

Pupil Premium Action Plan 2022 – 2023

Allocation and Budget	
Amount allocated 2022 – 2023	£ 80,120

Actions, Strategies and Interventions 2022 – 2023	
Description	Cost
School Led Tutoring Contribution	£21,714
<p>Primary Literacy</p> <p><i>Now>press>play</i> – an immersive audio resource that engages primary school children in the curriculum through emotion, imagination and movement. In <i>Now>press>play</i> every child is given a pair of wireless headphones. Immersed in sound, they become the main character in a story, meeting people, discovering places and solving problems</p> <p>Accelerated reader Subscription</p> <p>To improve the reading ages of all pupils.</p>	<p>£1,438</p> <p>£1,724</p>
<p>Improve the pupils' levels in Maths and French</p> <p><i>Pearson Active Learn Subscription KS3 and 4 in Maths</i> ActiveLearn brings together planning, teaching and assessment both in and outside the classroom, using progress assessments with online markbooks to measure progress at key points.</p> <p><i>Maths Circle Subscription</i></p> <p><i>Pearson Active Learn Subscription KS3 and 4 in French</i> ActiveLearn brings together planning, teaching and assessment both in and outside the classroom, using progress assessments with online markbooks to measure progress at key points.</p> <p><i>Linguascope Subscription French</i></p>	<p>£715</p> <p>£278</p> <p>£573</p> <p>£300</p>
<p>Improve the recording an analysis of pupil progress</p> <p>Continue to <i>purchase Go4Schools</i>, a sophisticated data assessment system to track pupil progress towards end of Key Stage expectations and through analysis indicate where pupils need intervention.</p>	£1,820

<p>Mental Health and Wellbeing</p> <p><i>Mental Health and Wellbeing Lead</i> to provide focussed intervention and mentoring support at KS3 & 4 to promote healthy mental wellbeing.</p>	<p>£18,212</p>
<p>Parent/Carer and Pupils Support</p> <p>Continue to employ a <i>Student and Family Support Lead</i> to make positive links with and provide support for pupils, parents/carers. To establish and foster good relationships with parents/carers and their children, ensuring that the child reaches their full potential. To give advice and support on a range of issues affecting family life and offer learning opportunities to families. To open Early Help Support where required.</p>	<p>£18,212</p>
<p>Counselling</p> <p>Counselling fees from Snowford Grange Counselling Service for six pupils per term to address social and emotional barriers to learning.</p>	<p>£6,840</p>
<p>Enrichment</p> <p>Internal and external activities to improve pupils life experiences, communication and interaction, and self confidence.</p>	<p>£3,000</p>
<p>Other Areas of Support</p> <p>Rewards</p> <p>£500</p> <p>Learning Resources</p> <p>Audio Books</p> <p>£373</p> <p>Computer Equipment</p> <p>£1,500</p> <p>Individual Support e.g. Dog Therapy</p> <p>£2,920</p>	<p>£80,120</p>
	<p>£80,120</p>

Impact Report 2022 – 2023

Major Impacts and Outcomes 2022 – 2023	
Description	Impact / Evidence
<p>Primacy Literacy</p> <p>Accelerated Reader Focussed intervention for low levels of literacy at KS3.</p>	<p>Now>Press>Play improved pupils reading ages. In Primary 96% of pupils made progress in reading. 4% improved their love of stories and reading but did not make progress during assessments.</p> <p>Pupil reading ages were circulated to Form Tutors who monitored reading in form time and oversaw accelerated reader quizzes on the books the pupils have read. The data was circulated to staff to inform their teaching of pupils and to enable them to differentiate their curriculum to make it accessible to all pupils of all reading ages.</p> <p>Accelerated reader data is used as an indicator of those pupils who require literacy intervention. The data is also used to identify pupils who might benefit from attending 'Paired Reading' sessions.</p> <p>In academic year 2022 – 2023, 45% of Key Stage 3 and Key Stage 4 Pupil Premium pupils increased their reading ages by at least 3 months. 32% of Pupil Premium pupils made more than 12 months progress over the course of the academic year.</p>
<p>Improve the pupils' levels in Maths and French</p>	<p>Mathematics Specialist Intervention in Maths enabled teachers to use formative and summative assessment data to inform planning and personalised intervention. In the academic year 2022 – 2023 85% of Pupil Premium pupils attained their National targets. That is broken down to 23% attained target and 62% attained above target.</p> <p>In the academic year 2022 – 2023 83% of Y7 Pupil Premium pupils reached or exceeded their National target. This matched the non-Pupil Premium pupils of which 81% met or exceeded their National target. 2 Pupil Premium pupils did not meet expected target, compared to 5 non-Pupil Premium failed to meet expected target.</p> <p>In the academic year 2022 – 2023 83% of Y8 Pupil Premium pupils attained or met their expected target and 85% of non-pupil premium pupils met or exceeded their National target.</p> <p>In the academic year 2022 – 2023 94% of Y9 Pupil Premium pupils attained or exceeded their targets.</p> <p>In the academic year 2022 – 2023 73% of Y10 Pupil Premium pupils attained or exceeded their target.</p> <p>In the academic year 2022 – 2023 73% of Y11 Pupil Premium pupils exceeded their GCSE target. 100% of Pupil Premium non-GCSE pupils attained their ELFS target.</p> <p>Active Learn in KS3 and 4 French and Linguascope French</p>

