

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ganton
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	5.9.23
Date on which it will be reviewed	31.7.24
Statement authorised by	Alec Young (HT)
Pupil premium lead	Alec Young
Governor / Trustee lead	Ian Ibbotson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111540
Recovery premium funding allocation this academic year	£37694
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	£149234

Part A: Pupil premium strategy plan

Statement of intent

Ganton School is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years. 88% of pupils live in the 20% most deprived households nationally (IDACI 2021).

Ganton has a higher-than-average number of disadvantaged pupils. We want to make sure that pupils are not further disadvantaged by the compounding challenges they and their families face by having a special educational need. A driving principle behind our pupil premium is that work to address disadvantage should be targeted, but also considered within the context of the pupils' broader existing needs in the school.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our overall aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults. To meet this aim we recognise that the pupils' and their families' broader needs require support.

Focusing on person-centred reviews of pupils' needs and provision will ensure that pupils are safe and well, and upon this foundation pupils will make strong holistic progress across a wide range of measures. Our strategy is forward planning and aims to achieve sufficiency and sustainability in improving pupil and family outcomes, with reference to [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school.
- Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers. This needs to be heavily supplemented with specialist support and intervention.

Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have severe and complex learning difficulties, resulting in severe communication difficulties, sensory and emotional regulation needs. As such pupils at Ganton require access to a diverse and heavily differentiated curriculum that takes into account progress towards EHCP targets. This particularly impacts on disadvantaged pupil's ability to access learning, including the fundamental skill of reading.
2	Complex factors impact upon our pupils and their families, particularly disadvantaged families. These are often linked to the child's disability e.g., accessibility of home: school relationships for parents, limited community participation and social isolation.
3	Parental support and engagement in the EHC process is variable and particularly for our disadvantaged pupils. Pupils' progress and their wider development are maximised when we can secure parental support and engagement with the school.
4	Due to their disability our pupils have limited social and cultural experiences outside of school, particularly disadvantaged families. This impacts on their wider learning, inclusion, and positive self-esteem.
5	Navigating adult services is incredibly challenging for our pupils and their families. It is essential that the school supports this process to ensure all our pupils move on to high quality provision, particularly disadvantaged families.
6	Whilst attendance is above the national average for special schools, some pupils have low attendance due to health needs or exceptional circumstances, particularly disadvantaged families. This then restricts their access to education, as many of pupils are unable to access learning remotely.

Intended outcomes

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.

Intended outcome	Success criteria
Disadvantaged pupils' severe and complex learning difficulties, particularly their communication and sensory needs are well-supported. Consequently, pupils can access learning and reach their full potential.	<p>By 2024-25</p> <ul style="list-style-type: none"> - Disadvantaged pupils will progress and achieve across a broad range of holistic measures. - The school curriculum is aligned and supportive of disadvantaged pupils' personalised learning needs. - There is no distinguishable gap between the attainment of disadvantaged and non-disadvantaged pupils. <p>By 2023 – 24</p> <ul style="list-style-type: none"> • teachers to refine and embed pedagogy with regards the

	implementation of curriculum at Pre subject specific level of development
Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.	<p>By 2024-25</p> <ul style="list-style-type: none"> - Parents work in partnership with the school to identify and support their children with personalised learning outcomes. - 100% of disadvantaged families will attend and engage in the EHC process. <p>By 2023 – 24</p> <ul style="list-style-type: none"> • Embed protocols that address pupil's barriers to progress with regards PFA in line with curriculum intent and progression documents. Focus on provision, environment and links to planning (whole school). • Increased parent voice through series of parent forum events
Improved attendance	<p>By 2024-25</p> <ul style="list-style-type: none"> - Our school attendance will be consistently higher than the national special school average. - The attendance gap between disadvantage pupils and others is in line with national average <p>By 2023 – 24</p> <ul style="list-style-type: none"> • PD lead to continue to embed protocols that address pupil's barriers to progress with regards Behaviour Attendance and wellbeing. Collaborate with trust partners (SF and PP) to ensure an analysis of specific attendance codes shapes intervention.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>By 2024-25</p> <ul style="list-style-type: none"> - All disadvantaged pupils will access high quality community learning activities that prepare them for successful transition to adult placements. <p>By 2023 – 24</p> <ul style="list-style-type: none"> • Leaders will continue to develop the implementation of the Gatsby Benchmark in school to ensure that wider curriculum planning provides pupils opportunity and exposure to a broad range activities that extends

	beyond academic, technical or vocational.
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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)

