



Pupil Premium Strategy Statement

The Grove

2024-2025

School Overview

Detail	Data
Number of pupils in school	143
Proportion of pupil premium eligible pupils	41%
Academic years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lucia Santi
Pupil premium lead	Lee Mills
Governor/Trustee lead	Sue McHugh

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,589
Pupil premium funding carried over from previous years	£0
Total budget for this academic year	£58,589

Part A: Pupil Premium Strategy Plan

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 is driven by the strengths and needs of each pupil and may change over time.

Challenges

Challenge number	Detail of challenge
1	<p>Personal development and behaviour</p> <p>All pupils at The Grove have a diagnosis of Autism which impacts their social communication and emotional regulation. To support pupils and staff to recognise areas for development, track progress and set targets we use the SCERTS framework.</p>
2	<p>Reducing the attendance gap between disadvantaged and non-disadvantaged pupils</p> <p>Attendance data over the previous four academic years shows us that disadvantaged pupils attendance was lower than non-disadvantaged pupils:</p> <p>2020-2021: -9.02% 2021-2022: -0.06% 2022-2023: -2.46% 2023-2024: -2.05%</p>
3	<p>Providing family support for disadvantaged pupils & families</p> <p>It is essential to support our parents and families as it is to support and nurture our pupils. 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.</p>
4	<p>Improving literacy and communication skills</p> <p>The vast majority of pupils attending The Grove are working at levels far below their age expected level. A key strategy to close this attainment gap and make progress across the curriculum is to support and improve pupils' literacy and communication skills.</p>
5	<p>Using trauma informed practice to support pupils wellbeing</p> <p>As a trauma informed school we offer support to pupils who have suffered from multiple painful life experiences which can lead to severe mental and physical ill-health.</p>

Intended outcomes

Intended outcome	Success criteria
All pupils have up to date SCERTS SAP forms which truly represent each pupils areas for development and achievements which can then be used for individual target setting around emotional regulation & social communication.	Sleuth data will demonstrate a lower number of negative incidents over time for PP pupils.
To increase PP pupils' attendance.	Attendance data for PP pupils will match or be higher than non-PP pupils.
To increase PP pupils' family engagement with Family Support Services.	An increase in PP attendance.
To increase PP pupils attainment data in Literacy	Literacy attainment data for PP pupils will match or be higher than non-PP pupils
To use Thrive to support pupils' mental wellbeing.	A reduction of MyConcern logs from 2023-2024 academic year

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number addressed
<p>SCERTS lead delivered CPD to all staff during INSET days and after school staff training sessions.</p> <p>SCERTS lead evaluated and revised the assessment framework to better meet the needs of our pupils.</p>	<p>Implementing the SCERTS (Social Communication, Emotional Regulation, and Transactional Support) framework in educational settings provides a holistic, neurodiversity-affirming approach that significantly enhances the learning experience for SEND students. By prioritising Social Communication, it helps learners transition from unconventional behaviors to functional, spontaneous interaction, fostering deeper connections with peers and staff. The focus on Emotional Regulation ensures students are "available for learning" by providing them with self-regulation and mutual-regulation strategies to manage stress and sensory input effectively. Through Transactional Support, the framework empowers staff to adapt the environment and their own communication styles, creating a predictable and supportive atmosphere that reduces anxiety. SCERTS bridges the gap between a student's unique needs and the classroom environment, leading to increased active engagement, improved quality of life, and more meaningful educational progress.</p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC6290670/</p>	1

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Subscription cost for Little Wandle Phonic programme.</p> <p>Developing and implementing phonics groupings and creating bespoke sensory activity boxes for each phase.</p>	<p>Implementing the Little Wandle Letters and Sounds Revised SEND programme offers a highly structured, systematic approach that builds reading confidence by breaking down complex skills into manageable, "small-step" milestones. Using a graduated approach, the framework allows educators to tailor the pace of learning to the individual, ensuring that pupils with complex needs are neither overwhelmed nor under-challenged. The program significantly reduces cognitive load through the use of consistent routines, simplified language, and repetitive sessions, which provide the predictability essential for SEND learners. The integration of sensory supports such as large-format grapheme cards and tactile resources ensures that phonics is accessible and enhances functional communication.</p> <p>https://www.littlewandle.org.uk/</p>	4
<p>Purchase of Alex Kelly Social Skills resources such as Talkabout: A Social Communication Skills Package.</p> <p>Small group sessions for pupils in need of developing social awareness and skills.</p>	<p>Implementing the Alex Kelly Social Skills (Talkabout) programme in an education setting provides SEND learners with a logical, step-by-step roadmap for navigating the complexities of human interaction. By following a hierarchical approach, the framework ensures that students first build a solid foundation of self-awareness and self-esteem before moving on to more complex non-verbal and verbal communication skills. This structured progression is impactful for Autistic learners, as it removes the guesswork from social rules and replaces them with explicit, repeatable strategies. The programme includes built-in assessment tools, educators can pinpoint exactly where a student's social development has stalled, ensuring interventions are perfectly matched to their current ability.</p>	4

