



# Pupil premium strategy statement Columbia Grange School 2022/23

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	42.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	John Lines - Headteacher
Pupil premium lead	Rosey Walker - Deputy Headteacher
Governor / Trustee lead	Derek Freeman

## Funding overview 2023/2024

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£71,390



## Part A: Pupil premium strategy plan

### Statement of intent

At Columbia Grange School, our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.



## Challenges

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

Challenge number	Detail of challenge
1	All pupils have a diagnosis of ASD and learning difficulties
2	children's mental health and well being affected by lasting impact of covid 19 pandemic
3	pupil engagement level is often low
4	pupils come from across the whole of Sunderland local authority
5	pupil premium support is not always integrated into school or into the home

## 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
Further enhance the engagement levels of pupils throughout the school day	Pupils show high levels of engagement in their activities throughout the school day
for pupils to be able to self regulate independently or with some support	<ul style="list-style-type: none"> <li>• Staff effectively trained in how to support individual pupils</li> <li>• pupils to be well regulated in the school environment and able to access all areas of the curriculum</li> </ul>
improve communication skills for pupils to be able to express their needs effectively in their chosen manner in a variety of contexts	Achievement of EHCP/ PLP communication and interaction outcomes
to improve the emotional well being of pupils post covid 19 pandemic	Children to engage with/ participate in a range of therapeutic activities/ sessions such as Yoga/ RMT/ movement therapy

## 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: £ 1,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapist input into CPD	Workshops on sensory regulation strategies/ use of sensory equipment/ fine motor skill development	1, 3, 4, 5
<i>SALT input into CPD</i>	Augmented communication training- PECS/ SCERT	1, 3, 4, 5

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

Budgeted cost: £ 30,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapist targeted interventions	Small group and 1:1 interventions for specific pupils, writing of support plans, classroom observations, parent liaison and home visits	1, 3, 4, 5
<i>SALT targeted interventions</i>	Small group and 1:1 interventions for specific pupils, writing of support plans, classroom observations, parent liaison and home visits	1, 3, 4, 5



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

Budgeted cost: £ 38,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion to deliver wellbeing sessions	Delivery of the following therapies across the broader school by PP champion and PP teacher:  <ol style="list-style-type: none"><li>1. Yoga</li><li>2. RMT</li><li>3. Movement Therapy</li><li>4. Mental Health</li></ol>	2, 5
<i>Well being session resources</i>	Mats, sound system, lights, massage tools, therapy brushes	2, 5

**Total budgeted cost: £ 71,390**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

1. Improve the engagement of pupils
  - a significant improvement in the attendance of pupils who had been reluctant returners after lockdown
  - level of engagement showed significant increase on pupils in relation to the engagement model
  - a reduction in low level disruptive behaviours
2. all pupil premium interventions are integrated into the classroom and home
  - pupil premium champions home visits to support emotional wellbeing
  - SALT home visits to share communication strategies
  - Occupational Therapist home visits to develop the processes to deliver input at home
  - all children had individual targeted plans that were shared with class and home
3. Pupils are able to self regulate themselves
  - reduction in the frequency and severity in reported behavioural episodes for pupils from the beginning of the year to the end of the year

### 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
None	