Budgeted cost: £ 73124.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Mentoring and coaching</u> Release of key staff members including curriculum lead to develop rolling CPD programme for Early reading and school SSP (Rocket Phonics) to ensure that curriculum implementation is consistent and has a strong link to the DfE Early Reading Framework. Create opportunities for key staff to collaborate with third parties to develop phonological awareness as part of reading and</p>	<p>Creating a positive and supportive environment for all pupils means placing support for pupils with SEND at the heart of school priorities—being inclusive by design. This approach to pupils with SEND should be reinforced in the language, activities, routines, and strategies across the classroom as well as whole school settings https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</p> <p>Most studies comment on the importance of training and professional development, and supporting early years practitioners with the implementation of different approaches.</p> <p>Communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds Education Endowment Foundation Early Years Toolkit - communication and language approaches</p> <p>Implementation is a key aspect of what schools do to improve, and yet it is a domain of school practice that rarely receives sufficient attention. In our collective haste to do better for pupils, new ideas are often introduced with too little consideration for how the changes will be managed and what steps are needed to maximise the chances of success. “Ultimately, it doesn’t matter how great an educational idea or intervention is in principle; what really</p>	<p>1 and 4</p>

<p>communication intent and implementation</p>	<p>matters is how it manifests itself in the day-to-day work of people in schools.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-download-the-guidance-report-and-poster</p>	
<p>Further improve outcomes in basic skills subjects by: reviewing and refining the mathematics curriculum, so that it identifies specific knowledge components and representations to ensure all teachers are able to plan effective sequences of lessons which meet the learning needs of all pupils with a focus on math mastery.</p> <p>reviewing plans for writing, considering what to teach when (texts, genres, component knowledge) and how (an agreed approach – such as Talk for Writing).</p>	<p>Curriculum implementation – Middle leadership/ subject leadership</p> <p>EEF recommendation 2: Create a leadership environment and school climate that is conducive to good implementation.</p> <ul style="list-style-type: none"> • Set the stage for implementation through school policies, routines, and practices. • Identify and cultivate leaders of implementation throughout the school. • Build leadership capacity through implementation teams. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-download-the-guidance-report-and-poster</p> <p>EEF recommendation 4: Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.</p> <ul style="list-style-type: none"> • Develop a clear, logical, and well-specified implementation plan: • Specify the active ingredients of the intervention clearly: know where to be ‘tight’ and where to be ‘loose’. • Develop a targeted, yet multi-stranded, package of implementation strategies. • Define clear implementation outcomes and monitor them using robust and pragmatic measures. • Thoroughly assess the degree to which the school is ready to implement the innovation. • Once ready to implement an intervention, practically prepare for its use: • Create a shared understanding of the implementation process and provide appropriate support and incentives. • Introduce new skills, knowledge, and strategies with explicit up-front training. • Prepare the implementation infrastructure. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-download-the-guidance-report-and-poster</p> <p>PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION – sections 1 and 5</p> <ul style="list-style-type: none"> • IMPROVING VOCABULARY • INTRODUCING KNOWLEDGE ORGANISERS 	

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Example-of-Implementation-Plans.pdf?v=1635355218	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32831.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF(educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Best evidence on impact of Covid-19 on pupil attainment, Educational Endowment Foundation, EEF</p> <p>https://educationendowmentfoundation.org.uk/public/files/Covid-19_disruptions_attainment_gaps_and_primary_school_responses_-_May_2021.pdf</p>	1
Additional intervention programme for disadvantaged pupil to supplement daily phonics session as part of the Phonics tutoring Programme (Rocket Phonics)	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	

