



Pupil Premium Grant at The Grove School

2019-2020

The Grove School Pupil Premium 2019-2020

What is Pupil Premium?

The pupil premium grant is additional funding given to schools to help them meet challenges, including those arising from deprivation. School leaders decide how to use the pupil premium to improve disadvantaged pupils' attainment. There is no expectation that schools spend the grant only on eligible pupils, or on a per eligible pupil basis.

Pupil Premium at The Grove School

54.9% of pupils were entitled to the pupil premium grant

Total pupil premium allocated amount £34,317.00

At The Grove School we have an on-going commitment to ensure all learners are progressing and that we are challenging the targets set. The learning at The Grove is personalised around the individual needs of the learner. We are working towards narrowing the gap in the following areas;

- Personal Development and Behaviour to address the barriers pupils have in developing their independence and problem solving skills so they are able to access the life skills curriculum and academic learning.
- Social Interaction to address the challenges with developing and sustaining meaningful relationships with different people so pupils can foster positive relationships.
- Communication Skills which address barriers of reciprocal communication at all levels as a means towards independence and accessing the taught curriculum.
- Cognition and Learning (attendance) which addresses the barriers of progress related to school attendance and fostering a positive association with school for both pupils and their families.

Based on the areas above, the pupil premium grant for 2019-2020 was used to support the following;

- Alex Kelly social skills (September - March)
- Family Support / Attendance (September 2019 - August 2020)
- Behaviour support (including SLEUTH)

Alex Kelly - £200.00

Social skills groups are run on a weekly basis using the Alex Kelly Social Skills framework. The group is run by an LSA trained to support the assessment of students using the framework. The groups are taught social skills, self-esteem and friendship skills. These skills are vital to support conversational and listening skills as well as an awareness of others. At The Grove we believe that supporting positive development of social skills provides our learners with the opportunity to develop life skills that maximise well-being and enjoyment. www.alexkelly.biz

SCERTS Model - £2,000.00

The SCERTS Model is a researched based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and young people with a diagnosis of autism. SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support. It is a child-centered approach based on sound neurological and child development research and theory and it is structured to recognise where the child is currently functioning, where they most need support and how the people around them and environment can best meet these needs. Our approach at The Grove consists of using the framework to set targets and support our curriculum. We have three members of staff who have attended the training by Emily Rubin (co-author of the SCERTS framework). Their role is to act as mentors to all of the Grove staff to support them in the implementation of the framework.

Family Support / Attendance - £30,453.67

Partnership working is the essence of what we promote at The Grove School. We aim to ensure that families and students feel informed about what is happening at school and beyond, so they are able to make informed decisions. We feel it is as important to support our parents and families as it is to support and nurture our pupils. The employment of a family support officer is vital to this belief. Family support are able to put families in contact with relevant specialists and specific services as required and co-ordinates and liaises with staff teams where appropriate. Home visits are offered to the families that require targeted interventions and guidance on specific subjects including eating, sleep and behaviour.

Attendance is a topic closely linked to family support as families sometimes require support in managing regular attendance for a variety of reasons, including persistent absence due to medical appointments and long-term illness. Attendance and reasons for absence are closely monitored in order to offer targeted support for absence below 90% for individuals, this includes support with routines, scheduling appointments and support managing transport services to ensure attendance to school.

During the academic year 2019-2020, due to Covid, the family support was vital in supporting families with weekly phone calls, preparing hard copies of work or creative work packs to send home, door-step visits and continuing frequent contact with other services including social care and Child and Adolescent Mental Health Services (CAMHS). There were three members of staff entirely dedicated to Pastoral Care between April - July 2019.

Behaviour Support - £1663.33

At The Grove we believe that all students are entitled to a broad, balanced and flexible education, within the school and the wider community, which is appropriate to their needs arising from their

autism diagnosis. All staff are expected to consider the difficulties our students may experience, as outlined within the DSM-5;

- Difficulties with social communication and interaction (including flexible thinking)
- Restricted, repetitive patterns of behaviour, interests or activities (sensory included).

Sleuth is a software tool used to track student behaviour to support personal and social development. It enables the staff to communicate what has happened, track responses and identify support so that interventions can be targeted to individual needs. Sleuth not only tracks but enables us to analyse data, thus supporting informed conversations and targeted support for support plans to develop positive well-being. www.schoolsoftwarecompany.com

Monitoring Progress

- Throughout the term pupil's attainment is monitored and tracked by class teachers and overseen by the Deputy Head of School as part of Teaching and Learning monitoring.
- The Pastoral Lead tracks behaviour and social skills through Sleuth and Alex Kelly.
- Attendance is tracked via the School Management Information System
- Through data analysis such as:
 - Earwig: tracking learning
 - Sleuth: tracking behaviour
 - Barrics: tracking attainment
 - SCERTS Model (including training for staff)
 - Family Support / Attendance
 - Behaviour support (including SLEUTH)
- Engagement profiles are completed for students to track their engagement in individual lessons for Secondary East.

Achievements

The Grove was recognised for its family support and work it does with disadvantaged families through winning the 2019-2020 NAPCE award for Pastoral School of the year.