Termly feedback to all staff on pupil premium progress will enable teachers to implement targeted support.</p> <p>The EEF guide to Pupil Premium</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p>	<p>Gaps that are identified will be bridged where necessary with additional training.</p> <p>An overview of progress will be tracked and monitored, new interventions put in place where necessary.</p> <p>KS3 weekly intervention lessons will change every 2 terms depending on pupil’s areas of need. Progress tracked termly.</p> <p>Observations show additional interventions such as Doodle Maths and Read Write Inc. are effective. PP funds will be used to continue with staff training in these areas.</p> <p>The most able pupil premium pupils will make better than expected outcomes. Progress tracked on pupil asset in KS2 and KS3 and then from examination results in KS4.</p>	<p>English and maths co-ordinators</p> <p>Pupil premium co-ordinator</p> <p>SLT</p>	<p>June 2021</p>
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<p>Ensuring all pupil premium pupils are able to access a laptop and the internet from home so they can complete homework and coursework.</p>	<p>Laptops and dongles provided by the school for those identified as needing them.</p>	<p>Enrichment activities will provide pupils with the opportunities to develop skills, self-esteem and wellbeing. If pupils are happy and secure at school they are more likely to be in lessons and engaged with learning therefore staff can raise their attainment.</p> <p>An audit was done to establish which PP pupils required the technology to be able to access all homework and coursework from home. Staff report that pupils who complete homework and coursework online are more motivated to do it such as My Maths and the use of Seesaw for setting English work.</p> <p>All pupils will also be able to access online learning should we face a local or national lockdown or if pupils have been advised to self-isolate but are well enough to work at home.</p>	<p>A homework spreadsheet is used to monitor homework and coursework to enable staff to identify any gaps in home learning.</p>	<p>SLT Progress leaders</p>	
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Total budgeted cost £20,000

ii. Targeted support

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils are more resilient with reduced levels of anxiety</p>	<p>Therapeutic support to include: specialist therapies provided by SALT, counselling, Art Therapy, Music Therapy.</p> <p>Implementation of extra-curricular activities to engage and develop relationships.</p> <p>Implementation of the enrichment programme.</p> <p>KS3 weekly interventions.</p> <p>Whole school approach to zones of regulation</p>	<p>We acknowledge that a number of pupils require a higher level of support and have specific therapeutic needs. They may require one or several of those listed in order to be able to access learning successfully across the curriculum.</p> <p>Some pupils also require support at transitional times where anxiety levels are high. This is tracked on sims when looking at pupil behaviours.</p> <p>Pupils engagement levels will be higher with enthusiastic participation in unfamiliar surroundings and challenging tasks with reduced levels of anxiety.</p> <p>Pupils who can self-regulate and use personalised strategies to do so will be more engaged in lessons and therefore making good progress. This is evident on sims and pupils asset data.</p>	<p>Identified pupils who are highly anxious and less resilient are able to access the curriculum. Progress is evident. Progress measured through SCERTs and EHCP outcomes. Feedback form HeadStart programme surveys. Analysis of results</p> <p>Money spent on input from the therapeutic team including 1:1 sessions and assessments. Progress is monitored by the SALT team.</p> <p>Some KS3 intervention lessons will focus on reducing anxiety and increasing wellbeing. Specialist input from the therapeutic team. Tracked termly.</p> <p>Budget spent on the enrichment programme to allow pupils to be more resilient in trying new activities which they may not access at home. Tracked through SCERTS targets.</p>	<p>SALT</p> <p>Pupil premium co-ordinator</p>	<p>March 2021</p>

Improved progress for most able pupils	English and maths co-ordinators, the PP co-ordinator and progress leaders will closely analyse data. Pupil Premium pupils will be discussed by the team and SLT every term. Small group and individual interventions for numeracy and literacy	<p>To provide additional support to challenge the most able and accelerate their progress. Small groups with highly qualified staff (subject specialists).</p> <p>Additional English and Maths sessions during enrichment time.</p> <p>Additional time paid for out of budget. Engage parents and pupils and provide resources where necessary. Data tracking used to inform the necessity to intervene.</p> <p>Additional revision sessions at weekends and holidays, including transport to and from the school and breakfast club before exams.</p>	Pupil premium pupils make progress at least in line with National averages and there is no gap between this group of pupils and non-pupil premium pupils. Progress tracked through pupil asset and KS4 examination results.	<p>Progress leaders</p> <p>Pupil premium co-ordinator</p> <p>SLT</p>	March 2021
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Total budgeted cost £5,000

