

Pupil premium strategy statement

School overview

Metric	Data
School name	The Grove School
Pupils in school	45
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£15,365
Academic year or years covered by statement	2021 - 2022.
Publish date	1 st June 2021.
Review date	1 st June 2022
Statement authorised by	Mrs Penny Derries
Pupil premium lead	Mrs Penny Derries
Governor lead	Mr Robert Curry

Disadvantaged pupil barriers to success

Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces.

Outcomes can be significantly impacted on due to a child's physical health, this can mean that they are off school in hospital, unwell at home or having to attend lots of health appointments. The child may also be unable to access the curriculum at different times of the day due to medication or poor concentration due to lack of sleep.

Outcomes can be effected by the child's self-esteem and how they see their learning abilities, this can also be impacted on by what has happened in their past and by their previous schooling experiences.

Outcomes for children can be impacted on by parental attitude and perception of their child's abilities, this can be that parents feel a child can do more or less than they are capable of and can affect life choices due to this perception. The parents can also make choices about what their child does at home that can negatively impact on their life chances, this can include not enabling them to access the wider community due to fear of abuse or perceived dangers.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in literacy	Pupils record at least expected progress from their baseline or their	July 2022

	assessed level by July 2022	
Improve writing performance of PP pupils	50% of all PP pupils make at least expected progress in writing with no pupils making less than their targeted percentage increase	July 2022
PP pupils in KS4 make expected levels of literacy and numeracy	80% of KS4 pp students gained recognised ASDAN qualifications through targeted teaching. Were it is appropriate the pupils will set other recognised qualifications this is noted as part of the School Development Plan	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact
To ensure positive behaviours in all pupils attracting PP	Robust and supportive behavioural support is in place for every PP pupil and these strategies are consistent across school. Pupil passports are up to date to ensure that all staff are able to follow the school policies on behaviour. Training takes place to support staff with behavioural strategies and theories.
To ensure that pupils have access to information about activities in the wider community.	School works with outside agencies to try and develop different opportunities for pupils outside of the school day. School facilitates different activities occurring in the school building and grounds where the resources are available for the complex pupils that attend the school
Support for extra-curricular activities including the annual school residential holidays	Selected pupils to attend residential holidays.
Support for weekly trips out on the school mini-bus	All pupils to be able to develop their social skills through weekly community based learning. Pupils to be able to take part in community based projects such as the Allanton Village garden.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Development of literacy interventions that target writing

Priority 2	To source and use a new method of assessing progress in English and Maths to replace the functional skills qualifications
Barriers to learning these priorities address	The lower levels of attainment in writing than other areas of literacy and the lack of external qualifications suitable for the learners in the school
Projected spending	£2,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Programmes to include Emotional Literacy interventions to develop pupils self esteem
Priority 2	For the PHSE and RSE policies to be finalised and in operation throughout the school.
Barriers to learning these priorities address	Capacity within the school staff to release staff for training and for PPA time to plan interventions
Projected spending	£2,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that teaching staff have adequate time to plan for individualised learning	Use of additional funding to enable full days for PPA time.
Targeted support	Ensure that enough time is given to Emotional Literacy lead and English lead to support planning for individual pupils	Use of additional funding to enable full days for PPA time.
Wider strategies	To develop and implement the Post-14 curriculum to focus on 'Preparation for Adulthood' whilst fitting into the ethos of our school curriculum.	Use of additional funding to enable full days for PPA time.

Review: last year's aims and outcomes

Aim	Outcome
To support pupils to access equipment that can enhance their play both indoors and outdoors.	Equipment has been purchased to that will enable this to happen in school.

Aim	Outcome
To use to pay for additional Occupational Therapy support for pupils.	Additional support has been bought in to ensure that pupils receive the OT that they need to fulfil their potential.