And Phonological awareness programme.		
Increased level of small group tutoring/ support in-order to increase opportunities for application of life skills covered as part of whole school curriculum intent.	<p>Targeted work to support young people to develop and maintain friendships and relationships supports them to access their community and feel safe and confident. Friends, relationships, and community inclusion (preparingforadulthood.org.uk)</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 4 and 5

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

Budgeted cost: £ 43277.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil centred reviews refined so that targets are in line with overall curriculum intent and progression guidance. Use of data should be related to appropriate curriculum progression. Reviews at end of key stage should include additional information about agreed end points in	<p>We sometimes use data that we have to hand rather than what we need. Examine information from a range of sources to build a rich picture of the issue, recognising the strengths and weaknesses of different sources. Find the quiet trends in the data. Go beyond the headlines and explore the variation.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf?v=1635355218</p> <p>“There is a strong consensus across America and England that a structured process of formative assessment as described in section 1.1.2 is a sound logic model for action to identify and then address needs in cycles of increasing refinement”</p> <p>extract taken from Section 7- <i>Evidence on assessment and identification of learning needs</i></p> <p>7.3 How best can teachers accurately and usefully identify the learning needs of pupils with SEND and use this to inform educational provision?</p>	

<p>relation to the four key areas and end of KS 5 predictions. The annual review process to reflect pupil and parental voice.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</p>	
<p>The Head Teacher and Attendance lead will regularly review attendance patterns and develop a wider school strategy to develop an embedded culture of high expectations for attendance for disadvantaged pupils</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind: School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	<p>6</p>
<p>Link pastoral and curriculum through defined roles for key staff that include responsibilities within the school. With a view to improving SEMH outcomes for pupils alongside creating a culture of wellbeing</p> <p>Focus on:</p> <ul style="list-style-type: none"> • parental awareness with regards support services • differentiated waves of intervention that follow curriculum intent and consider the impact of COVID 19 (PHSCE) 	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> <p>MHST (Mental Health Support Teams) contribute towards the NHS long-term plan by delivering evidence-based interventions for mild-to-moderate mental health issues. The MHSTs provides a tailored offer of direct interventions to individuals, groups of children, school staff and parents: NHS England » Mental health support in schools and colleges and faster access to NHS care / Mental Health Support Teams – Hull CCG</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4, 5 and 6</p>

<ul style="list-style-type: none"> • Collaboration with relevant services in relation to intent, implementation and impact. (HeadStart, CAMHS, MHST, Womens Aid and MESMAC) <p>Release staff to take part in targeted CPD and deliver interventions as wellbeing Champions</p>		
<p>The community safeguarding officer and Key Stage Leads (AHT) will liaise and work with disadvantaged students, their parents, adult social work teams and local partners to ensure that receiving services are knowledgeable about our student' needs.</p>	<p>Some young people aged 13-19 need a transition plan to help them with their transition into adulthood. This plan is particularly important if the young person needs additional support in school or college, or from Health and Social Services: Transition Planning (preparingforadulthood.org.uk)</p>	<p>5</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

2022 – 2023:

Area 1: Pupil Centred Reviews for disadvantaged pupils demonstrate progress across all the 4 areas of need, as set out in the SEN code of practice

Cohort analysis in 2022-23 suggested that the progress of disadvantaged pupils at Ganton was comparable to previous years meaning that outcomes were generally in line with what we expected. Leaders have refined curriculum documents in basic skills increasing the accuracy of assessment. The focus on curriculum mastery has seen a shift towards assessment for learning rather than assessment against national milestones, meaning progress is tracked against individual pupil outcomes. A comprehensive monitoring calendar (Moderation events, PCR, IEP review) combined with the AR process allows all key stakeholders to effectively assess impact and plan effective next steps.

