



Pupil premium strategy statement

Columbia Grange School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	(60) 42.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	John Lines - Headteacher
Pupil premium lead	John Lines - Headteacher
Governor / Trustee lead	Linda Hutchinson

Funding overview 2025/2026

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <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>	£87,870



Part A: Pupil premium strategy plan

Statement of intent

At Columbia Grange, our aim is to ensure that all pupils, irrespective of their background or starting point make good progress towards their personalised targets, to ensure they are ready for the next stage of their education.

We will consider the challenges faced by pupils within our school, aiming to support their needs, regardless of whether they are disadvantaged or not. We are aware that pupil premium children have a diverse range of needs, not too dissimilar to the rest of the school cohort.

In order to support the needs and improve the outcomes for our pupil premium students, we understand that high quality teaching is key. We aim to support teachers in developing their skills, knowledge and understanding in order to deliver a broad and balanced curriculum which will help children achieve their potential, whilst being prepared for adulthood.

As a school we recognise that although support for pupil premium pupils is key, all children within our school will benefit from whole school initiatives due to their additional needs.

We will provide disadvantaged pupils with support to develop their communication and interaction skills, in meaningful ways, relevant to individual children. Staff will also work alongside children to promote and develop their personal independence including self-help skills, emotional and sensory regulation and the application of functional skills that they can use in the real world.

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 who attend Columbia Grange have a diagnosis of ASD with associated social and communication difficulties.
2	The pupils at Columbia Grange school come from across the whole of the Sunderland Local Authority and beyond. This often results in barriers around parent/carer contact and participation, as opposed to a mainstream school catchment area
3	A changing pupil cohort has produced changing pupil needs. All pupils now joining school have severe learning difficulties, including significant issues with communication, interaction and self-care
4	Pupils from disadvantaged backgrounds are more likely to experience mental health difficulties and their parents are less likely to know how to best support them.
5	Parental engagement is limited and some pupils do not engage in extracurricular activities.
6	Some pupils who have lower attendance than the average attendance in school.

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
Improved attendance in a targeted group of pupil premium pupils	Case studies across five PP pupils to no longer be persistent absentees or to significantly improve attendance Overall PP attendance to be closer to the average attendance of the school Improve the attendance of some pupils in severe absenteeism category Reduce the number of PP pupils in Persistent Absence category
Increase parental engagement	Families of PP pupils attend reviews, parent workshops and other school events such as Halloween disco/ stay and play/ parents' evenings. Develop a group for fathers (an identified need area)



<p>To embed cohesive, structured sensory offer across the three pathways in the school</p>	<p>To have a clear protocol for each school room which is part of the sensory offer</p> <p>To develop and disseminate a sensory document across the whole of the school which is to be used prior to referral for occupational therapy</p> <p>To train staff in the cogent and targeted delivery of specific sensory packages such as TacPac, Brushing Programme, the Listening Programme</p>
<p>Improvement in pupil independence strategies</p>	<p>Training for school staff on a specific toileting programme</p> <p>Rigorous programme to challenge dependence upon nappies</p> <p>Toileting plans in place for pupils who are reliant upon nappies</p> <p>Increased travel training opportunities</p> <p>Targeted community visits with elements that families can access in their own localities</p> <p>Water awareness training in school from day one</p>
<p>Improvement in pupil interaction with peers and adults using a range of communication methods</p>	<p>Reduction in confrontational behaviour to peers and adults</p> <p>Increase in pupils using spoken word for first time</p> <p>Increase in pupils using PECS for first time</p> <p>Increase in pupils using Communication Boards for first time</p> <p>Increase in pupils using Augmentative & Alternative Communication devices</p> <p>Increase in pupils using Makaton for first time</p> <p>Ongoing development in each of the above</p>
<p>Improvement in pupil interaction with peers and adults using a range of emotional regulation and behaviour management methods- requested by families</p>	<p>Reduction in confrontational behaviour to peers and adults- parents in particular</p> <p>Increase in parents feeling comfortable delivering commensurate, necessary and appropriate physical intervention</p> <p>Increase in pupils starting to manage their own behaviour</p> <p>Decrease in physical attacks on parents and siblings</p> <p>Ongoing development in each of the above</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: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapist input into CPD	Training during staff meetings and INSET days on the following packages: TacPac, Brushing Programme and the Listening Programme	1, 2, 3, 4
<i>SALT input into CPD</i>	Training during staff meetings and INSET days on the following augmented communication approaches- PECS/ MAKATON/ Communication Boards, AAC devices	1, 2, 3, 4
<i>Physical Intervention training for key staff. (Physical Handling Institute)</i>	Four staff to be trained to deliver behaviour management training to others.	2, 3, 4, 5

