

Pupil premium strategy statement (Reviewed Dec 2023)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. (REVIEWED DEC 2023)

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	The Grange Academy
Number of pupils in school	970
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022 (this year) 2022-2023
Date this statement was published	TBC
Date on which it will be reviewed	May 1 2022
Statement authorised by	Principal - Dr. P Hills
Pupil premium lead	Vice Principal - Mr. A Jaffer
Governor / Trustee lead	TBC
Reviewed	CWA - Dec 2023

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 205,325
Recovery premium funding allocation this academic year	£ 31,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 236,790

Part A: Pupil premium strategy plan

Statement of intent

At the Grange Academy we want students entitled to the pupil premium to have the same academic and co-curricular opportunities and outcomes which are afforded to their more advantaged peers.

We acknowledge that students from a PP background often have greater barriers in accessing the curriculum because they are often further behind their chronological reading age than their peers are and because they may not always have the same financial or cultural resources as their peers.

This plan, therefore, designates attendance, literacy and academic attainment as the key priorities for 2021-2022.

The 2021-2022 academic year is the second year of the school's current three year pupil premium strategy.

If the objectives are achieved then those opportunities afforded day-to-day, by the curriculum, become just as accessible to pupil premium students as those from a non-PP background.

Challenges

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

Challenge number	Detail of challenge
1	A greater proportion of students entitled to the pupil premium are below their chronological reading age compared with other students, and this poses issues in relation to access to the curriculum, quality of educational experience and academic attainment.
2	There is a significant disparity in exam outcomes (absolute attainment and progress) between students entitled to Pupil Premium and those not.
3	There is a disparity in the attendance, punctuality and persistent absence figures between students entitled to the pupil premium and those not.
4	Students entitled to PP have a greater number of negative behaviour incidents than students not entitled to PP.

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
1. Stronger literacy	For the differences to have been closed between reading and chronological ages in all year groups between those entitled to PP and those not.
2. Improved Key Stage 4 academic outcomes	For the gap in KS4 progress (measured by FFT 50 and Progress 8) to have been significantly closed
3. Improved attendance, punctuality and reduction in persistent absence	For the gap in attendance to be closed, such that PP attendance sits at 92%+ and Persistent Absence below 20% (sig + compared to NA) Punctuality to be in line with non-PP students
4. Improved behaviour of PP students	Internal exclusions to be below a 2:1 ratio External exclusions to be below a 2:1 ratio (National Average 3.6:1)

Review (Dec 2023)

1.	In December 2023, 17% of students in KS3 & KS4 have a recorded reading age below the functional literacy age of 10, restricting access to the curriculum. On average in KS3 & KS4, PP students have a reading age of one to two years lower than non-PP students. There are 53 PP students in KS3 & KS4 with a reading age below 10: their average reading age is approx 7-8 years. This remains a key priority for the literacy lead, ATLs and all teachers.
2.	<i>Summer 2023 KS4 Progress 8 score for PP was -1.12 against a figure of -0.09 for non PP.</i> <i>% of Eng/Maths Grades at 4+ was -19% for PP and +2% for non PP.</i> These remain significant priorities and the appointment of ATL roles for 23/24 is a key strategy.
3.	Ongoing priority. Figures to follow.
4.	Ongoing priority. Figures to follow.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£29,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
General CPD (training) session on Pupil Premium for teachers - identifying students, considering interventions, understanding the contextual challenges faced by those from PP backgrounds. [£0]	A chance to explore staff attitudes towards the pupil premium and how it works in practice is a key recommendation for school leaders from the Education Observatory's 2021 report.	1, 2, 3, 4
Recruitment of two Behaviour Mentors who will focus on 3 key areas: [30% of Behaviour Mentor time, £29,100] 1/ Engaging those students with persistent absence to improve attendance and wellbeing 2/ Inspiring students with high levels of low level disruption and disengagement from 3/ Supporting those at risk of Permanent Expulsion to reduce AP required and engaged to The Grange curriculum and expectations	The focus on attendance and persistent absence is important because it is one of the strongest indicators of pupil premium students' academic success. [Education Observatory, 2021]	2, 3, 4
Behaviour CPD Programme for staff [£0] 1/ Peer on Peer Abuse - focus on PP as they are involved in higher % of incidents 2/ Teach Like A Champion - as part of whole School CPD programme 3/ Anti-Bullying Training for staff and students	The EEF make clear in their assessment of the evidence relating to behaviour interventions that maintaining high expectations is critical and therefore this is a centralised and key feature for the whole school CPD programme. [EEF]	2, 3, 4