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

Budgeted cost: £48,589

Activity	Evidence that supports this approach	Challenge number addressed
To contribute towards funding FT salary of Pastoral Lead role to support pupils and families.	<p>SEND learners are statistically more likely to experience anxiety and emotional distress. 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. 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.</p> <p>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.</p>	3 & 2
To fund an annual school licence for Sleuth software package.	<p>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.</p> <p>www.schoolsoftwarecompany.com</p>	1 & 3
To fund an annual subscription to	The Thrive Programme can support children and teenagers who suffer from trauma or mental health	5

Thrive system.	<p>problems and whose troubled behaviour acts as a barrier to learning. Studies 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. Thrive uses relational strategies to meet the needs of children and young people when they are experiencing change, loss or significant life events. It uses targeted reparative work to fill gaps in children's needs that were not met at the right time in their early development.</p> <p>https://www.thriveapproach.com/</p>	
To fund resources to support Trauma Informed practice and therapy sessions	<p>A trauma-informed school, organisation or community is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p> <p>https://www.trauma-informed.uk/</p>	5

Total budgeted cost: £58,589

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Attendance data shows that as a school our attendance was slightly above the national average of 84.22% for SEND schools with attendance figures of 85%.

SEND School Attendance 2024/25 (National Average)	The Grove Pupil Premium Attendance 2024/25
84.22%	87.70%

Pupil premium pupils had an attendance of 87.70% (3.48 % higher than national average figures and 2.7% higher than non-Pupil Premium pupils at The Grove).

Academic Year	Pupil Premium	Non-Pupil Premium	+/-
2020-21	77.12%	86.14%	-9.02%
2021-22	86.41%	86.47%	-0.06%
2022-23	88.53%	90.99%	-2.46%
2023-24	87.32%	89.37%	-2.05%
2024-25	87.70%	85%	+2.7%

Data analysis shows that pupils eligible for Pupil Premium are making higher statistically 'outstanding' progress than students not eligible for Pupil Premium across English reading and the same % of students making outstanding progress in Writing even with a smaller cohort. There is not a significant difference between the number of students not making expected progress across pupil premium students and the rest of the school. A high proportion of the pupil premium pupils have input from the pastoral team and progress has been excellent for this cohort as a result.

	Reading		Writing	
	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium
Outstanding Progress	35%	44%	35%	35%
Good Progress	20%	17%	17%	23%
Expected Progress	30%	35%	35%	33%
Below Expected progress	15%	13%	13%	9%

Analysis of data for 37 Pupil Premium pupils attending The Grove in 2023/24 and 2024/25 shows a decrease in Sleuth logs. Data has been impacted by one pupil (Pupil A) that rose from 30 logs in 2023-24 up to 218 logs in 2024-25. The majority of these logs can be accounted for as low level self-injurious behaviour. The table provided below shows data including Pupil A and data without these logs.

	2023/24 (37 pupils)	2024/25 (37 pupils)	Difference (-/+)
Incident logs	1046	996	-50
Average logs per pupil	28.3	26.9	-1.4
Incident logs (no Pupil A data)	1016	778	- 238
Average logs per pupil (no Pupil A data)	28.2	21.6	-6.6

Externally provided programmes

Programme	Provider
Magic Breakfast	The Magic Breakfast
Little Wandle Reading & Phonics	Little Wandle
White Rose Maths Curriculum	White Rose
White Rose Science Curriculum	White Rose
Kapow Primary PSHE Resources	Kapow Primary
Votes for Schools SMSC Resources	Votes for Schools
First News SMSC/English News Website	First News
Kaboodle English Scheme of Work	Kaboodle
Help Kidz Learn Computing Resources	Help Kidz Learn
InPrint communication application	Widgit
TT Rockstars Maths	TT Rockstars
Numbots maths application	Numbots
Computer Science UK	Computer Science UK
North London sports academy	North London sports academy
Step into dance	Step into dance
Drumming workshops - groups	Ben Edwards - External Music Teacher
Guitar lessons - 1:1	Haringey Music Service
Piano lessons - 1:1	Haringey Music Service
Forest School	Branch Out Forest School
Horse riding	Chigwell Riding Trust
Swimming	Tottenham Green Leisure Centre

Further information

Pupil Premium pupils have had opportunities to attend a range of trips and experiences, with partially or fully funded by the school as seen below:

Faculty	No of PP Pupils attended	Venue/Provider
Arts Faculty	16	Frameless
Personal Development Faculty	8	Kentish Town City Farm
STEM Faculty	3	Blackhorse Road Workshop
Arts Faculty	7	Jacksons Lane Circus Skills
English Faculty	55	Communication Pod
Personal Development Faculty	18	Markfield Adventure Playground
Humanities Faculty	6	Buddhist Temple
STEM Faculty	18	London Aquarium
STEM Faculty	10	London Zoo
Personal Development Faculty	4	Careers Talk
Humanities Faculty	7	Westbury Church
Personal Development Faculty	6	Rowan's Bowling
Personal Development Faculty	2	Bookshop Work Experience
Arts Faculty	2	Haringey Shed Theatre Company
STEM Faculty	55	Prime VR
Personal Development Faculty	55	Softplay Bus
Humanities Faculty	8	Postal Museum
Humanities Faculty	2	London Transport Museum
Personal Development Faculty	2	Pendarren Residential Trip
Personal Development Faculty	4	Linklaters
Arts Faculty	6	The Lightroom
Arts Faculty	7	The Courthauld Gallery
Humanities Faculty	2	Mosque
Arts Faculty	55	Haringey Creates

