

Pupil Premium (PP) Strategy 2023/24

“Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference... Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.”

(The EEF Guide to the Pupil Premium, 2019)

At The Grange Academy, our motto, *libertas per cultum* ('freedom through education'), is the clearest expression of our vision for education. We believe that a good education is empowering and emancipatory. It brings choice, it brings freedom and it levels the playing field. This is especially true for those students for whom the academy receives Pupil Premium funding.

This strategy document outlines the how the academy plans to spend the Pupil Premium funding that it will receive in 2023/24, and the rationale underpinning that strategy.

Roles and Responsibilities

All members of the academy community have a role to play in ensuring the success and achievement of our Pupil Premium students. Specific responsibilities are allocated as follows:

The Leadership Team will:

- Assume overall responsibility for delivering the academy's Pupil Premium Plan
- Promote the importance of closing gaps throughout the academy
- Provide opportunities for staff training about narrowing the gap
- Ensure strategic deployment of Pupil Premium funding
- Appoint and monitor the work of Achievement Team Leads with specific responsibility for closing gaps in Pupil Premium students' achievement
- Track the attainment, progress, attendance and behavior of all Pupil Premium students
- Provide regular analysis of attainment, progress, attendance and behaviour data
- Coordinate appropriate intervention strategies to address gaps in attainment, progress attendance and behaviour
- Monitor and evaluate the impact of all intervention strategies
- Ensure that the effective implementation of the trust's knowledge-rich curriculum and the provision of meaningful opportunities for promoting good character and cultural capital

Governors will:

- Challenge the Leadership Team about the achievement of Pupil Premium students and the implementation of the Pupil Premium Plan
- Hold the Leadership Team to account for how Pupil Premium funding has been spent and its impact

- Appoint a Pupil Premium link governor who will develop detailed knowledge of this aspect of the academy's work

Achievement Team Leads (ATL) will:

- Regularly analyse Pupil Premium students' pastoral and academic data to identify and respond to gaps in achievement and progress
- Develop, implement and monitor the impact of systems of support for Pupil Premium students
- Collaborate with teaching staff and provide training, support and challenge for staff to reduce the gap in outcomes for Pupil Premium students
- Support and work with the Pastoral team in all aspects of their responsibility (see below)

Heads of Department will:

- Monitor and analyse the attainment and progress of all students, including Pupil Premium students
- Implement effective intervention strategies to address academic underperformance
- Routinely reinforce the importance of maximising Pupil Premium performance with their teams

Teachers:

- Effectively utilise attainment and achievement data, as well as narrowing the gap data, to plan effective lessons which enable all pupils to make good progress
- Ensure teaching is good on a daily basis and lessons are adapted to meet the needs of all pupil
- Ensure opportunities are provided in all lessons for all pupils to make good progress
- Ensure literacy and numeracy are embedded in all lessons
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.

The pastoral team will:

- Monitor students' attendance and behaviour, and be proactive in address concerns where they arise
- Engage with the most hard-to-reach parents, through regular telephone calls, meetings and home visits
- Ensure that timely and appropriate pastoral intervention occurs when students need it
- Bring to the attention of the Leadership Team any issues that may present a barrier to a student's success and achievement

Evidence-informed practice

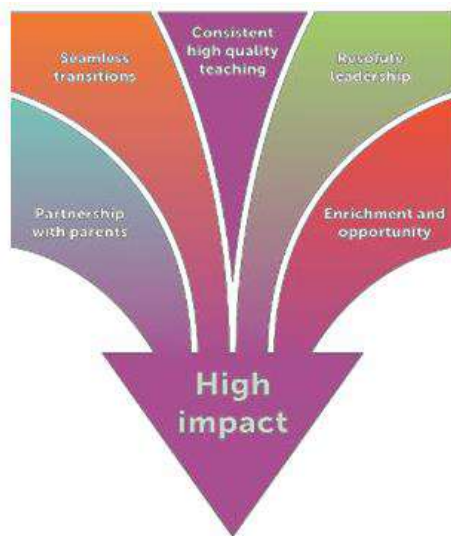
"Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- *Compare how similar challenges have been tackled in other schools*
- *Understand the strength of evidence behind alternative approaches*
- *Consider the likely cost-effectiveness of a range of approaches"*

(The EEF Guide to the Pupil Premium, 2019)

In planning our Pupil Premium strategy, the academy has drawn both on academic research and on what we know from experience works best for our children. Our spending plan has been informed by the findings of the Educational Endowment Foundation's *Teaching and Learning Toolkit*, by what we know to have worked effectively in previous years, and by best practice from across Future Academies. In deciding which strategies to prioritise, we have considered:

