

Pupil Premium Report - The Grove 2020-2021

52.63% of pupils were entitled to the pupil premium grant

Total pupil premium allocated amount £47,700

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
- Social Interaction
- Communication Skills
- Cognition and Learning (phonics)

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

- Social skills and communication
- Family Support / Attendance
- Behaviour support (including SLEUTH)
- PSHE / RSE Curriculum (Personal Development)

Social skills and Communication £129.90

Social skills groups are run on a weekly basis using the Alex Kelly Social Skills framework. The group is run by two Learning Mentors based within the Pastoral Team. 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

£129.90 was spent on resources for the lessons including games, activities, fidget toys and sensory items.

Family Support / Attendance - £35,508.51

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 our Pastoral Support Team is vital to this belief. Family support can 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. Our Pastoral Lead is a Positive Behaviour Support (PBS) Practitioner and oversees both Pastoral Mentors to work with families who need additional behavioural support.

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.

The team consists of the Pastoral lead and two learning mentors each based in our secondary departments and the lead supporting Primary on a needs basis.

Phonics Development and Training £6,008.00

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words.

£1790.00 Phonics resources, £162.00 Phonics Training and £4056.00 Phonics Reading Scheme

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.

Behaviour Support - £2,184.00

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

PSHE / RSE Resources £1869.59

At The Grove we believe that Personal, Social, Health and Economic (PSHE) Education and Relationship and Sex Education (RSE) are important aspects of the curriculum. PSHE and RSE have one subject lead to ensure consistency and maintain a clear oversight. We have two pathways

- Pathway 1: SEND Curriculum
- Pathway 2: National Curriculum

Both pathways are linked to ensure continuity across the whole school. This year has seen a focus on purchasing resources that meet the needs of our pupils and match our curriculum.

Resources £1,744.59 and PSHE Association subscription £125.00

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:
 1. Earwig: tracking learning
 2. Sleuth: tracking behaviour
 3. Barricks: tracking attainment
 4. Engagement profiles are completed for students to track their engagement in individual lessons for Secondary East.

Achievements

In July 2021 our PSHE & RSE Lead, Nadine Huseyin, won the RSE Award for Educator of the year for most improved RSE provision.