



## The Grove School Pupil Premium Strategy – Three Year Plan 2025-2028

### 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

| Number of Pupils on Roll                                           | <b>157</b>                                      |
|--------------------------------------------------------------------|-------------------------------------------------|
| Percentage of Pupils entitled to Pupil premium                     | <b>33.5% (2025-2026)</b>                        |
| Academic Years covered in the strategy plan                        | <b>2025-2028</b>                                |
| Date of Strategy                                                   | <b>October 2025</b>                             |
| Date for Review                                                    | <b>September and July each academic year</b>    |
| Headteacher                                                        | <b>Lucia Santi</b>                              |
| Pupil Premium Lead                                                 | <b>Lee Mills</b>                                |
| Governor for Pupils premium                                        | <b>Sue MHugh</b>                                |
| Pupil Premium funding allocation 2025-2026 ( <b>33.5% pupils</b> ) | <b>£74,000 (Estimate awaiting confirmation)</b> |

### **Statement of Intent**

We aim to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge faced by our pupils and we aim to use the pupil premium to address the wider challenges faced by our pupils as a result of their SEND diagnosis and the barriers this presents to them and their families. We aim to use the recovery premium to support our pupils' emotional development, the complex nature of our pupils' and the effect of the pandemic has seen a sharp rise in complex behaviours and new behaviours developing and we want to address these with targeted support in readiness for learning.

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 (attendance)

At the heart of our approach is quality teaching and our strategy is also aimed at all pupils who will benefit from this. Our data has suggested that our disadvantaged pupils perform as well as, and in some cases, better than our non-disadvantaged pupils. Our strategy aims to ensure there is little difference in progress because of disadvantages and that all pupils have the opportunity to make the best progress they can.

Our strategy highlights some of the wider educational and emotional recovery that our pupils require, particularly as a result of previous school issues, the pandemic and any identified traumas. The focus is to narrow the gap and address the challenges that has been presented to our pupils. Our strategy is driven by the strengths and needs of each pupil and may change over time. This is a working document which may change in year.

### **How do we use data to inform us with our decision making?**

- Progress and outcomes data
- EHCP outcomes
- Key Performance Indicators
- Attendance data
- Behaviour data
- Safeguarding referrals and data

### **Intended long term outcomes from use of the pupil premium**

- Continue to provide a structure and effective Family Support service driven by the Pastoral team
- Improve pedagogy and understanding of first class autism practice through SCERTS training for all staff
- To support language development, communication and literacy to enable pupils to access the taught curriculum
- Support the emotional and social resilience and development of pupils to support readiness for learning

### Family Support / Pastoral team

Partnership working is the essence of what we promote at The Grove School. We aim to ensure that families and pupils 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 is 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.

### Monitoring Progress

- Throughout the term pupil's attainment is monitored and tracked by class teachers and overseen by the Assistant 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, Attendance Officer and Office staff
- Progress data is tracked through:
  - Engagement profiles are completed for pupils to track their engagement in individual lessons.
  - Termly assessment data
  - Annual reviews
  - SCERTS assessment Profiles
  - Life Skills progression maps
  - Class Learning Journals
  - Pupil exercise books/work portfolios

### Three Year Strategy Plan

#### Key School Priorities driving the School Improvement Plan

**LEADERSHIP, MANAGEMENT:** *To drive innovation and capacity-building across the school by embedding AI to enhance teaching efficiency, strengthening curriculum expertise in key pathways, and developing cohesive, strategic leadership through empowered and collaborative middle leadership.*

**QUALITY OF EDUCATION:** *To ensure a high-quality, inclusive curriculum through the alignment of key pathways, robust assessment systems, and the development of informal and culturally responsive learning experiences that meet the diverse needs of all pupils.*

**BEHAVIOUR & ATTITUDES:** *To strengthen the school's safeguarding culture through the implementation of a whole-school response model, targeted trauma-informed interventions, and the strategic development of safeguarding leadership, ensuring all pupils feel safe, supported, and ready to engage in learning.*

**PERSONAL DEVELOPMENT** is promoted to the highest standard so they are well prepared for their adult lives.

**QUALITY OF SIXTH FORM** ensures outstanding, tailored learning experiences for learners which ensure successful pathways to adulthood.