Cohort Data			
	Reading	Writing	Maths
PKS1	18%	23%	13%
PKS2	13%	25%	21%
PKS3	18%	6%	16%
PKS4	6%	6%	10%
PKS5	15%	13%	16%
PKS6	6%	5%	1%
EM	22%	22%	22%

Leaders report that:

22% of pupils were assessed under the Engagement Model (EM), as such pupils in this cohort were not accessing subject specific learning. 100% of these pupils made expected progress in the following areas: Expressive Communication, receptive communication, exploration, realisation, anticipation, persistence, initiation, social affection and emotional affection. This data is comparable to whole school trends. Moderating events with other HET partners have taken place to quality assure the judgements leading to the data above. These are to continue and take place termly in the next academic year to support with triangulation of impact against the EM. The implementation of the Sensory and Communication curriculum continues to be a strength for the school. Teachers assess pupil's needs against the relevant frame work and leaders support to ensure that provision maps effectively reduce barriers to learning.

Collaboration with SALT and sensory Hub ensure that pupil receive the most appropriate intervention where necessary.

78% of pupils have been exposed to subject specific learning. These pupils have been assessed against the pre key stage standards. The aforementioned curriculum refinements mean that units of work are now closely aligned to PKSS in Maths and English (reading and writing). In **reading** leaders report that the Implementation of the rocket phonics SSP continues to be strong. Collaboration with trust partners and Newcastle University has seen a successful role out of the Phonological Awareness intervention programme. Initially the intervention has been delivered to a target group of pupils for whom phonics SSP is not appropriate. Leaders will continue to refine and embed this next year. Leaders have also collaborated with HET partners to design a 'functional reading' curriculum that is aimed at older pupils for whom phonics is not appropriate. This will continue to be a school improvement priority next year. In **Maths**, collaboration with leaders across the trust and Adam Unwin Berry (maths consultant) has resulted in detailed medium term plan documents. As a result teachers are fully aware of what should be taught and when. The school has also invested heavily in manipulatives to ensure that teachers have all of the tools necessary to implement the curriculum effectively. Leaders continue to refine assessment mechanisms and are currently piloting a new framework that is proving to be effective, this will continue to be a school improvement priority next year.

Leaders have refined the PfA and foundation curriculum to ensure that documents are in line with those in place for basic skills. In KS5 MTP are now closely linked to foundation curriculum documents to ensure that pupils are given opportunities to build scheme related to building independence in the 4 broad curriculum areas.

Area 2: Increased participation with families, through face-to-face events.

The school has seen excellent participation in events throughout the school year. Pupils have multiple opportunities to take part in whole school events and activities throughout the year. Activities are planned for as part of the school's enterprise curriculum and joint worship calendar. The following events have taken place:

- Three Enterprise Events, (Christmas fayre, Farmers market and the Summer Fate)
- Communal worship assemblies
- Stay and plays for families
- Parents evenings
- Sporting events
- Weekly Café
- Parent workshops and forums (mental health support team focus)

- Careers fair

Leaders have collaborated with parents to improve communication. A series of parent forum events are planned next year.

Area 3: Percentage of disadvantaged pupils who are persistently absent will reduce.

After refining attendance protocols the average attendance for pupils at Ganton has seen improvement this year. The impact for PP pupils has been positive. The overall average for PP pupils is 91% and this is in line with the whole school average. This figure also represents a 1% improvement on the previous year. However when the attendance figures of 3 pupils (who have either been subject to a change in primary need to SEMH or medical issues that are associated with an established physical disability) are removed then the average for PP pupils rises to 93% in comparison to the whole school average of 91%. In addition to this the proportion of pupils who are classed as PA (less the 90% attendance) for PP pupils is 30% which is comparable with the whole school average and represents a 2% improvement on the previous year.

Area 4: We will re-establish links with the local community for pupils. Intent and implementation of community visits will be linked to pupils level of development and will be consistent

Leaders have refined curriculum intent and developed a staged approach to progression that allows for planning to be specific with regards level of development and not key stage. Learning is sequenced with units of work attached to foundation subject that have focused community visits around curriculum intent. For example, in DT, pupils learning about bridges will have the opportunity to visit the Humber Bridge as directed in the scheme of learning. Refinements to PfA curriculum documentation means progression guidance statements are explicit and pinpoint exact knowledge in relation to “Community inclusion”, “independent travel” and “independent leisure”.

Externally provided programmes N/A

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional) N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.