

Pupil Premium 2019/20 Strategy Statement

Grange Special School overview	
Pupils in School	190
Proportion of disadvantaged pupils	97
Pupil Premium allocation this academic year	110,330
Academic Year covered by Statement	2019-2020
Publish Date	November 2019
Review Date	July 2020
Statement authorised by	Headteacher
Pupil premium lead	Jane Jones
Governor lead	Anne Jones

In the 2019 to 2020 financial year, schools will receive the following funding for each child registered

- £1320 for eligible primary aged pupils
- £935 for eligible secondary-aged pupils
- Schools will also receive £2,300 for each looked-after pupil.
- Our current pupil premium allocation for the academic year 2019 – 2020 is £110 330 (51 x £1320 and 46 x £935) Additional to this £2300 is allocated as LAC Pupil Premium (1 pupil) that will be spent to fulfil those student's individual Personal Education Plans (PEPs) in line with current guidance. This will also be subject to in year adjustments (i.e. new Year 7 students joining us in September 2019)

Identifying which pupils the funding is attached to was completed via the DfE website, this list contains 97 students.

Disadvantaged pupil barriers to success

- Outcomes and progress can be impacted by a number of factors – all the pupils at Grange have a diagnosis of autism and additional complex learning difficulties. Pupils can also have additional medical or social, emotional or behaviour needs. As a school we have a strong focus on identifying barriers that each individual pupil premium pupil face.
- Attendance can be erratic for pupil premium pupils due to complex home backgrounds.
- Parental and multi-partnership working can be challenging to arrange for pupils where there are complex home backgrounds. Families can find it difficult to attend meetings with other services or to access short breaks for their children.

How we plan to spend academic year's allocation 2019-2020

The aim of Pupil Premium in the 2019 – 20 year is to narrow the progress gap between 'All Pupils' and those entitled to 'Pupil Premium'. However, we also recognise the need to maintain high standards for all. The plan is based on a tiered spending plan in three key areas:

1. Teaching
2. Targeted academic support
3. Wider strategies

The school has used research and supporting evidence from <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/> in order to develop this plan.

Strategy Aims for Disadvantaged Pupils Academic Achievement

2019-20 Choice of Focus area – Teaching

80% of pupil premium pupils to make outstanding in all strands of maths and English with no pupils making less than good.

The continued priority of the school is to develop outstanding quality first teaching. As a school we are committed to ensuring that teachers are supported to ensure the highest possible outcomes for our pupils. In order to develop this, we have developed a bespoke teaching, learning and assessment system in which all teachers are trained. The following are areas which are included in the pupil premium plan:

- The continued CPD offer for teachers and TA's across the school
- Attendance at MLQSL and MPQML for middle and senior leaders
- Maths mastery readiness programme
- Wave 1 Provision development and training – including multiagency working
- Middle leader position to support the development of teaching and learning
- Phonics and reading training
- Outstanding teaching assistant programme
- Continued development and refinement of assessment tracking system
- SLT Teaching and Learning Lead
- SLT data and outcomes Lead
- Zones of regulation training
- Structured learning environments development
- Curriculum coordinator training

From analysis of progress data for 2018 – 19 the curriculum areas chosen for 2019-20 pupil premium initiatives are:

- English: Reading
- Maths: Using and Applying

	All Pupils	PPP	None PP	Difference PPP/NPP
Reading	99%	99%	100%	-1% (1 pupil)
Writing	100%	100%	100%	Same
Speaking and Listening	100%	100%	100%	Same
Number	99%	99%	100%	-1% (1 pupil)
Using and Applying	100%	100%	100%	Same
Shape, Space and Measures	100%	100%	100%	Same

We chose these areas as using the 2018- 19 data a small difference in attainment between pupils premium and non-pupil premium pupils was identified.

Within these subject areas specific whole school targets have been established, to ensure the gap between pupil premium and non-pupil premium pupils can be closed.

Whole school Pupil Premium Targets 2019 - 20

80% of pupil premium pupils to make outstanding progress in all strands of maths and English.

Actions to diminish the difference

English Reading

- Use of TA literacy support for targeted interventions – better reading partners
- 15-minute focus area – individual/personalised resources purchased to ensure specific barriers to learning are addressed
- Staff CPD – whole school and class groups
- Regular moderation and workbook scrutiny to evidence progress over time
- Individual specialist staff training
- Development of the phonics tracking programme to ensure that progression in this strand is tracked in the same detail as reading/writing/speaking and listening.
- TLR lead for English to scrutinise pupil progress in reading, and to work with the SLT lead for outcomes to ensure appropriate interventions are put into place for pupils not on track
- Specific assessment for pupils who have a Specific Literacy Difficulty

Maths: Using and applying

- 15-minute focus area – individual/personalised resources purchased to ensure specific barriers to learning are addressed
- Staff CPD – whole school and class groups
- Regular moderation and workbook scrutiny to evidence progress over time
- Development of how maths and training on “Mastery of maths”
- TLR lead for Maths to scrutinise pupil progress in using and applying, and to work with the SLT lead for outcomes to ensure appropriate interventions are put into place for pupils not on track
- Resources to support the teaching and curriculum development in maths – using and applying

Targeted academic support

In addition to the continued development of outstanding quality first teaching, we aim to ensure suitable, targeted support for pupils when needed. The development of wave 2 provision is need lead and a half termly provision map will be created to map provision and outcomes across the school

- Handwriting groups
- Sensory Circuits
- Communication groups
- Lego therapy
- On site Speech and Language Staff
- Occupational Therapy
- Support for Learning team
- Social skills group
- AAC Assessments
- Horticulture therapist
- Music therapist
- Anxiety groups – supported by CAMHS
- SpLD Assessments
- Behaviour support

All interventions will be monitored for impact using individual targets set for pupils.

Strategy Aims for Disadvantaged Pupils – Wider Strategies

Wider Strategies – the pupils who attend Grange school often come to us with multi-layered complexities. As a school we aim to ensure that wider barriers to learning are identified and addressed.

- Attendance strategy
- Development of breakfast and afterschool clubs and provision
- Family support worker
- Increasing family access to CAMHS
- Increasing pupil access to short breaks and community access
- Support for families to attend annual reviews and parent's meetings
- Family Support Group and supportive sessions
- Autism awareness for parents and families
- Development of baby and toddler sensory sessions for siblings of pupils

Monitoring and Implementation

Teaching:

To monitor progress on attainment, the cycle of data collection and the monitoring and tracking introduced at Grange will be used to inform student progress and enable the early identification of need, support and appropriate intervention for all students, including this particular cohort.

Targeted Support:

All interventions will be monitored for impact using individual targets set for pupils; these will be monitored by the support for learning SLT lead alongside appropriate curriculum coordinators

Wider Strategies:

Time will be allocated to ensure there is time available for family support worker and the SFL team to work out the wider strategy actions. Attendance data to be analysed to ensure that differences between PPP and NPP are diminishing.