**Outcome:** We want to provide all our disadvantaged and pupil premium pupils with the same opportunities to access enrichment and build cultural capital in order for them to access learning and build schemas by providing a range of experiences to draw on. We want our pupils to be able to generalise skills through a range of opportunities and experiences beyond their main curriculum culminating in better progress and outcomes.

**Budget Allocation:** £10,000 per year

**Evidence to support the approaches**

There is intrinsic value in teaching pupils creative and performance skills outside of their formal curriculum and ensuring disadvantaged pupils access a rich and stimulating enrichment offer.

Participation in enrichment sessions may be delivered through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Enrichment sessions can also take place both before, during and after school.

There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

**Member of staff responsible:** Nadine Huseyin & Lee Mills

**Linked to school priority:** QUALITY OF EDUCATION: To ensure a high-quality, inclusive curriculum through the alignment of key pathways, robust assessment systems, and the development of informal and culturally responsive learning experiences that meet the diverse needs of all pupils.

| Objectives                                                                                                                                                              | Actions to be taken                                                                                                                                                                          | By whom        | By when                                             | Success criteria                                                                                                                                                                                                                                              | How the impact of the expenditure will be measured                                |
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| Improve attendance of pupil premium and disadvantaged pupils at enrichment activities, widening their access to broad experiences and developing their cultural capital | The enrichment program is broad and varied across all departments and the intent is shared with staff.<br>The enrichment program is finalised, shared with HODS and staffing lists finalised | Nadine Huseyin | Ongoing each year:<br>2025/26<br>2026/27<br>2027/28 | 100% of PP pupils access at least 1 enrichment weekly<br><br>Pupils are actively engaged and participating in enrichment sessions<br><br>Enrichment program is in place across all departments adequate staffing in place based running enrichment activities | Engagement Statistics<br><br>Personal progress development in End of Year reports |

|                                           |                                                                                                        |                                |                                                     |                                                                                                                               |                                                                                   |
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| To accurately track enrichment activities | Enrichment tracker generated for whole school and after school enrichment activities and interventions | Nadine Huseyin<br>Bronja Elton | Ongoing each year:<br>2025/26<br>2026/27<br>2027/28 | pupils are successfully tracked, attendance figures generated and reviewed.<br>PP pupils are targeted for enrichment sessions | Engagement Statistics<br><br>Personal progress development in End of Year reports |
| <b>Review update:</b>                     |                                                                                                        |                                |                                                     |                                                                                                                               |                                                                                   |

| <b>Outcome:</b> We want all of our pupils regardless of any disadvantage, to have the opportunity, without barriers, to attend school regularly. We know that better attendance fosters better outcomes and progress.<br><b>Budget Allocation: £25,000 per year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                          |                |                                          |                                                                                                   |                                                                         |
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| <b>Evidence to support the approaches</b><br>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to engage with all parents to avoid widening attainment gaps, especially those who are pupil premium and whose attendance is dropping. Providing practical strategies with tips, support, and resources to assist learning and strategies to support attendance.<br><br>Evidence suggests that disadvantaged pupils make less academic progress due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> |                                                                          |                |                                          |                                                                                                   |                                                                         |
| <b>Member of staff responsible:</b> Nadine Huseyin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                          |                |                                          |                                                                                                   |                                                                         |
| <b>Linked to school priority:</b> BEHAVIOUR & ATTITUDES: <i>To strengthen the school's safeguarding culture through the implementation of a whole-school response model, targeted trauma-informed interventions, and the strategic development of safeguarding leadership, ensuring all pupils feel safe, supported, and ready to engage in learning.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                          |                |                                          |                                                                                                   |                                                                         |
| Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Actions to be taken                                                      | By whom        | By when                                  | Success criteria                                                                                  | How the impact of the expenditure will be measured                      |
| To ensure sustained effective working with families has positive improvements on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Pastoral Support is offered to families whose attendance drops below 90% | Nadine Huseyin | Ongoing each year:<br>2025/26<br>2026/27 | Family support is offered<br>* Action plans are in place to address attendance - with SMART goals | Improved attendance of targeted pupils demonstrated in attendance data. |

