

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 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	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	5.9.24
Date on which it will be reviewed	5.9.25 (Yearly)
Statement authorised by	Alec Young (HT)
Pupil premium lead	Alec Young
Governor / Trustee lead	Alan Newlove (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101709
Recovery premium funding allocation this academic year	£ NA
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	£101709

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 2027-28</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 2024 – 25</p> <ul style="list-style-type: none"> • Ensure the four principals of the EYFS underpin effective practice in the care,

	development and learning for pupils in Stage 1 2 of the curriculum
Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.	<p>By 2027-28</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 2024 – 25</p> <ul style="list-style-type: none"> • Develop parental engagement to promote the importance of joint working through a series of events (targeted parents) • Facilitate collaborative projects with services (parent workshops) as part of the refine wellbeing waves
Improved attendance	<p>By 2027-28</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 2024-25</p> <ul style="list-style-type: none"> • Work with partners to implement ATTEND framework in collaboration with parents and families
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community, develop skills vital to build independence and make successful transition to appropriate next steps	<p>By 2027-28</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. - Further develop monitoring and CPD opportunities in relation to teaching and learning with a focus on current research and theory with regards instruction coaching <p>By 2024 – 25</p> <ul style="list-style-type: none"> • Leaders will continue to develop trust wide TD programme. Developing a calendar of CPD opportunities to embed principals introduced 23/24. Focus will now be on Group coaching model to ensure the efficient use of teaching strategies (module B) in relation to

	developmental level and stage of curriculum.
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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: £ 49837.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to refine and embed high quality teaching, assessment and a broad and balanced curriculum which responds to the diverse needs of the Ganton population. (Pre subject specific Engagement, Semi formal and formal curriculum intent and implementation)	<p>Consideration of Curriculum design:</p> <p>Small Steps: Working memory (where information is processed) has a limited capacity. For this reason new material should be presented in small steps with student practice after each step. (Rosenshine, 2012)</p> <p>Prior Knowledge: Research emphasises the need to build on pupils' prior knowledge and experience when teaching new content. Pupils build on prior knowledge to develop increasingly complex mental models (schemata). See the video below for a further explanation of schemata (Psychology Today, 2020).</p> <p>Prior knowledge also supports deeper learning by supporting the ability to analyse critically. Critical analysis requires extensive factual knowledge. (Willingham, 2009)</p> <p>Spaced Practice: Headteachers need to ensure teachers make the best use of pupil practice to support recall and understanding. "Information is often withdrawn from memory just as it went in" but usually, we need pupils to remember "what information means and why it is important." (Deans for Impact, 2015).</p>	1,2
Professional development to support the implementation of a researched based approach to	<p>Effective pedagogy: Before considering the research about effective teaching, it is worth noting that this is a continually developing field. As <i>Coe et al.(2014) note, "one of the features of research on effective practices is that there are a number of reviews available with quite different claims about what characteristics of teacher practice are associated with improved outcomes."</i> So, while there are aspects of research which are widely agreed, leaders will want to</p>	1,2

ensure pupils learn the intended curriculum using effective teaching strategies	<p><i>make sure that colleagues are able to critically review the research. (Coe et al., 2014).</i></p> <p>Headteachers need to ensure teachers are aware of the common misconceptions about learning that could lead to ineffective teaching. Time wasted trying to address a variety of learning styles could be better spent planning how to teach in ways appropriate to the context and needs of pupils and targeting interventions. <i>Deans for Impact (2015). The science of learning</i></p>	
Support the recruitment and retention of staff: deployment of additional cover time for designated support staff to take part in SEND specific CPD – Supporting pupils to improve progress and outcomes for all	<p>“School leaders should rigorously define the role of TA’s and consider their contribution in relation to the drive for whole school improvement” (EEF Making the best use of Teaching Assistants)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Based on three systematic reviews (Sutton et al., 2019; Sharma & Salend, 2016; Farrell et al., 2010), it is clear that schools should deploy TAs with care, when used to support the progress of pupils with SEND.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1720694751</p>	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22375.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to support the population of pupils with complex needs who are working below subject specific knowledge. Focus on Communication, Sensory	<p>The effectiveness of small group interventions, away from the main class increase if three questions are considered in making sure they provide a good fit in a given context:</p> <ul style="list-style-type: none"> • Is this the right intervention for the pupil? • Can we provide the support required for our staff to deliver the intervention well? • Are we able to dedicate the time and resources required to implement the intervention well?" EEF (2020) <p>Use of Teaching assistants: The effective use of TA’s To deliver high quality one to one and small group support using structured interventions: Research shows a consistent impact on</p>	1

processing, and health needs.	attainment of approx. 3-4 additional months (EEF Making the best use of Teaching Assistants)	
Teaching assistant deployment to support children who are able to access the formal curriculum in relation to basic skills (Maths and English – reading/writing/oracy). Direct intervention or small group work in class.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver</p> <p>Most of the evidence relates to reading and other aspects of literacy. Impact is lower for mathematics in primary schools (+ 3 months).</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=targeted%20intert</p>	1,2

