Pupil premium strategy statement September 2026-27

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	205
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sept 2024- Sept 2027
Date this statement was published	21.9.26
Date on which it will be reviewed	1.9.27 (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	£ 120,400
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	£ 120,400

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.	By Sept 27 • Disadvantaged pupils access curriculum pathways appropriately matched to their developmental, communication and sensory needs. • Assessment demonstrates progress from individual starting points across relevant academic, communication, regulation, executive functioning and independence outcomes. • Curriculum and learning environments consistently support communication, regulation, engagement and increasing independence. • Analysis of pupil outcomes identifies where disadvantage may create an additional barrier and informs timely adaptations to provision.
Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.	By Sept 27 • Parents and carers of disadvantaged pupils are provided with accessible opportunities to contribute meaningfully to the EHC process, including annual reviews, pupil-centred planning and the identification of personalised outcomes. • Parents and carers work in partnership with school to understand and support their child's personalised learning, communication, wellbeing and developmental priorities. • Families experiencing barriers to engagement are identified and provided with appropriate, personalised support to enable their participation. • Parent and carer contribution informs decisions about provision, intervention, transition and Preparation for Adulthood. • Families are effectively supported and signposted to relevant school, health, social care and community services where additional needs are identified. • Parent and carer feedback demonstrates positive experiences of communication, involvement and partnership with school.
Disadvantaged pupils attend school as regularly as their individual health and medical circumstances allow, with barriers to attendance identified early and addressed through personalised, collaborative and appropriately coordinated support.	By Sept 27 • Attendance of disadvantaged pupils remains strong when compared with appropriate special-school benchmarks. • Persistent and emerging absence is identified and reviewed promptly. • Pupils experiencing significant barriers to attendance receive appropriate personalised support and the impact of intervention is evaluated. • Attendance information is considered alongside medical, SEND and family circumstances to understand and respond appropriately to absence. • Avoidable differences in attendance between disadvantaged pupils and their peers are identified and addressed.

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	By Sept 27 • Disadvantaged pupils demonstrate increasing independence, confidence and resilience from their individual starting points. • Pupils develop and apply communication, functional and transferable skills within meaningful real-life contexts. • Disadvantaged pupils have equitable access to communitybased learning, enrichment, enterprise, vocational and Preparation for Adulthood opportunities. • Pupils increasingly generalise skills developed in school into community, vocational and other authentic contexts. • Pupils approaching transition have clearly identified pathways that reflect their individual strengths, needs, aspirations and EHCP outcomes. • Disadvantaged pupils are effectively prepared to move successfully into appropriate post-school, further education, adult provision, employment-related or community destinations.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 59,001

Activity	Evidence that supports this approach	Challenge number(s) addressed

Continue to refine curriculum provision, specialist pedagogy, assessment and learning environments to reflect the changing developmental profile and increasing complexity of pupil need. This will ensure that disadvantaged pupils have access to communication-first, regulation-first and developmentally sequenced learning that is responsive to their individual cognitive, communication, sensory and developmental needs.	• The EEF's SEND evidence highlights the importance of developing an ongoing, holistic understanding of pupils and their needs, creating positive and supportive learning environments and ensuring that pupils with SEND have access to high-quality teaching. The EEF's "five-a-day" approach further identifies evidence-informed teaching practices that can be used adaptively to improve access to learning for pupils with SEND. • The SCERTS framework provides a developmental approach centred on Social Communication, Emotional Regulation and Transactional Support. It recognises that pupils are more available for learning and interaction when communication and regulation needs are effectively supported and when environments and adult interactions are adapted to individual need. • Evidence relating to Augmentative and Alternative Communication also supports highly individualised approaches which take account of pupils' motor, sensory, learning and communication needs, alongside their environment and support structures. AAC can support pupils with significant communication difficulties to understand and express language and participate more actively in learning.	1,2
Professional development will respond to the changing complexity of pupil need and strengthen practitioners' knowledge and application of communication-first and regulation-first practice, AAC, SCERTS, Fundamentals of Learning, executive functioning, sensoryinformed practice and Preparation for Adulthood.	• The EEF identifies high-quality teaching as a priority for Pupil Premium spending and highlights effective professional development as an important mechanism for improving teaching quality and pupil outcomes. Effective professional development is most likely to influence practice when it is sustained and incorporates mechanisms such as goal setting, feedback, revisiting prior learning and action planning. • The EEF also identifies a range of evidence-informed teaching approaches that can particularly support pupils with SEND while benefiting pupils more widely. Developing staff expertise and providing ongoing coaching therefore supports the consistent implementation of effective practice for disadvantaged pupils with complex SEND. • The EEF's implementation guidance further emphasises that sustainable improvement requires more than initial training. Effective implementation	1,2
	involves engaging staff, establishing a shared understanding of what is being implemented and why, and using ongoing monitoring, reflection and adaptation to embed changes in everyday practice.	