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| attendance supporting those pupils' and their families where attendance is a cause for concern |                                                                                                                 | Pastoral Team              | 2027/28<br><br>Attendance reviews half termly.                                             | * Referrals are in place, regarding work with the EWO when concerns are not addressed or improvement is not seen<br>* Early Help Referrals are considered for families who do not address concerns or work with the Pastoral Team to improve attendance |                                                                                                         |
|                                                                                                | Attendance that drops below 90% is tracked and monitored as a cause of concern                                  | Nadine Huseyin / Lee Mills | Ongoing each year:<br>2025/26<br>2026/27<br>2027/28<br><br>Attendance reviews half termly. | Spreadsheet tracks attendance for all pupils. Any pupils that fall below 95% receive a letter explaining they are near cause for concern.<br><br>All pupils dropping below 92% meet with the Attendance team and are offered family support.            | Improved attendance of targeted pupils demonstrated in attendance data                                  |
|                                                                                                | Attendance summaries are provided at all annual reviews                                                         | Lee Mills                  | At Annual Reviews                                                                          | Annual review paperwork, which is submitted to all local authorities, includes an attendance summary for each pupil.                                                                                                                                    | Annual Review documents submitted support Improved attendance of targeted pupils<br><br>Attendance data |
|                                                                                                | To send attendance reports to families at the beginning of each term, regarding the previous term's attendance. | Nadine Huseyin / Lee Mills | Termly with a full review each July                                                        | All families receive attendance reports. Families are fully up to date on their child's attendance                                                                                                                                                      | Improved attendance of targeted pupils demonstrated in attendance data                                  |
|                                                                                                | Identified pupils have a PBS plan                                                                               | Nadine Huseyin             | Ongoing                                                                                    | Where suitable pupils / families have access to PBS plans overseen by a PBS practitioner.<br><br>Progress is seen through the monitoring of the PBS plan                                                                                                | Improved understanding of pupils behaviour / wellbeing needs                                            |

**Review:**

**Expenditure:**

**Outcome:** Our staff have the expertise and the pedagogical knowledge in order to teach our pupils to the highest standards possible, regardless of any disadvantage or barrier.

**Budget Allocation:** £8,000 each year

**Evidence to support the approaches****SCERTS**

The SCERTS Model is a comprehensive, multidisciplinary, educational approach for individuals with ASD and related disabilities. SCERTS provides a scope and sequence of developmentally grounded goals and objectives, as well as a framework and specific guidance for selecting evidence-based strategies or elements of practice to meet these goals and objectives. The result is a comprehensive program for supporting children and their families that focuses on meaningful, authentic progress within everyday routines at school, home, and in the community.

[https://scerts.com/wp-content/uploads/SCERTS\\_EBP-090810-v1.pdf](https://scerts.com/wp-content/uploads/SCERTS_EBP-090810-v1.pdf)

**Member of staff responsible:** Daniel Wood

**Linked to school priority:** PERSONAL DEVELOPMENT *is promoted to the highest standard so they are well prepared for their adult lives.*

| Objectives                                                                                                   | Actions to be taken                                                | By whom         | By when                                             | Success criteria                                                                                                                    | How the impact of the expenditure will be measured                     |
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| To ensure pupils with dyslexia have access to an appropriately trained member of staff able to support their | Provide pupils with access to one-to-one support on a weekly basis | Michael Proctor | Ongoing each year:<br>2025/26<br>2026/27<br>2027/28 | Pupils diagnosed with Dyslexia access one-to-one support<br><br>Access requirements for pupils with dyslexia are of a high standard | Academic pupil progress data<br><br>Dyslexia support tracking document |

