

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Limpsfield Grange School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	31.12.22
Date on which it will be reviewed	31.12.23
Statement authorised by	Sarah Wild
Pupil premium lead	Emma Phillips
Governor lead	Catherine Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,325
Recovery premium funding allocation this academic year	£29,424
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,450
Total budget for this academic year	£75,199

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students in all areas of our WACI curriculum (Wellbeing, Achievement, Communication and Independence). All of our students have an Education, Health and Care Plan, so socio-economic disadvantage is not the primary challenge that they face. We therefore consider every disadvantaged student as an individual as opposed to considering them as a group and making comparisons between them and their non-disadvantaged peers. Our strategy is focused on the individual needs and strengths of each disadvantaged student, which often change over time, based on formal and informal assessments. Funding is not routinely spent on whole-school approaches that will benefit all students. As a specialist provision, all students have access to an appropriate curriculum and receive Quality First Teaching.

Pupil premium funding is used to support one or more of the four WACI areas. We do not focus solely on teaching and learning interventions and improving academic achievement. We seek to work collaboratively with the parents/carers of our disadvantaged students to make joint decisions on how the funding for their child is used.

Our intention is to use the recovery premium to close the reading and spelling gap for the following students with a reading age significantly below their chronological age:

- Year 7 students – reading or spelling age below 10 years
- Year 8 students – reading or spelling age below 11 years
- Year 9 students and upwards – reading age below 12 years

The progress of these students across the curriculum, is negatively impacted by their reading difficulties.

Challenges

The challenges that our disadvantaged students face are very individual and are usually as a result of their SEND. They are then further impacted by their disadvantaged status. As a result of this and the small number of disadvantaged students that we have, it is not possible to draw broad conclusions about their shared and common challenges as a group. We continue to look at every disadvantaged student as an individual and to identify what challenges they face and what interventions we can put in place to support them.

The list below is not exhaustive, but it details some of the common challenges faced by individual disadvantaged students at Limpsfield Grange.

- Parental attendance at Parents Evening, Annual Review meetings and end of year presentation assembly due to not having access to their own transport, the rising cost of public transport and fuel and the semi-rural location of the school.

- Difficulties with students participating in educational visits, particularly residential visits and participating in extracurricular events and activities.
- Access to resources for homework and revision.
- Access to a computer at home.
- Difficulties with purchasing school uniform and equipment.
- Access to personal care and hygiene items.
- Fewer opportunities to develop cultural capital outside of school and to build general knowledge and experiences.
- Access to emotional support and therapeutic interventions.
- Difficulties with parental engagement through the usual school communication channels.
- Access to tutoring in core subjects.
- Low reading and spelling ages.

Outcomes

When planning an individual intervention for a disadvantaged student, the intended outcomes for that student are identified. The student and staff member agree the outcomes for the intervention, by which progress and impact will be measured. At the end of each half term or at the end of the intervention (whichever is first) progress towards the intended outcomes are reviewed for each student. Students are asked for their feedback on whether they feel the intervention has achieved its objective.

The use and impact of pupil premium funding is monitored and evaluated on an ongoing basis by the Deputy Headteacher and is reviewed by the Senior Leadership Team once every month and by our Pupil Premium Governor once a term. These ongoing reviews inform us of the number of interventions that are taking place under each of the four WACI areas and of the clear outcomes by which impact can be measured. It allows us to scrutinise the number of interventions where a student has made progress. This area is further monitored by the Curriculum Community and Student Welfare Committee and the Full Governing Body.

Pupil Premium Spending 2021-2022

46% of Pupil Premium income from 2021-2022 was carried forward to 2022-2023.

	Wellbeing	Academic	Communication	Independence
Spend as a percentage of total funding received	19%	10%	16%	9%
Spend as a percentage of total expenditure	36%	18%	29%	17%

Educational visits and extracurricular events and activities.	1%
Resources for homework and revision.	0.01%
Uniform and equipment	5%
Tutoring	7%
Laptops	8%
Access to personal care and hygiene items	1%
Supporting parental engagement	1%
Interventions (academic)	29%
Interventions (wellbeing)	38%
Interventions (independence)	10%

Recovery premium was spent on developing and implementing a bespoke reading and spelling programme. Four Teaching Assistants underwent training to develop their understanding of early reading and to be able to identify the next steps for individual students they work with. Fourteen students had interventions, taking part in either three or four 30 minute sessions per week. As a result of the intervention the average improvement in students' reading age as measured by the Salford Sentence Reading Test was 5 months, in a 3 month period. Spelling ages improved on average by 3 months in a 3 month period. This is a faster rate of progress than students have previously demonstrated.

Pupil Premium Anticipated Spending 2022-2023

It is expected that the proportion spent on all interventions as outlined above, will be broadly the same as this year, with the exception of wellbeing interventions, access to external tutoring and the provision of laptops, which will all increase in their total expenditure.

During this academic year the approach to reading and spelling has been adapted. Five teaching assistants, the Assistant Headteacher and the English teachers trained for Catch Up Literacy. A new reading scheme, Rapid Readers and Rapid Readers Plus has been purchased to tie in with Catch Up Literacy. Fifteen students are having interventions

between two and four times a week for short sessions of around 20 minutes. Interventions are bespoke and adapted regularly. Progress will be measured using the NGRT and Salford Reading test alongside formative assessment during each intervention session.