



**Pupil Premium Grant at
The Grove School**

2024-2025

The Grove School Pupil Premium 2024-2025

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-pupil basis.

Pupil Premium at The Grove School

35.3% of pupils were entitled to the pupil premium grant

Total pupil premium allocated amount £58,589

At The Grove School, we have an ongoing 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
- Attendance
- Family Support
- Communication and Literacy
- Trauma Informed Practice

Based on the areas above, the pupil premium grant for 2024-2025 was used to support the following;

- SCERTS
- Family Support / Attendance
- Communication and Literacy
- Behaviour support (including SLEUTH)
- Trauma-Informed Practice and Professional Development

SCERTS Model - £2,000.00

The SCERTS Model is a research-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-centred 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 a SCERTS Lead and several staff members who have attended training by Emily Rubin (co-author of the SCERTS framework). Their role is to act as mentors to the rest of the staff team at The Grove, supporting them in implementing the framework.

Family Support / Attendance / Pastoral Team £43,921

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 that they can make informed decisions. It is essential 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 coordinate and liaise with staff teams where appropriate. Home visits are offered to families who need targeted interventions and guidance on particular subjects, including eating, sleeping, and behaviour. Our Pastoral Lead is a Positive Behaviour Support (PBS) Practitioner and oversees the Pastoral Mentors, who 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 to offer targeted support for individuals whose attendance is below 90%. This includes support with routines, scheduling appointments and managing transport services to ensure attendance at 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.

Communication and Literacy £8,000

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.

Social skills groups are using the Alex Kelly Social Skills framework. The group is run by several Scale 5 and 6 support staff. The groups are taught social skills, self-esteem and friendship skills. These skills are vital for supporting conversational and listening skills, as well as an awareness of others. At The Grove, supporting the positive development of social skills provides our learners with the opportunity to develop life skills that maximise wellbeing and enjoyment.

www.alexkelly.biz

Behaviour Support - £2,448.00

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, including

- 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 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 plans to develop positive wellbeing.

www.schoolsoftwarecompany.com

Trauma Informed Practice

A trauma-informed school, organisation or community can support children and teenagers who suffer from trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Our training programmes were born out of a response to major public health studies that have shown that when children who have suffered several painful life experiences are left unhelped, there is a very high chance of them going on to suffer severe mental and physical ill-health. We therefore support schools, communities and other organisations in providing relationships for these children that heal minds, brains and bodies. Key conversational skills in addressing and making sense of what has happened are central to our work, as is a significant shift in whole school/organisation/community culture.

We have two models that we use:

Thrive

- Uses relational strategies to meet the needs of children and young people when they are experiencing change, loss or significant life events.
- Uses targeted reparative work to fill gaps in children's needs that were not met at the right time in their early development.

Thrive System - £720.00 Ongoing Yearly Subscription

Trauma Informed Schools UK

- Knowledge and skills to deliver effective interventions for mild to moderate mental health problems, focusing on recovery.
- Aligned with the government's Transforming Children and Young People's Mental Health Provision Green Paper (2017), the training promotes cultural change and fosters mentally healthy, resilient school communities.

Resources £1500.00

Monitoring Progress

- Throughout the term, pupils' 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 Team tracks behaviour and social skills through Sleuth and Alex Kelly.
- Attendance is tracked via the School Management Information System

- Trauma interventions are tracked through individual systems and in-school monitoring
- Through data analysis, such as:
 - Teacher assessment moderation
 - External moderation through external partners such as NLC, Challenge Partners
 - Sleuth: tracking behaviour
 - The Grove Assessment Framework
- Engagement profiles are completed for students to track their engagement in