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| development                                                                      |                                                                                                        |              |           | Dyslexic pupils are tracked to show progress                                                                                                                      |                                                                             |
| To ensure there is consistent understanding and approach to the SCERTS framework | Provide ongoing SCERTS training for all staff                                                          | Amy Sullivan | Ongoing   | Pupils eligible for the Pupil Premium Grant make good or better progress across the curriculum.                                                                   | Academic pupil progress data<br><br>Learning walks and classroom monitoring |
|                                                                                  | Build an ongoing comprehensive package and resources to support the induction of new staff with SCERTS | Amy Sullivan | July 2026 | Staff have up to date and consistently strong pedagogical knowledge<br><br>Strong pedagogical knowledge demonstrated through the implementation of the curriculum |                                                                             |
| Review:                                                                          |                                                                                                        |              |           |                                                                                                                                                                   |                                                                             |
| Expenditure:                                                                     |                                                                                                        |              |           |                                                                                                                                                                   |                                                                             |

**Outcome:** Our pupils have access to the resources and strategies they require to access high quality and consistent opportunities for communication and language development.

**Budget Allocation: £10,000 per year**

### Evidence to support the approaches

#### Communication and Literacy

The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

#### Little Wandle (previously Letters and Sounds)

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes>



**Communication Strategy**

The communication strategy is developed school wide to include language boards and choice boards to expand communication while offering a consistent approach. This will include workshops for staff and workshops for families.

**Member of staff responsible:** Lee Mills / Molly Stopps / Speech and Language Team

**Linked to school priority:** LEADERSHIP, MANAGEMENT: *To drive innovation and capacity-building across the school by embedding AI to enhance teaching efficiency, strengthening curriculum expertise in key pathways, and developing cohesive, strategic leadership through empowered and collaborative middle leadership.*

| Objectives                                                                   | Actions to be taken                                                                                                                            | By whom      | By when                                             | Success criteria                                                                                                                                                                                                             | How the impact of the expenditure will be measured                                                                                                                                                                                  |
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| To ensure high quality and bespoke interventions for communication literacy. | Provide bespoke weekly intervention groups based on progress data                                                                              | Molly Stopps | Ongoing each year:<br>2025/26<br>2026/27<br>2027/28 | Data is being used effectively to track progress and identify key individuals                                                                                                                                                | Analysis of academic pupil progress data<br><br>Learning walks and classroom monitoring<br><br>Teacher consultation case studies<br><br>Subject lead feedback to SLT<br><br>Analysis of pupil progress data made by targeted groups |
|                                                                              | Continue with Little Wandle reading and phonics programme                                                                                      | Molly Stopps |                                                     | Pupils eligible for the Pupil Premium Grant make good or better progress across the curriculum and the gap is narrowed<br><br>Target setting and teaching is data led Teaching is challenging and pupils are making progress |                                                                                                                                                                                                                                     |
|                                                                              | Support teachers to collect, analyse and use quality data to plan and implement inclusive programmes that meet the specific needs of learners. | Molly Stopps | July 2026                                           | Feedback on progress data to Heads of Department termly<br><br>Half termly learning walks<br><br>Reviewing collaborative intervention programmes and progress data with teachers half termly                                 |                                                                                                                                                                                                                                     |

