

## Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	GRANTA SCHOOL
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Curriculum Committee
Pupil premium lead	Sarah Crouch
Governor / Trustee lead	Jill Broadley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,812 plus £700 for 2 service children
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£99,512

## Part A: Pupil premium strategy plan

### Statement of intent

Granta School aims for all our disadvantaged pupils to have equitable opportunities to achieve the best possible outcomes in a therapeutic learning environment. Through the use of Pupil Premium funding we are able to provide additional Occupational Therapy and Music or Art/Play Therapy to support pupils with both sensory and emotional regulation which we see as a key element for pupils to engage and progress successfully with their learning.

Part of our strategy includes the delivery of high quality training to all staff, which is responsive to pupil need and links directly to wider school improvement.

As a school, everything we do links back to our core values; Communicate, Care, Collaborate, Innovate and Achieve and through them, we strive for our pupils to be the best they can be.

We recognise the importance of partnership working, especially with our families and part of our strategy addresses support to ensure this is maximised for the benefit of the pupils. Our Family support worker has been in key in supporting our disadvantaged families to know, understand and access the wider support options that are available to them.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring all pupils have access to an equitable curriculum
2	Pupils who find self-regulation difficult can impact the wellbeing of others in school and at home.
3	Our disadvantaged pupils have limited opportunities to access the community, develop their life skills and personal safety
4	Our disadvantaged pupils engagement in learning can be negatively impacted by their experiences and circumstances

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>The quality of education across all age groups and pathways is consistent.</p>	<p>Pupils starting points are identified. Progress is tracked effectively in a range of ways. Curriculum is equitable, providing breadth and progression. Teaching approaches are used well and supported by appropriate resources. Education is well differentiated and personalized to meet individual learner needs.</p>
<p>The pupils are able to self-regulate using their preferred strategies.</p>	<p>School has identified pupils whose dysregulation regularly impacts on themselves and others and provide appropriate strategies and resources to enable pupils to self-regulate more successfully. Staff have had appropriate CPD to support pupils.</p>
<p>The pupils are as confident, independent, safe and socially aware as possible.</p>	<p>Pupils will have a breadth of experience within the local &amp; wider community including residential and work experience. Pupils will have had opportunities to apply life skills learnt in a range of real life contexts and developing social awareness and personal safety. Families feel supported with particular difficulties relating to challenge 3.</p>
<p>Pupils maintain a high level of engagement and make good or better progress against their starting points.</p>	<p>Pupil's basic needs are met. Chosen teaching approaches are embedded across the school. Staff are skilled in their implementation following CPD. Curriculum is personalized and differentiated appropriately. Data will demonstrate improved and sustained pupil engagement through progress, attendance and behaviour. Pupils talk positively about their own learning.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing subject based CPD for teachers in core subjects (English, Maths and Science)	Ofsted inspection reports, EEF (Education Endowment Foundation) – Effective professional development, SecEd – Prioritising subject-specific CPD in your school.	1
External subscriptions e.g. magazines, purple mash platform providing breath of experience to teaching & learning	Widely used nationally across a range of settings.	1, 4
Purchase of ICT resources to enhance accessibility to redeveloped curriculum	ICT curriculum and schemes of work	1, 3, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eklan training to run communication intervention group and parent workshops	Recognised intervention provided nationally in schools	2, 4
Purchase of appropriate interventions for reading and communication based on baseline package data collected	Analysis of collected baseline data at end of key stage	1

from Communication matrix and Salford reading tests		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to trips and residential experiences for all those who cannot afford it	Supports life skills development, independence and overall social wellbeing	1, 2, 3
Parent/pupil after school experiences such as cooking/art sessions	EEF – Parental engagement, school parental feedback	3, 4
Enrichment opportunity for Secondary pupils through provision of lunch time clubs	'An Unequal playing field: Extra curricular activities, soft skills and social mobility, pupil voice	2, 4

**Total budgeted cost: £ 99,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil's premium activity has on pupils in the 2024 to 2025 academic year.

KS4 curriculum matrix has been reviewed and amended for all pathways. Modules are no longer being repeated year on year to provide pupils with a sequenced breadth of learning to prepare them for adulthood. As a school we have significantly widened the accreditation offer to our Orient Express pathway pupils with the hope to equip those who are able to access college for post 16.

Our Occupational Therapist continues to support individual pupils across the school, in some cases directly involved through provision outlined in their EHCP. She has also advised classes through professional dialogue on provision for individuals or wider class groups. Our OT has played a key role in the design of our planned sensory integration room.

An amount of our PP funding is always available each year to enable use to purchase specific resources for the changing need of a pupil e.g. MP3 player to enable self-regulation, individual laptop for a pupil who finds writing difficult.

Our Family Support Workers focus over the last year has been pupil attendance. She is forging an effective working relationship with our attendance officer and monitoring pupil attendance and looking for trends.

Desty (Emotional resilience programme). The trained wider leader has sent information out to staff and has time set aside in the week to run the intervention. This is still in it's infancy.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