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

Budgeted cost: £ 36,900

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, 2, 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, 2, 3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ring fenced staff time	Parent Liaison. Home visits. Welfare calls on days of absence. Improved attendance figures for disadvantaged pupils.	1, 2, 3, 4, 6
Pupil Premium Champion to deliver wellbeing sessions to pupils new to school	Delivery of the following therapies across the broader school by PP champion and PP teacher: Yoga 1. RMT 2. Movement Therapy 3. Mental Health	1, 2, 3, 4, 5
Pupil Premium Champion to deliver National Autistic Society Early Bird Programme	Programme to 12 families, 5 of which are disadvantaged. School staff included new staff to school.	1, 2, 3, 4, 5, 6
Behaviour leads to deliver a rolling programme to all staff on physical intervention that reflects the new national guidance	Deliver the same nationally recognised certificated programme to 20 families, 15 of which are disadvantaged. School staff included new staff to school.	2, 3, 4, 5

Total budgeted cost: £ 87,870

Part B: Review of the previous academic years



Columbia Grange
School

Outcomes for disadvantaged pupils

November 2023 review Statement (2022/23 objectives)

To further enhance the engagement levels of pupils throughout the school day Improve communication skills for pupils to be able to express their needs effectively in their chosen manner in a variety of contexts

Over the year, staff have taken a key interest in developing the school environment and offer to further enhance engagement levels of pupils in school. Firstly, the sensory lead within school met with school council members to discuss what changes children wanted to see in the design of a new indoor sensory play area to replace the Deep Sea Den - the Hedgehog Hideaway. Another member of staff looked at the outdoor provision and wanted to improve the levels of engagement for all pupils during playtimes. She also met with the school council in order to collect pupil voice around how they would like the outdoor space to be developed. This led to new markings being designed and painted on the yard which has helped to instigate and structure purposeful play activities.

Pupil premium champions delivered a range of Attention Autism sessions within classes to upskills staff in the use of this program. These sessions supported children in developing their ability to sustain attention for increasing periods of time. Over the year, it was evidenced that several classes were able to move from stage 1 and stage 2 of the program to the more advanced stage 3 and 4 where their attention needed to be held for longer and with more independence. The development of these skills were noted in other lessons where children's focus and attention had increased.

Pupils to be able to self regulate independently or with some support

Staff training was delivered by Occupational Therapist and SALT in how to support individual pupils to teachers and teaching assistants.

Review of CPOMS at the time indicated that children were showing an increasing capacity to access learning and to remain focused in lessons.

Regulation around the school improved as pupils grew back into the habit of accessing a full school day, measured through review of CPOMS and staff feedback.

Class timetables were developed to increase the expectation that classes would have a more varied weekly diet of educational experiences across the school.

Improve the emotional well being of pupils post covid 19 pandemic

Pupil attendance steadily improved across the year

Over the course of the year the two Pupil Premium Champions within school delivered a range of Yoga sessions across a half term to each class within school. These sessions supported the emotional regulation of pupils and enabled them to engage in their lessons more effectively across the school day. This was evidenced in teacher feedback that was gained through questionnaires at the beginning and end of the half termly block of sessions.



November 2024 review Statement (2023/24 objectives)

Five identified PP pupils were no longer persistent absentees/ improved attendance. Attendance shift in year: a, 89% to 92%; b, 88.31% to 92%; c, 85.71% to 89.35%; d, 63.64% to 72.78%; e, 84.42% to 91%

Overall PP attendance to be closer to the average attendance of the school.