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| To ensure pupils have access to consistent resources that match their needs and language & communication levels     | Provide families with resources and tools required for pupils to consistently use communication strategies outside of school | SALT team / Tom Keily  | July 2026<br>July 2027<br>July 2028 | Audit of resources for families                                                                                                                                                                 | Feedback from parents                                                                                                                  |
|                                                                                                                     | Provide training for staff & families in the use of communication systems                                                    | SALT Team / Tom Keily  | July 2026                           | Pupils that need communication resources have one set at school and one set at home<br><br>Audit of training for families<br><br>Delivery of Coreboards and symbols sessions for parents/carers | Review of resource audit<br><br>Improved access and communication of pupils through SALT assessments<br><br>Outcomes and progress data |
| To ensure pupils and staff have access and effective training to use and implement AI tools safely and successfully | Provide training and support for staff to develop their knowledge and confidence using AI.                                   | Tom Keily              | July 2026                           | Regular training/workshops for staff<br><br>Audit of knowledge/skills                                                                                                                           | Staff feedback<br><br>Review of skills audit                                                                                           |
|                                                                                                                     | Provide training and support for staff to use AI when using SCERTS.                                                          | Tom Keily/Amy Sullivan | July 2026                           | SCERTS QA<br><br>Learning walks                                                                                                                                                                 | Outcome of SCERTS QA<br><br>Learning walk feedback                                                                                     |
|                                                                                                                     | Give pupils opportunities to develop knowledge and confidence to use AI in learning activities.                              |                        | July 2026                           |                                                                                                                                                                                                 |                                                                                                                                        |
| Review:                                                                                                             |                                                                                                                              |                        |                                     |                                                                                                                                                                                                 |                                                                                                                                        |
| Expenditure:                                                                                                        |                                                                                                                              |                        |                                     |                                                                                                                                                                                                 |                                                                                                                                        |

**Outcome:** Our pupils have access to appropriate resources and interventions within the curriculum to support their emotional and social development. We want our pupils to be able to engage with the curriculum and with each other in positive and constructive ways so they become more confident and better able to connect with learning and with each other.

**Budget Allocation: £10,000 per year (staffing costs)**

## Evidence to support the approaches:

### 'Thrive'

EEF evidence: Social and emotional learning + 4 months. Body of research from THRIVE based on relational approach to relationships with children.

"Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community." Education Endowment Foundation.

<https://portal.thriveapproach.com/approach/info/how-it-helps/>

<https://portal.thriveapproach.com/approach/info/credentials/>

### Trauma Informed Practitioner - TISUK

This role is a practical skills based role, the training is underpinned by evidence-based research studies. The training was designed to inform and empower the practitioner to respond effectively to vulnerable children/ young people who have experienced trauma and/or have mental health issues by delivering interventions addressing mild to moderate mental health problems, with a focus on recovery.

<https://youthendowmentfund.org.uk/funding/who-we-fund/trauma-informed-schools-uk/>

<https://www.traumainformedschools.co.uk/>

Member of staff responsible: Nadine Huseyin

Linked to school priority: BEHAVIOUR & ATTITUDES: *To strengthen the school's safeguarding culture through the implementation of a whole-school response model, targeted trauma-informed interventions, and the strategic development of safeguarding leadership, ensuring all pupils feel safe, supported, and ready to engage in learning.*

| Objectives                                                                                                            | Actions to be taken                                               | By whom        | By when                             | Success criteria                                      | How the impact of the expenditure will be measured                                    |
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| Ongoing use of the THRIVE model and TISUK Trauma Model across the school to support the emotional wellbeing of pupils | Roll out programme with identified class groups                   | Nadine Huseyin | July 2026<br>July 2027<br>July 2028 | Monitoring of success with key pupils                 | SLEUTH data and tracking of pupils' emotional progress<br><br>Engagement data tracker |
|                                                                                                                       | Deliver training to staff across the school                       | Nadine Huseyin | July 2026<br>July 2027<br>July 2028 | Completion of training - rolled out during INSET plan | Feedback And questionnaires from staff and families                                   |
|                                                                                                                       | Provide access to all pupils who need the THRIVE / TISUK approach | Nadine Huseyin | July 2026<br>July 2027<br>July 2028 | Sleuth data will show drop in incidents               | Progress and Outcomes data                                                            |

|              |                                           |  |  |                                                                                     |  |
|--------------|-------------------------------------------|--|--|-------------------------------------------------------------------------------------|--|
|              | in supporting their emotional development |  |  | Wellbeing data will identify progress<br>THRIVE / TISUK data will identify progress |  |
| Review:      |                                           |  |  |                                                                                     |  |
| Expenditure: |                                           |  |  |                                                                                     |  |