Mental Health and Wellbeing Lead

March 2023

Children’s Mental Health was highlighted by organising activities across the whole school to raise awareness for Mental Health and wellbeing. The events raised over £ 500. Pupils and staff commented on the positivity around school during this time.

A Zones of Regulation learning 6 week pilot programme has been run with a group of Year 7 and 8 pupils. The aim is to use their feedback to create a plan that can be implemented across the whole school.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel? sad tired bored moving slowly	How might you feel? happy okay focussed ready to learn	How might you feel? nervous confused silly not ready to learn	How might you feel? angry frustrated scared out of control
What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

There is an ongoing project with ‘KIDS’ who are working with 12 pupils to produce two films on topics important to the young people involved. Pupils are receiving media training and film production experience from an ex-BBC producer and videographer; which is working on their self-esteem and confidence. The pupils have chosen ‘hidden disabilities and public perceptions’, and ‘employability for young people with SEN’ as their subject matter.

The team continue to work with pupils from both main school and Pod on a 1:1 basis to develop their resilience, self-esteem and support school attendance. Current topics are around emotional regulation, anxiety in schools, gender transition and school attendance.

May 2023

Leading the ongoing project with ‘KIDS’ who are working with 12 students to produce 2 short films on topics important to the young people involved. 2 days filming on/off site, and the students took leadership to prepare, present and film an interview of a previous student from Exhall Grange about employability options since leaving school. The second group filmed their own interviews based on their experience with additional needs and how they were perceived in society.

The therapeutic team have been planning how the citizenship curriculum can reflect the SEMH needs of our pupils and support this. It would involve a carousel of subjects so more pupils receive support for mental health awareness, emotional regulation, friendship, team building, sensory support etc.

Developing a safe space for pupils to go who are struggling to access the classroom due to high levels of anxiety. L13 to become a reflection space. Consulting with outside agencies.

Working with pupils 1:1 to improve their mental health, resilience and self-esteem. Current topics are around emotional regulation, anxiety in schools, Self-harm behaviour and school attendance.

July 2023

Supported a group of 12 pupils to create 2 short films offering support to other young people with additional needs on the topic of hidden disabilities and employability. They led a whole school assembly to share the students work and empower other young people to take an interest in important topics relevant to them. The videos can be found [Guides – Young People's Hub from KIDS](#)

Staff have undertaken professional development in Cognitive Behavioural Therapy (CBT) theory and practice, which complements our current 1:1 intervention, offering a more therapeutic style of working. Many of our students are on a considerable waiting list for CBT therapy through the Child and Adolescent Mental Health Service (CAMHS). We can now offer a joined-up approach to supporting the whole child from education and health.

Developed the Citizenship/wellbeing carousel of lessons and Zones of Regulation curriculum to support the social, emotional and mental health (SEMH) needs of pupils and improve our universal offer to commence in September 2023;

1:1 pupil support themes this term, have been challenging negative thinking patterns and how to change our mindset. Areas of focus are school related anxiety, gender transitioning and low mood.

1:1 support for pupils in both Pod and main school around the themes of developing resilience, improving mental health, behaviour and self esteem, emotional regulation, anxiety in school, self harm behaviours and school attendance.