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

Budgeted cost: £ 46,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt and implement a whole-school literacy strategy. We will fund a TLR for a literacy coordinator whose role it will be to support professional development in relation to literacy across the academy. [£8,000]	Disciplinary literacy is generally important for access to the curriculum and literacy skills are heavily linked with attainment in maths and English. Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn)	1, 2
Reading support programme with phonics as a basis (based on literacy strategy) [£10,000]	Evidence from the EEF is clear that phonics based reading interventions have a very significant impact if implemented effectively	1, 2
Paired Reading Programme [£0]	Peer tutoring can have a very high impact based on evidence from EEF. Both mentors and mentees enjoy this process and the specific focus on reading gives this the necessary direction and impetus. [EEF]	1
Additional interventions for Y10 and Y11 PP students [£15,000 - allocated as a proportion of teaching staff salaries for Y10 and Y11 interventions]	Tutoring, where regular, sustained and of a high quality is likely to generate short-term gains for our students . [Learning Policy Institute] https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Y11 PP students prioritised for 1-1 careers interviews [£0]	All Y11 students have access to 1-1 careers guidance, information and support, including a one-hour post-16 interview. Prioritisation of pupil-premium entitled students is critical. [Education Development Trust]	
Performance Review Meetings - students	Evidence as above.	2

<p>from PP backgrounds to receive personalised progress review meetings during the February Half Term with Senior Leaders and Year Achievement Leads.</p> <p>[Year Achievement Lead TLRs - £13,168]</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 153,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Attendance Action Plan [50% of the time of the five Heads of Year £80,248]</p> <p>1/ FT - Focus Students all PP</p> <p>2/ 100% Club</p> <p>3/ Weekly Attendance Meeting with HOY / YAL / Attendance Officer</p> <p>4/ Use of Warning Letters / Parent Contract Meetings</p> <p>5/ Use of FPN</p> <p>6/ Home Visits</p> <p>7/ Attendance Reward Report</p> <p>8/ House and Tutor Attendance Competition weekly</p>	<p>It is well established that there is a clear correlation between attendance and academic attainment.</p> <p>Every School Day Counts ; Gov UK Attendance and Attainment Data</p> <p>The strategies used in 2020-2021 have clearly made a positive difference to attendance of PP entitled students, and therefore the aim is to continue with these.</p>	3, 4
<p>Conduct MAP Meetings (Multi-Agency Provision Meetings) to focus on interventions for PP students - coordinated every HT with HOY / YAL / SENCO / Behaviour Mentor</p>	<p>There is broad evidence that multi-agency working improves the efficacy of the professionals involved, and improves the access to services for users (here - parents and their children)</p> <p>The implications of multi-agency working (NFER)</p>	3, 4

[50% of the time of the 5 Heads of Year, as above]		
Use of Behaviour Mentors (see activity and intent above)	As above	3, 4
Implementation of new Character Programme - focussing on school traits of Kindness, Resilience and Empathy [50% of the time of the five Heads of Year, as above]	Schools generally lack a clear understanding of character and how to develop this. [DfE, 2017] Developing the character of those young people who might face greater barrier is best operated through a formalised process [Berkowitz, Bier]	3, 4
Develop and Embed New Enhanced Rewards System [50% of the time of the five Heads of Year] 1/ Dedicated House Competitions 2/ Rewards Assemblies - including Excellence Awards 3/ Scheduled Enrichment Programme 4/ Parental Celebration Events 5/ Student Voice / Leadership	Schools rated outstanding tend to have robust rewards systems in place, and it is clear that much of this worked in 2020-2021 at the Grange Academy to drive positive behaviour [DfE/Ofsted 2017] . This will continue in 2021-2022.	3, 4
Provide Financial Support for Trips/Enrichment including music enrichment [£3,000]	This is straightforward direct grant money to enable PP students to have access to extra-curricular opportunities that they otherwise would not have. The Social Mobility Commission, 2019 highlight that financial barriers are frequently the cause of a lack of engagement with enrichment/extra-curricular activities.	3, 4
Fund Post-16 transition trips for PP students [£2,000]	As above	3, 4
Financial Support for PP/FSM-entitled Students for Food Technology [£955]	As above	3, 4