Strengthen the knowledge, skills and deployment of Teaching Assistants so that they work effectively alongside teachers to support highquality teaching and promote disadvantaged pupils' communication, engagement, learning and independence. Teaching Assistants will participate in targeted professional development, coaching and collaborative planning appropriate to their roles.	• The EEF recommends that Teaching Assistants should be deployed in ways that enable pupils to access high-quality teaching, with TAs supplementing rather than replacing the teacher. Effective teacherTA partnerships and carefully considered scaffolding can support pupils' learning while progressively increasing independence. • This is particularly relevant to Ganton, where pupils' complex communication and developmental needs can require significant levels of adult support. Developing staff expertise in appropriate scaffolding and interaction helps ensure that support facilitates engagement and learning without unnecessarily increasing adult dependency. The EEF's SEND evidence also emphasises access to high-quality teaching, inclusive learning environments and approaches which remove barriers to learning and participation.	1,2,3

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

Budgeted cost: £ *26,486*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted individual and small-group intervention for disadvantaged pupils where assessment identifies additional barriers relating to communication, interaction, engagement, sensory processing or regulation that are limiting their access to learning.	• The EEF identifies targeted one-to-one and smallgroup intervention as an effective approach when support is carefully matched to pupils' specific needs through diagnostic assessment. Smallgroup tuition is associated with an average of four months' additional progress, while one-to-one tuition is associated with an average of five months' additional progress, although impact varies according to implementation and context. • For pupils with SEND, the EEF recommends that interventions complement rather than replace high-quality teaching, are closely targeted to current barriers to learning and are evaluated according to the progress pupils make rather than simply whether an intervention has been delivered. *This supports Ganton's use of carefully targeted communication, interaction, sensory and regulation interventions where these address an identified barrier to pupils' engagement and access to learning.*	1
Provide targeted support for disadvantaged pupils, approaches will be selected according to	• The EEF emphasises that targeted academic support should be based upon accurate assessment of pupils' needs and closely connected to high-quality classroom teaching.	1,2

pupils' individual developmental and communication profiles and may include phonological awareness, pre-phonics and early reading skills, functional literacy and communication-based approaches for pupils who are not yet able to access conventional phonics instruction. Assessment will be used to identify appropriate starting points, monitor progress and adapt provision.	Small-group intervention is most effective when targeted at specific needs, while staff training is also likely to increase its impact. • The EEF's guidance for selecting interventions for pupils with SEND similarly recommends highquality structured interventions, close matching of intervention to the current barrier to learning and appropriate adjustment of the intensity of support according to pupils' response. *For Ganton, this supports a differentiated approach in which the route towards literacy is matched carefully to pupils' communication and developmental profiles, rather than assuming that a single reading intervention is appropriate for all disadvantaged pupils.*	

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

Budgeted cost: £ 34,913

Activity	Evidence that supports this approach	Challenge number(s) addressed

Ensure that Education, Health and Care Plans are implemented effectively and reviewed through meaningful collaboration with pupils, families, staff and external professionals. Strengthen opportunities for parents and carers of disadvantaged pupils to contribute to pupilcentred planning, personalised outcomes and decisions about provision and transition. Where families experience additional barriers to engagement, provide accessible and targeted support to enable meaningful participation in their child's education and EHC process.	• The EEF identifies parental engagement as an evidence-informed approach to improving pupil outcomes. Effective approaches are underpinned by strong, mutually respectful relationships between families and schools and include positive, personalised communication and supporting families to contribute to their children's learning and wider development. • The EEF also recognises that effective parental engagement can be more difficult for some families and recommends that schools consider and respond to barriers to participation rather than relying on a single approach to engagement. *For Ganton, meaningful participation in the EHC and pupil-centred review processes provides an important mechanism for combining parental knowledge with assessment and professional expertise, ensuring that provision and personalised outcomes remain responsive to individual need.*	2,3,5

