

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 academic year only) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Grantham Additional Needs Fellowship: GANF
Number of pupils in school	Ambergate site - 172 Sandon site - 78 GANF – 250
Proportion (%) of pupil premium eligible pupils	PP – 50% (125 pupils) CiC – 2.8% (7 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-25
Date this statement was published	October 2023
Date on which it will be reviewed	October 2025
Statement authorised by	S Plamenova
Pupil Premium Lead	
GANF Local School Board Lead	David Burling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114 235
Recovery premium funding allocation this academic year	£106 233
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	£220 468

Part A: Pupil Premium Strategy Plan

Statement of Intent

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We aim for disadvantaged pupils to have access to a wide range of interventions and strategies in school to meet their SEND needs.

We will provide an intensive pastoral support service for pupils with a focus on well-being and self-regulation strategies. We will aim for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at GANF.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and research. The approaches we have adopted complement one other to enable pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Eligible for PP pupils may lack life experiences and opportunities for community participation.
2	Eligible for PP pupils may have a lower emotional literacy level than their peers within school and may not come to school ready to learn.
3	Eligible for PP pupils are at a further disadvantage with their speech and language development as well as social skills.
4	Eligible for PP pupils may have a more complex home lifestyle impacting attendance and lower parental engagement.

Strategy Aims

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.

Academic Achievement	
Intended outcome	Success criteria
PP Pupils make at least expected progress, in line with their personalised targets in English, Maths and PSHE.	PP pupils will sustain outstanding outcomes in key curriculum areas. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
PP pupils access SALT interventions and strategies including use of AAC to develop communication skills.	PP pupils will make at least expected progress or more in this area. This will be evidenced through Communication Tracker, SmallSteps and English curriculum.
PP pupils have access to enrichment activities with a focus on improving engagement in school life and improving attendance.	Enrichment is part of the curriculum offer as well as individual timetables. This is complimented by educational visits and residential trips that link to curriculum topics and offered on a termly basis. Attendance data is in line or above data for non-disadvantaged pupils.

Wider Outcomes	
Intended outcome	Success criteria
PP pupils access support from the Pastoral team and relevant interventions such as ELSA to develop strategies to manage well-being.	Pupils are provided with pastoral support to raise self-esteem, resilience and to fulfil mindful lives.
PP pupils have appropriate strategies to develop self-esteem and pro social behaviours to engage in wider community.	Qualitative data from pupil voice, pupil and parent surveys is strong and positive. Behaviour data analysis shows reduction of incidents because of timely personalised interventions.
PP pupils have appropriate strategies to develop self-regulation techniques.	Behaviour incidences continue to reduce due to wide range of strategies-from whole school to individual programmes.

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 (for example, CPD, recruitment and retention)

Projected costs: TA2 x 2; Behaviour Mentor x1; Team Teach training; Mental Health and Wellbeing training

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English Lead to deliver CPD for all staff on phonics delivery and reading interventions.</p>	<p>EEF Reading Comprehension Strategies:</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension.</p> <p>Supporting struggling readers requires a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p>	<p>2, 3</p>
<p>Purchase of phonics scheme of work (2024/25), staff training and delivery to whole classes, small groups and individuals. CPD provided by outside provider/English lead.</p>	<p>EEF Phonics:</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the</p>	<p>2, 3</p>

	<p>explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Projected cost: TA2 x 2; SALT interventions; Mastery Maths training

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils have access to first quality teaching.	<p>The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, makes continual reference to the importance of quality first teaching. “We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom”.</p> <p>Lesson visits, Work scrutiny, Deep dives, Evidence for Learning, Engagement Model, Parent surveys</p>	1, 2, 3
Behaviour mentor/interventions TA	<p>EEF Oral Language Interventions:</p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that</p>	1, 3, 4

	are delivered one-to- one also have larger impacts.	
Enrichment & Physical Activity	<p>EEF Outdoor Adventure Learning:</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Use of movement breaks and planned activities to support attention and increase engagement in learning.</p> <p>The use of sensory circuits, Rebound therapy and play-based approaches to support learning.</p>	1, 2, 4

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

Projected cost: ELSA training; Sensory Processing training; Social Pedagogy training; Staff cover time

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the emotional literacy of pre-verbal PP pupils enabling them to be ready to learn.	Access to emotional literacy specialists trained at GANF and external support services, delivering interventions and sharing expertise	2, 3
Self-esteem and wellbeing through the Arts. Zones of regulation	<p>EEF Arts Participation:</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of</p>	1, 2, 3, 4

	<p>the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p> <p>'Zones of regulation' are used across the school in a systematic way to enable pupils to recognise and manage their feelings.</p>	
<p>Sports, physical therapies and school clubs.</p>	<p>EEF Physical Activity:</p> <p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>1, 2, 3, 4</p>

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 2022 to 2023 academic year.

Current data shows the following regarding pupils who met their end of year targets:

<u>2022/23</u>	Percentage of PP pupils that made at least expected progress against their PLIMS targets	Percentage of non-PP pupils that made at least expected progress against their PLIMS targets
Communication & Literacy	70%	83%
Cognition & Numeracy	100%	96%
Personal, Social & Emotional Development	87%	66%

Bullet points from EEF report

- EEF Behaviour Interventions – The use of targeted approaches that are tailored to pupils' needs.
- EEF Feedback - Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation.
- EEF Mastery Learning – The use of teacher-led, whole-class teaching; common lesson content for all pupils.
- EEF Self-Regulation - Self-regulation and metacognition strategies work through pupils monitoring and evaluating their own learning strategies.
- EEF Oral Language - Explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.
- EEF Physical Activity - It is crucial to ensure that pupils' access to high quality physical activity for the other benefits and opportunities it provides.
- EEF Reducing Class Size - Reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.
- EEF Teaching Assistant Interventions - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.