iii. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	Pupil premium co-ordinator and progress leaders to work together to track attendance. They will have a prompt follow up and monitor truanancies. First day response provision.	<p>Attendance is linked to progress. It is essential that we target the individuals who are school refusing and provide support for parents struggling to get their children into school regularly.</p> <p>Education Endowment Foundation (EEF)</p> <p>“A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.”</p>	<p>Weekly attendance monitoring and termly scrutiny in the Rolling Data Capture Form presented to SLT & Governors.</p> <p>Developed relationships with parents to ensure they support with attendance policy.</p> <p>Personal attendance targets will be issued to encourage improvement where necessary.</p>	<p>Progress leaders</p> <p>Pupil premium co-ordinator</p> <p>SLT</p>	March 2021

<p>Reduce the number of behaviour incidents</p>	<p>Continuation of SIMs behaviour tracker</p> <p>Progress leaders and pupil premium co-ordinator to work together to track behaviour incidents.</p> <p>Staff trained in PROACT-SCIPr-UK® plus a number of trained instructors in school to help reduce challenging behaviours</p>	<p>Focus on reducing behaviour especially those that require physical intervention.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. Behaviour support plans to help with this.</p> <p>Education Endowment Foundation (EEF)</p> <p>“Overall, the evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning.”</p>	<p>Weekly behaviour monitoring. Monitoring of behaviour and interventions put into place. Some budget used to incentivise pupils. Praise and rewards. Decreasing behaviour incidents tracked in SIMs</p> <p>Regular staff training in PROACT SCIPr which promotes a positive range of options for staff to use when pupils are in crisis. PROACT SCIPr instructors to continue with their training and complete their annual refresher tests.</p>	<p>Progress leaders</p> <p>PROACT-SCIPr-UK® instructors</p>	<p>March 2020</p>
<p>Increase pupil wellbeing and improve mental health</p>	<p>Appoint a mental health and wellbeing lead. Provide all staff with training and tools on how to help. Targeted support for those needing further help</p>	<p>Lockdown and being off school for 6 months has a huge impact on pupils.</p> <p>Mental Health foundation : Impacts of lockdown on the mental health of children and young people</p> <p>“With respect to returning to school, children and young people have reported having worries over losing the enjoyable aspects of school and the impact of social distancing on friendships. In particular, one survey reports that primary aged children worry about being away from home and transitioning between schools, whereas secondary aged children worry about increased academic pressures as well as catching COVID-19⁴².”</p>	<p>Mental health triage service, targeted support and monitoring of individuals progress feedback to PP co-ordinator, progress leaders and form tutors.</p>	<p>Mental health and wellbeing lead</p> <p>Progress leaders</p>	

Cygnets course for PP families	Pay for a Cygnets course for PP families so they have a better understanding of tools and strategies to use at home with their children.	If we can work with families and help them to support their child with different tools and strategies at home we can build greater relationships and improve barriers to education such as a lack of cultural capital and low attendance. Parents will feel more empowered to get their child into school by using the different strategies they have been taught.	Attendance register for the 7 week course Monitoring of attendance for those pupils whose parents have attended the course.		
Total budgeted cost					£6,000

Review of 2019-2020

Progress

	% of pupils in receipt of pupil premium on track to above expected	% of pupils not in receipt of pupil premium on track to above expected
English	73%	73%
Maths	83%	83%

Attendance

Average % attendance pupils in receipt of Pupil Premium	Average % attendance pupils not in receipt of Pupil Premium	National average SEN Schools
75.0%	78.8%	Statistic Release Cancelled due to Covid-19

Exclusions

Number of exclusions amongst Pupil Premium cohort	Number of exclusions amongst non Pupil Premium cohort	National average
0%	0%	Statistic Release Cancelled due to Covid-19

Year 11 Destination Data

All 6 Year 11 Pupil Premium pupils went onto further education. 2 have stayed at the Grange Park School site to study in KS5 and 4 have gone to the partnership colleges to complete various level 2 courses.