Parent/ Carer and Pupil Support has made positive links with and provided support for pupils, parents/carers. The families' holistic needs are met.

March 2023

Number	Action	Impact
15	Open Warwickshire Early Help Pathway to Change.	<p>These Early help referrals have come from the school's Senior Leadership Team and Social Care allowing pupils and their families to have the help and support needed to ensure the 'right help at the right time' preventing their identified needs from escalating.</p> <p>These Early Helps have resulted in support and input from varying professionals including mental health, social care, medical and education professionals. Those pupils with attendance concerns are also supported through the Early help process.</p> <p>Out of the 15 early helps school is the lead professional for 13 of them.</p> <p>2 out of the 13 families are currently being assessed by Social Care.</p>
1	Referral to Solihull Multi Agency safeguarding Hub (MASH)	An Early Help is now open to the family and support put in place.
1	Referral to Coventry Early Help	The Family hub are currently working with the family to formulate a plan of care.
5	Closed Early Help Pathway to Change	The families have reported feeling supported by school and have accessed various support including a Targeted Youth Worker, Family Support Worker, Parent/Carers assessment and financial support.
1	Referral to SOLAR	SOLAR provides Emotional Wellbeing and Mental Health Services to Children, Young People and Families in Solihull. The referral has been accepted and the pupil is awaiting support to commence.
1	Referral to Fresh Start in Education	The pupil felt unable to attend school is now being educated in their home environment awaiting a new educational placement to commence.
1	Referral to Flex Learning	The pupil felt unable to attend school is now being referred to be educated offsite.
2	Signposts to the Parent /Carers Support Pathway	This assessment is a wellbeing conversation with someone from social care which will result in several different outcomes depending on their needs. Both families have received extra support regarding finance.
2	Regular Child in Need meetings.	To ensure the child's needs are being met. Liaison with educational staff and updating them.

2	Referrals to Child and Adolescent Mental Health Service (CAMHS)	To ensure the right support is given to the young person and their family. 1 young person is due an assessment and placed on a waiting list for intervention. 1 young person is awaiting the outcome of the referral.
3	Referrals to Community Childrens Autism Support Service (CCASS).	To provide advice and support for a child and their family with a diagnosis of Autism. This support has included free parent/ carer sessions.
3	Attendance at Educational Health Care Plan reviews for parent/carer and educational support	To give the child and parent/carer reassurance and confidence and also support educational staff in ensuring the pupil's needs are being met.
3	Families supported outside the Early Help /Child in need	This includes 6 weekly meets to support the pupil and their family's identified needs.
2	Referrals to MIND Specialist Keyworker team	This new team supports allocated pupils with their mental health and engage with school and the community.
2	Referrals for a diagnosis of Autism or Attention Deficit hyperactivity Disorder (ADHD).	Supported teachers and families making a referral for a diagnosis of Autism or Attention Deficit hyperactivity Disorder (ADHD).
1	Occupational Therapist referral	To request a sensory assessment to ensure all their holistic needs are being met. The referral was accepted and will be seen in the near future.
3	Families have received at least 1 home visit.	Alongside another member of staff we have made home visits for those pupils who are struggling to access their education. School is working alongside other professionals including Social Workers and Education professionals to formulate a plan of action.

This role also supports pupil's emotional health and wellbeing, working with individuals, groups and whole classes using appropriate knowledge, experience, specialised skills and training.

With the increasing amount of referrals for Autism support through Community Childrens Autism Support Service (CCASS) discussions were had with the team manager to offer support to our families and young people.

In November 2022, 10 pupils were identified by staff that could benefit from Autism support. 9 pupils and their parents/carers consented and had weekly meetings with the CCASS keyworker discussing topics such as what Autism means, friendships, anxiety and resilience. Sessions continued until February 2023. A report is in the process of being written by CCASS and will be distributed to parents/carers and school including any recommendations. Two children will be recommended further 1-1 support by the service.

May 2023

Families continue to be supported through the Early Help process, regular support meetings, signposting and referrals to outside agencies including home education, mental health support, Social Care and Autism support.

With the support of the Exhall Grange community, including Tesco, the School and Family Support (SFS) organised an Easter Foodbank, this resulted in 15 Exhall Grange families receiving food parcels.

The focus for this next term is the planning and preparation of getting more parents and carers in to school. From September 2023 the plan is to offer parenting courses and have a diary of events which include coffee mornings including speakers from a variety of agencies.