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

Budgeted cost: £ 29495.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further refine Ganton's Health and Wellbeing protocols to ensure the community (pupils, families and staff) have access to high quality intervention and support in relation to behaviour, health and attendance.	<p>It is now well accepted that health related quality of life (HRQoL) in childhood, the multi-dimensional concept that includes domains related to physical, mental, emotional, and social functioning, has a long arm into adulthood</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Healthy_Minds.pdf?v=1720697968</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><u>Day et al.'s (2010)</u> study of schools that had improved pupil learning outcomes found that "for all heads, building and improving the reputation of the school and engaging with the wider community were essential to achieving long-term success." They found that effective schools and their leaders</p>	3,4,5,6

<p>Ensuring that a multi agency approach to planning, implementation and assessment is systemic and embedded.</p>	<p>forged strong links with key stakeholders and had developed positive relationships with community leaders and other organisations.</p> <p>There is strong evidence that whole-school approaches to behaviour management create the coherence and consistency necessary for establishing and sustaining a positive, predictable and safe environment and are particularly effective when complemented by targeted supported for pupils with behavioural needs.</p> <p>"Among behaviour interventions, those at whole-school level more consistently improve attainment outcomes." (EEF, 2019)</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:</p> <p>School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	<p>3,5,6</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 	<p>The evidence highlights the importance of developing trust-based relationships alongside accountability. Rincón-Gallardo and Fullan (2016) found that in effective networks, members prioritise the development of strong relationships of trust and internal accountability. They note that “trust is crucial to engage in challenging conversations when there are breaches to shared agreements or when poor/inadequate performance needs to be called out. More importantly, trust is fundamental for group members to open up to acknowledge what they do not know and to learn in public, a fundamental precondition for learning and growth.” (Rincón-Gallardo and Fullan, 2016)</p> <p>However, they caution leaders to be patient as developing trust and internal accountability takes time.</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>3,5,6</p>

<p>support services</p> <ul style="list-style-type: none"> differentiated waves of intervention 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 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: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents</p> <p>Building effective relationships with parents is shown to improve pupil progress. Leaders will want to promote effective teacher-parent relationships for the benefit of pupils. Coe et al. (2014) found that there is some evidence that professional behaviours like liaising and communicating with parents has a positive impact on pupil learning.</p>	
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Total budgeted cost: £ 101709

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 2023 to 2024 academic year.

2023-24 :

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 2023-24 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.

Leaders report that:

26% 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.

74% 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. Early phase reading curriculum has been refined to include Phonological awareness and environmental sounds. In **Maths**, collaboration with leaders across the trust and Maths experts has resulted in a comprehensive set of MTP. The maths lead will continue to monitor the effectiveness of plans against curriculum intent as part of the monitoring calendar. Leaders continue to refine

assessment mechanisms and are now using an assessment tool to underline which areas of the curriculum for which pupils are fluent.

Writing leads have now successfully designed a writing framework that maps out writing progression along with suggested teaching methods appropriate to each stage of the document. This will continue to be a focus next year.

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, restaurant service, Chatsworth market place
- Parent workshops and forums (mental health support team focus)
- Careers fair
- Collaboration with the mental health support team to deliver targeted behaviour workshops for parents.

Throughout the year the school has organised parent forum events designed to promote engagement and awareness of school matters. These have been well attended. Parents were given the opportunity to feedback on whole school matters. I am pleased to say that 100% of responses from questionnaires showed that parents felt their pupils were safe and well cared for. More of these events have been planned for 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 national average for attendance in a special school sits at 87% pupil premium children here at Ganton are currently 91.28%, this is significantly better than a typical SEN school and is also an improvement on our own data from last year where PP pupils were at 91% attendance. Nationally persistent absence sits at 38.6% PP pupils at Ganton have a PA rate of 25.56% this is significantly better than the national average.

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”.

Further to these refinements the school has invested in links with industry partners with the intent of improving opportunities to increase exposure to community services earlier in child’s school career. These have included Chefs, market wholesalers, transport companies and bus services, graphic designers. Donations from companies like the Deep, double tree hotel, image data (graphic design), Cranswick food and EMS (horticulture) have allowed the school to design small world versions that are set up as part of a whole school enhanced provision during set parts of the week. These are then build into curriculum planning further down the school allowing pupils in KS1-4 the opportunity to role play and practice real life prior to going into the community.

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?	
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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.