Breakfast Club [£2,000]	Supporting PP students so they are able to get a hot meal at the start of the day is a critical aspect of our provision at the Grange Academy. There is significant research which confirms this is an effective use of PP funds. [DfE, 2017]	1, 2, 3, 4
Counsellor Costs [20% of counsellor budget - £5,000]	Having dedicated counsellors available clearly makes a positive difference to students' mental wellbeing and those from PP backgrounds are statistically more likely to present with mental health challenges [BERA, 2021]	1, 2, 3, 4
Teaching Assistants (80% of time) and 15% time allocation of the SENDCO £45478	The number of teaching assistants remains constant, and the professional development of teaching assistants is a priority in 2021-2022 as suggested by the EEF.	1, 2, 3, 4
Alternative Provision at Chessbrook [75% of overall budget - £15,000]	The majority of students who are engaged on part-time timetables access alternative provision at Chessbrook. This is designed to support their access to the curriculum in the long run and give them useful and helpful skills so they can thrive in the mainstream. This is broadly in line with how AP operates in the most successful schools in the country. [DfE, Alternative Provision, 2018]	3, 4

Total budgeted cost: £ 228,949

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Priority 1: Improve attendance and persistent absence of pupil premium students

	2019-2020	2020-2021
ATTENDANCE		
Whole School	93.2%	94.4%
Pupil Premium	88.0%	90.1%
PERSISTENT ABSENCE		
Whole School	18.5%	14.4%
Pupil Premium	34.7%	30.8%
PUNCTUALITY		
Non-Pupil Premium	95.6% (2019)	97.7% (2021)
Pupil Premium	92.3% (2019)	95.2% (2021)

There was a significant improvement in our attendance data for the whole school and across all vulnerable categories. It is still not above the National Average and we have not reached our three year aspirational targets but the positive start demonstrates that our strategies and interventions are working and will be continued with further strategies added following 2020-21 evaluation.

Priority 2: Improve the Behaviour for Learning of PP students in the 2020-2021 Year 8 and Year 9

Whilst yellow cards for both year groups dropped in terms of their number compared to 2019-20 comparisons were difficult due to different periods of school missed due to COVID. When compared to other year groups disruption from these year groups was still higher although towards the end of the academic year new Heads of Year for both Year groups made a significant difference to standards.

Positive elements across all year groups were seen in the introduction of the following strategies:

1/ Character Education programme focussing on Kindness, Resilience and Empathy - this reduced bullying events, decreased verbally abusive language and community based incidents for all year groups declined.

2/ Alternative Provision Menu that targeted more appropriate students, reduced the number of students engaged in education off-site and improved outcomes i.e. attendance, qualifications, engagement, numbers returning to mainstream education

3/ Homework Standards - a focus group targeting Year 10 PP students following DCP 2 led to an increase in homework completion for this group and greater engagement in independent learning. This project now needs to be taken across the whole school.

As a result of this several activities relating to this priority will continue in 2021-2022, although a fourth priority relating to literacy of PP students has emerged which has become even more urgent since September 2021.

Priority 3: Improve academic progress of Key Stage 4 PP students

We are disappointed with the academic outcomes of our pupil premium students in the academic year 2020/21. It must be noted that Covid meant this was an extraordinary year, but nevertheless the outcomes for our students in receipt of pupil premium for CAGs/TAGs were below what we had hoped for.

The table below provides these outcomes. Students in receipt of pupil premium were also in the lowest performance groups for overall achievement, English, and maths.

	Progress 8	Attainment 8	Basics (English/Maths) 4+	English/Maths 5+
Overall	-0.47	4.3	57%	36%
Non-PP	-0.27	4.5	63%	43%
PP	-1.31	3.0	30%	6%

One issue here is that there was not sufficient (using outcomes as a benchmark for this) data analysis and follow up intervention once grades had been submitted. This meant in the finalised process grades were allocated, but there had not been enough strategic intervention to support these students to obtain better outcomes.

This has already been addressed for the academic year 21/22. As an example, the national tutoring programme was utilised had 58% attendance across 270 sessions. Impact was variable. This academic year there more bespoke and targeted support will be implemented as part of a vice-principal remit.

The 2020-2021 academic year was the first of the three years covered by this plan. Following this review, priority 1 and 3 outlined in 2020-2021 will remain, and priority 2 has been replaced by a focus to focus on the literacy of PP-entitled students.

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Externally provided programmes

Programme	Provider
Behaviour Mentors	Commando Joe's
Chessbrook PP Alternative Provision	Chessbrook

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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