Another focus this term is to ensure families of Exhall Grange get support at the earliest opportunity.

July 2023

The role has developed as the year has gone on and the SFS has begun to work with a variety of different agencies supporting our pupils and their families' holistic needs including mental health, social and financial support. They continue to work closely with the Early Help Pathway to Change Team and attend many of their network meetings to ensure I am up to date and current. Since September 2022 they closed 23 Early Helps and have transferred an Early Help to college with the pupil. There are currently 6 Early Helps open. These Early Helps have involved working closely and having regular communication with the pupils, parents/carers, Assistant Heads, Mental Health and Wellbeing Team and Teaching staff. This joint approach has been instrumental to the successes and positive outcomes we have achieved.

Alongside the support from the mental health and wellbeing team and class teacher, the Student and Family Support Worker has planned and assisted in delivering a weekly Zones of Regulation class to an allocated primary class for 10 weeks. Case studies have been written and the outcomes appear positive. The plan is to have Zones of Regulation delivered to all primary as well as secondary pupils at Exhall Grange.

More recently there have been a planned series of events for parents/carers next academic year including coffee mornings and different speakers in such as mental health support, autism support, financial support.

On the website there is numerous advice and guidance links via the family support tab on topics such as Autism Support, online safety, SEND, Benefit, bereavement. This support is quick to access and can be signposted by office staff as well as teaching staff.

Counselling**March 2023**

Number	Action	Impact
11	Pupils are being supported with their emotional health and well being through the School Counselling service.	Pupils are currently working with our newly allocated Counsellor from Snowford Grange. These pupils are given the opportunity to talk, identify strategies and to gain advice from a trained counsellor. Through these sessions

			<p>concerns may be raised and other agencies accessed.</p> <p>Strategies devised by pupils in these sessions and have been shared with staff to help the pupil access and thrive in their learning.</p> <p>Parents/carers have reported a change in their child's behaviours since the commencement of counselling.</p>
	1	Primary pupil having weekly intervention	Within these sessions emotions are discussed and strategies are spoken about. This is carried out through reading, art, drawing and play.
<p>May 2023</p> <p>Pupils support continues through School Counselling, 11 pupils are currently seen on a weekly basis. SFS have been working alongside the class teacher to plan and deliver lessons once a week.</p> <p>July 2023</p> <p>Counselling continues on a Tuesday and Wednesday through Snowford Grange. Our allocated School Counsellor has helped support 17 Exhall Grange pupils over the academic year. After reviewing this year's counselling service, we have decided next academic year to offer different styles of Counselling including a Therapeutic approach alongside Cognitive Behavioural Therapy. This will be regularly reviewed with the mental health and wellbeing team.</p>			
Enrichment	Internal and external activities to improve life experiences, communication and interaction and self confidence etc.		
Other Areas of Support	<p>Rewards</p> <p>Rewards were purchased and pupils enjoyed celebrating their success.</p> <p>Learning Resources</p> <p>Audio Books for our V.I. pupils</p> <p>Computer equipment to support identified learners.</p> <p>Dog Therapy</p> <p>For identified pupils</p>		

2023 Attainment and Progress GCSEs	Number of Pupils Entered	Number Achieving	% Achieving
Maths & English Grade 4 and above			
Overall	25	10	40
Boys	16	5	31
Girls	9	5	55
Pupil Premium	7	4	57
English Grade 4 and above			
Overall	32	16	5
Boys	18	8	44
Girls	14	8	57
Pupil Premium	9	6	67
English at least expected progress			
Overall	32	27	84
Boys	18	13	72
Girls	14	14	100
Pupil Premium	9	9	100
Maths Grade 4 and above			
Overall	25	13	52
Boys	16	8	50
Girls	9	5	56
Pupil Premium	7	4	57
Maths at least expected progress			
Overall	25	16	64
Boys	16	11	69
Girls	9	5	56
Pupil Premium	7	4	57
Pupils achieving 5 or more Grade 4 and above including English and Maths			
Overall	24	9	37
Boys	14	5	36
Girls	10	4	40
Pupil Premium	7	4	57
Pupils achieving 5 or more Grade 4 and above			
Overall	24	11	46
Boys	14	6	43
Girls	10	5	50
Pupil Premium	7	4	57