Continue to strengthen systems for monitoring and responding to attendance, medical needs and other barriers that may restrict disadvantaged pupils' access to education. Attendance information will be considered alongside pupils' SEND, medical, wellbeing and family circumstances to identify emerging vulnerability at an early stage and enable timely, personalised support. The school will work collaboratively with families, health professionals, the Local Authority and other agencies where significant or persistent barriers to attendance are identified.	• The EEF's review of attendance interventions identifies promising evidence for approaches that develop a holistic understanding of pupils and families, communicate and engage effectively with parents and provide responsive interventions matched to the specific barriers experienced by individual pupils. • Current DfE statutory attendance guidance similarly requires schools to listen to and understand barriers to attendance, work collaboratively with families and partners, analyse attendance information to identify pupils requiring support and be particularly mindful of absence associated with physical or mental ill-health and SEND. *This supports Ganton's individualised approach to attendance, recognising that for pupils with significant SEND, effective intervention requires an understanding of medical, sensory, emotional, communication and family circumstances alongside attendance data.*	2,3,6
Further develop the school's graduated approach to inclusion so that barriers to learning experienced by disadvantaged pupils are identified early and matched effectively to universal, targeted or specialist support. For pupils experiencing significant barriers to accessing education, further develop the AIM High Protocol, the school's structured approach to assessment, intervention and review for pupils at risk of reduced access to education, supported by effective family partnership and coordinated multiagency working.	• The EEF's evidence on attendance indicates that promising approaches are those which develop a holistic understanding of the pupil, identify the specific barriers affecting participation and provide responsive interventions matched to individual needs. Monitoring the impact of approaches and adapting support in response are also important elements of effective implementation. • EEF evidence on social and emotional learning supports a combination of universal provision and more targeted support for pupils with particular social or emotional needs. Such approaches can support emotional self-management, positive interaction and engagement with learning. • The DfE's current attendance guidance also emphasises early identification, strong relationships with families and coordinated working between schools, local authorities and other partners where absence becomes persistent or severe.	1,2,3,6

	This evidence supports Ganton's graduated model of universal → targeted → specialist provision, enabling the intensity and nature of support to increase according to identified need and evaluated impact.	
Provide disadvantaged pupils with meaningful opportunities to develop confidence, communication, resilience, independence and functional skills through community-based learning, enrichment and Preparation for Adulthood experiences.	• EEF evidence cautions that simply "raising aspirations" in isolation has limited evidence of improving educational outcomes. Instead, it suggests that helping young people acquire the knowledge and skills required to progress towards their existing aspirations is likely to be more beneficial. • The EEF's review of careers education identifies evidence that good-quality careers education and meaningful exposure to the world of work can contribute to educational, employment and social outcomes. It also identifies particular risks for disadvantaged young people where they have less access to the knowledge, experiences and networks that support informed decisions about their futures. *For Ganton, this supports an applied approach to Preparation for Adulthood in which disadvantaged pupils have opportunities to practise communication, independence, functional and employability skills within meaningful community and vocational contexts, rather than focusing simply upon raising aspirations.*	4,5

Total budgeted cost: £ 120,400

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 2025 to 2026 academic year.

Area 1: 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.

During 2025/26, the school continued to invest significantly in improving the quality of curriculum provision and teaching for pupils with complex learning, communication, sensory and regulation needs.

Professional development and Responsive Coaching supported teachers and Teaching Assistants to develop greater expertise in matching teaching, communication approaches and learning environments to pupils' developmental profiles. Particular attention was given to pupils working at the earliest stages of development, where successful engagement in learning is dependent upon effective communication, regulation, sensory support and interaction.

The school continued to refine its Fundamentals of Learning framework and associated approaches to curriculum planning and assessment. This supported staff to consider progress more holistically, recognising the importance of communication, engagement, regulation and independence alongside academic learning. Curriculum monitoring, pupil progress reviews and review of individual provision enabled leaders to evaluate the extent to which disadvantaged pupils were accessing teaching matched appropriately to their needs.

Area 2: Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.

During 2025/26, Ganton continued to strengthen partnership and co-production with families, recognising that effective collaboration between home, school and other professionals is particularly important for pupils with complex SEND.

Parents and carers were provided with opportunities to contribute to annual reviews, pupil-centred planning and discussions around personalised outcomes and provision. Alongside statutory processes, the school continued to develop its wider parent support offer through workshops, communication with families and opportunities to access advice and support relating to their child's communication, sensory needs, emotional wellbeing, learning and preparation for adulthood.

A key feature of the school's approach has been recognising that families do not all experience the same barriers to participation. Where additional barriers have been identified, staff have sought to provide more personalised communication and support and, where appropriate, coordinate involvement with external agencies. Parental feedback indicates strong levels of engagement between home and school and provides positive evidence that families are actively involved in supporting their children's education and wider development. Across the parent questionnaire, between 93% and 98% of respondents agreed or strongly agreed with statements relating to communication, partnership working, understanding of individual needs and support for pupils' progress.

Parents reported that they feel listened to by the school (96%), that concerns are dealt with appropriately (96%), and that communication is clear and effective (93%). In addition, 96% of respondents agreed or strongly agreed that their child's individual needs are understood and that EHCP outcomes and targets are appropriately supported. These findings suggest that families feel involved in the planning and review of provision and have confidence in the support their child receives.

Qualitative feedback further reinforces this picture, with parents frequently commenting on the positive relationships they have with staff, the school's understanding of their child's needs and the quality of communication between home and school. Many parents highlighted the collaborative approach taken by school staff and their willingness to provide advice, guidance and support when required.