November 2023 whole school attendance 91.30% PP attendance 90.90%

November 2024 whole school attendance 91.38% PP attendance 92.38%

School remains above national comparators.

Improved the attendance of two of the three pupils in severe absenteeism category a, 40.26% to 55.03%; b, 47.4% to 61.24%

Stay and Play events were held with an additional focus upon engaging parents of PP pupils first. 42 of the 49 PP families attended.

Halloween Disco October 2023 was attended by 51 families, 21 of which were in the PP category.

Usage protocols in place and posted for these rooms in the sensory offer:

Hedgehog Hideaway; Peace Pod; Light and Sound Room; Sensory Movement Room
Hedgehog Hideaway sensory play area installed.

The Sensory Lead in school has produced a sensory document which has been shared with all classes across the whole of the school. Referrals for occupational therapy input have become more focussed as a result.

Across the course of the year, the Occupational Therapist delivered training during staff meetings and INSET days on the following packages: TacPac, Brushing Programme and the Listening Programme

The occupational Therapist delivered training for school staff on a specific toileting programme during INSET.

All pupils in school who are reliant upon nappies have toileting training plans in place

The rigorous programme to challenge dependence upon nappies has seen nine pupils become continent during day and night. An additional three are continent in the day.

All pupils with toileting plans have shown improvements in their independence to this end, pulling own clothes on afterwards, for example- walking with direction to toilet rather than led hand in hand

Increased travel training opportunities have been prepared for with study units on transport, personal safety, road crossing, all backed up by robust risk assessment.

Identified pupils enjoyed targeted community visits within their own localities, meeting family members in settings that are new to them and introduced by school staff.

Water awareness training in school has taken the form of preparation for swimming lessons with augmented approaches and high staffing ratios. Pupils are increasingly aware of their own actions to remain safe near water.



Review of statistics across CPOMS has shown a reduction in confrontational behaviour to peers and adults. Staff feedback echoes this.

Four pupils used the spoken word for the first time

Twelve pupils used PECS with meaning for first time

Eighteen pupils used Communication Boards for the first time, this was a particular focus across school and was a performance management target for class staff

Three pupils began using Augmentative & Alternative Communication devices with purpose

The use of Makaton across the school increased hugely due to training from the Communication lead, a promotion of the signs of the week and physical demonstration on how to use the sign. School won a national Makaton award in the year.

November 2025 review Statement (2024/25 objectives)

School has 26 persistent absentees, down from 29 this time last year and from an in-year peak of 34. Of the 26 PA pupils, 13 pupils are eligible for pupil premium, comparable to 19 this time last year.

School attendance year to date (21/11/25) is as follows:

Total- 93.10%

Pupil Premium- 93.26%

Non PP- 92.28%

School attendance year to date (18/07/25) was as follows:

Total- 91.33%

Pupil Premium- 93.38%

Non PP- 89.69%

Stay and Play events were held with an additional focus upon engaging parents of PP pupils first. 45 of the 50 PP families attended.

Halloween Disco October 2024 was attended by 59 families, 24 of which were in the PP category.

All pupils in school who are reliant upon nappies have toileting training plans in place

The rigorous programme to challenge dependence upon nappies has seen four pupils become continent during day and night. An additional two are continent in the day.

All pupils with toileting plans have shown improvements in their independence to this end, pulling own clothes on afterwards, for example- walking with direction to toilet rather than led hand in hand

Increased travel training opportunities have been prepared for with study units on transport, personal safety, road crossing, all backed up by robust risk assessment.



Water awareness training in school has continued to take the form of preparation for swimming lessons with augmented approaches and high staffing ratios. Pupils are increasingly aware of their own actions to remain safe near water, including children new to school.

Review of statistics across CPOMS has shown a further reduction in confrontational behaviour to peers and adults. Staff feedback echoes this.

One pupil used the spoken word for the first time

Sixteen pupils used Communication Boards for the first time, this was a particular focus across school and was a performance management target for class staff

Two pupils began using Augmentative & Alternative Communication devices with purpose

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	