

Grange Park School Pupil Premium 2019-2020

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
- SALT
- Zones of regulation
- Extra teachers in English, Maths and Science at KS4

Individual Strategies for Pupil Premium Pupils

- Sensory equipment
- Individual resources
- Ipads 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	2019/20	Total PP budget	£30, 275	Date of most recent PP Review	March 2019
Total number of pupils	127	Number of pupils eligible for PP	29	Date for next internal review of this strategy	March 2020
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP	
% making expected or better than progress in English			98.4%	97.6%	
% making expected or better than progress in Maths			92.5%	96%	
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

2019/2020

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>A. All staff have been trained in using SCERTS and now the process needs to be embedded. Continuation of training for new members of staff. This will show all pupils make progress in relation to their diagnosis of ASC.</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.</p>	<p>SALT</p>	<p>The governing body will review progress and impact in May 2020.</p>
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<p>C. Increased progress in Reading, Writing and Mathematics for Pupil Premium 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>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>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>After school tuition in English and Maths for targeted PP pupils.</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 pupils areas of need.</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.</p>	<p>English and maths co-ordinators</p> <p>Pupil premium co-ordinator</p> <p>SLT</p>	<p>June 2020</p>
<p>D. Improved outcomes for most able pupils</p>	<p>KS3 weekly targeted interventions as an additional lesson.</p> <p>Numeracy and literacy interventions and strategies. Staff training in Read Write Inc, paired reading, Communication & Language. Specific</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 most able pupils will be challenged and make outstanding progress through additional lunchtime and after school sessions.</p> <p>Enrichment activities will provide pupils with the opportunities to develop skills, self-esteem and well being.</p>			
Total budgeted cost					£10,000
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>B. 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.</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.</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.</p> <p>Some KS3 intervention lessons will focus on reducing anxiety and increasing well being. Specialist input from the therapeutic team.</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.</p> <p>Students are more resilient in lessons, with less anxiety when trying new tasks. This progress will be evidenced through fewer incidents of refusal on the behaviour log through SIMS.</p>	<p>SALT</p> <p>Pupil premium co-ordinator</p>	<p>March 2020</p>
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C. 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 leaders Pupil premium co-ordinator SLT	March 2020
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Total budgeted cost £11,000

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?
E. 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 truancies. First day response provision.	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>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>	Progress leaders Pupil premium co-ordinator SLT	March 2020

<p>C. 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>Weekly behaviour monitoring. Monitoring of behaviour and interventions put into place. Some budget used to incentivise pupils. Praise and rewards. Decreasing behaviour incidents reported in SIMs 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>
Total budgeted cost					<p>£9,000</p>

Review of 2018-2019

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	98.4%	97.6%
Maths	92.5%	96%

Attendance

Average % attendance pupils in receipt of Pupil Premium	Average % attendance pupils not in receipt of Pupil Premium	National average SEN Schools
90.7%	93%	76.2%

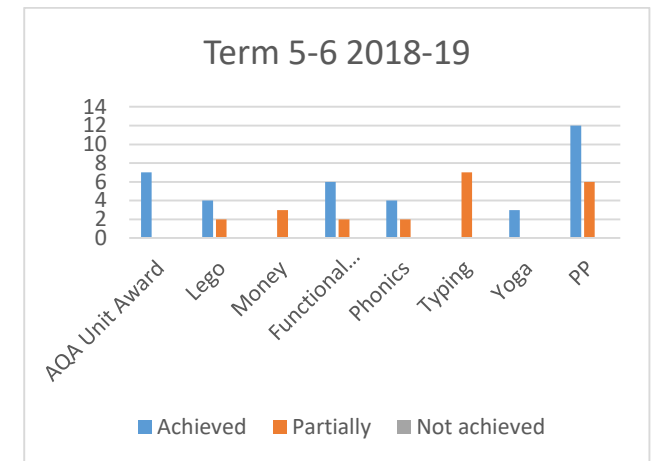
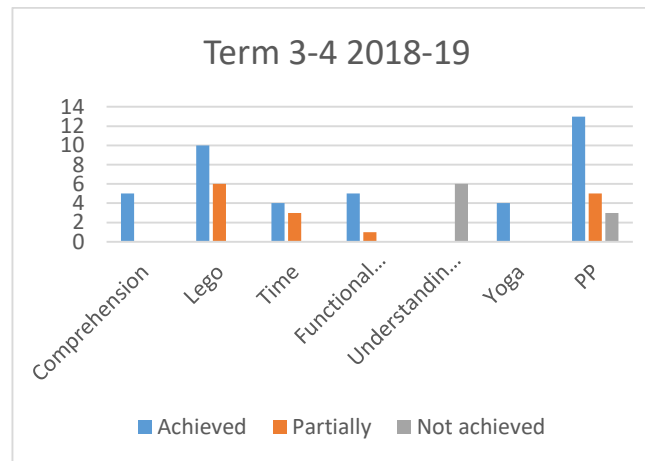
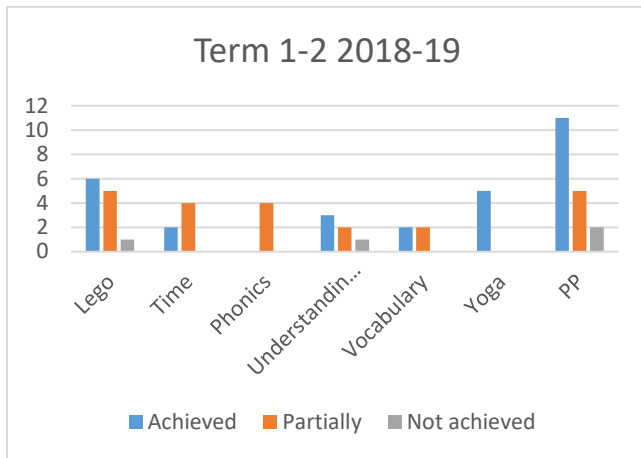
Exclusions

Number of exclusions amongst Pupil Premium cohort	Number of exclusions amongst non Pupil Premium cohort	National average
0%	0%	0.17%

Year 11 Destination Data

All 3 Year 11 PP pupils went onto further education. 1 pupil went to an alternative provision, 1 went onto college and the 3rd pupil is studying at a mainstream sixth form.

KS3 Intervention Data



The data shows that the KS3 PP pupils made excellent progress in their intervention lessons throughout the academic year. The number of PP pupils who achieved their target in each intervention is greater than the number of non PP pupils.