The high levels of parental confidence and engagement evidenced through the questionnaire provide assurance that families, including those of disadvantaged pupils, are engaging positively with the EHC process and working in partnership with the school to support their child's learning, wellbeing and development.

Area 3: Disadvantaged pupils attend school as regularly as their individual health and medical circumstances allow, with barriers to attendance identified early and

addressed through personalised, collaborative and appropriately coordinated support.

During 2025/26, attendance remained a key priority, with leaders maintaining a strong focus on removing barriers that may limit disadvantaged pupils' access to education. Attendance was considered alongside pupils' SEND, health, wellbeing and family circumstances, recognising that pupils attending Ganton often experience complex factors which may influence their ability to attend school consistently.

Attendance for disadvantaged pupils during 2025/26 was 91.73%, which compares favourably with national attendance figures for both pupils attending special schools (86.81%) and pupils with an Education, Health and Care Plan (86.36%).

This reflects the school's commitment to building positive relationships with families, identifying emerging barriers early and working collaboratively with parents, health professionals and external agencies where additional support is required.

Where attendance concerns emerged, intervention focused upon understanding and addressing the underlying barrier rather than relying solely upon attendance data. This personalised approach enabled support to be matched appropriately to pupil and family circumstances and helped maintain strong levels of attendance across the disadvantaged cohort.

Evaluation of attendance practice during 2025/26 has highlighted the importance of continuing to strengthen the connection between attendance, wellbeing, EHCP implementation, safeguarding and wider inclusion systems. During 2026/27, the school will further refine these processes to support early identification of emerging vulnerability and ensure coordinated support for pupils experiencing barriers to full participation in education.

Area 4: 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

During 2025/26, disadvantaged pupils continued to access a broad range of opportunities designed to develop communication, confidence, resilience, independence and the functional skills required for participation within their communities and successful transition into adult life. The school's Preparation for Adulthood curriculum remained a significant strength and was characterised by extensive opportunities for community engagement, enterprise, employability, independent living and vocational learning. Throughout the year, pupils accessed a wide range of authentic learning experiences through community visits, independent travel training, community shopping and budgeting, hospitality and enterprise projects, Duke of Edinburgh activities, work experience placements and community-based learning. These opportunities enabled pupils to apply communication, social and functional skills in real-life contexts and increasingly generalise learning beyond the classroom. Enterprise and employability continued to make a significant contribution to pupil development. Initiatives including Chop & Change, Chatsworth Café, Blue Ceramics and community enterprise events enabled pupils to develop confidence, teamwork, customer service, problem-solving and workplace skills through meaningful engagement with employers, customers and the wider community. Partnerships with organisations including John Good Group, Cranswick and The Deep further strengthened opportunities for pupils to experience authentic workplace environments and employment-related learning. Participation data demonstrates the breadth of opportunity available to pupils. Across Key Stage 4, Key Stage 5 and Sixth Form, pupils regularly accessed independent travel training, work experience placements, community flat provision, enterprise projects, cultural experiences, hospitality activities and Preparation for Adulthood programmes. This reflects the school's commitment to ensuring that disadvantage does not become a barrier to community participation or wider life experiences.

Destination outcomes provide further evidence of the impact of this work. During 2025/26, 100% of Year 11 pupils successfully transitioned into specialist post-16 provision, ensuring continuity of education and appropriate support pathways. Of the twelve Year 14 leavers, 66% progressed into Adult Social Care provision, 8% secured a supported employment pathway through Work Link East Riding and 8% progressed into college provision, with only two destinations remaining unresolved at the point of reporting. These outcomes demonstrate the effectiveness of personalised transition planning and Preparation for Adulthood provision in supporting pupils to access appropriate next-step destinations. Evaluation of this work has highlighted the importance of providing a coherent progression of opportunities rather than isolated experiences. As a result, during 2026/27 the school will continue to strengthen Preparation for Adulthood provision so that pupils experience increasingly structured pathways towards independence, community participation, employability and successful adult outcomes. This includes the further development of vocational, enterprise and work-related learning opportunities that enable pupils to build and apply transferable skills within authentic contexts. Alongside the development of independence and employability skills, pupils achieved a range of recognised accredited outcomes linked to their individual pathways. Within Key Stage 4, 13% of pupils achieved Entry Level 2 English qualifications, 13% achieved Entry Level 3 English qualifications and 13% achieved Entry Level 3 Mathematics qualifications. In addition, 13% of pupils achieved the Duke of Edinburgh Bronze Award. Within Key Stage 5, individual pupils secured Entry Level qualifications in English, Mathematics and Physical Education, reflecting the personalised nature of post-16 pathways and accreditation.

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.