- Likely impact on progress
- Cost
- Value-for money (i.e. cost-benefit analysis)
- Capacity to deliver in a sustained and effective manner



The design of the academy's Pupil Premium strategy has also been influenced by the following points that are raised in *The EEF Guide to the Pupil Premium 2019*:

- **Quality teaching helps every child:** Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.
- **Implementation matters:** The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.
- **Support middle and high attainers too:** The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.
- **Pupil Premium funding may benefit other groups of students:** The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Looked After Children.
- **Intervention isn't everything:** There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.
- **A tiered approach:** A tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

for example

Professional development
Recruitment and retention
Support for early career teachers

2 Targeted academic support

for example

Structured interventions
Small group tuition
One-to-one support

3 Wider strategies

for example

Behaviour approaches
Breakfast clubs
Increasing attendance



Understanding our Pupil Premium Cohort

Our Pupil Premium students are not a homogeneous group. The causes and consequences of their disadvantage are varied and wide-reaching. Furthermore, alongside disadvantage, other powerful factors may contribute to their risk of underachievement, such as gender and SEND status. When these factors overlap with being disadvantaged, the risk of underachievement is amplified. This is something to which the Academy is alert and which we factor into our Pupil Premium strategy.

Whilst the causes of disadvantage are varied and wide-reaching, the same is also true of its consequences. The consequences of disadvantage take many forms and present themselves as a diverse range of barriers to learning. This requires the academy to adopt a multi-faceted approach to its Pupil Premium strategy, that extends beyond academic intervention and incorporates broader forms of pastoral guidance and support services. The aims of the academy's Pupil Premium strategy include:

- Boosting academic progress and attainment
- Improving literacy and numeracy
- Improving self-esteem
- Improving social, emotional and mental wellbeing
- Increasing intrinsic motivation
- Raising aspirations
- Exploring post-16 options, including sixth form, university, apprenticeships and careers
- Improving inconsistent and erratic attendance patterns, including poor punctuality
- Supporting families in providing the stability, resources and routines that will support academic progress
- Providing the basic resources that may be taken for granted by other students
- Challenging previous negative educational experiences
- Increasing cultural capital
- Developing good character
- Building resilience

Pupil Premium Spending Plan 2023-2024

During the 2023-24 academic year, the academy expects **270 students** to be eligible for the Pupil Premium, which represents **27%** of the student body overall. This will lead to the academy receiving approximately **£279,450** in Pupil Premium funding in the year 2024-25. The totals below are the lagged funding for this year, based on the cohort from 2022-23

Students on roll	Students eligible for the Pupil Premium	Pupil Premium as percentage of cohort	Pupil Premium funding per student	Total Pupil Premium funding	Recovery Funding	Total Funding
982	270	27%	£1,035	£248,117	£67,388	£315,504

This plan outlines the intended use of this funding and the underlying rationale. Before 31 Dec 2024, a separate report will be published outlining the impact that it achieved.

Over the 2023-24 academic year, Pupil Premium funding will be to fund three strands of support for students:

1. **Academic support (including literacy and numeracy)**
2. **Pastoral support (including attendance and behaviour)**
3. **Education Enrichment**

Strand	Provision	Description	PP funding	Intended impact
Strand 1 - Academic Support	Achievement Team Leads	Funding the TLR for four ATLS with a specific responsibility for supporting PP students	£20,096	Any internal gaps between the attainment of Pupil Premium and non-Pupil Premium students will narrow further
	Year 11 revision materials	Students will be provided with free revision guides and materials produced by departments		
	Departmental intervention programme	A targeted programme of small-group academic intervention is run by departments after school each day.	£22,566	
	February & Easter Revision Programme	Selected students will attend Easter intervention days, led by academy teachers, to boost their progress		
	Whole School Literacy Strategy	TLR for Literacy coordinator whose role it will be to support professional development in literacy and to oversee and monitor programmes of support and intervention for all students' literacy.	£9,272	
	Reading support Programme	System of reading age driven phonics programme based on literacy strategy	£15,000	
	Tutor Programme	Tutoring and targeted interventions for PP students		
Strand 2 – Pastoral Support	Non-Teaching Heads of Year	The academy ensures its pastoral team has adequate capacity for supporting the wide range of pastoral needs that students may have. Each year group team comprises a non-teaching Head of Year, an SLT link and Years 7,8,11, 12,13 also have an Achievement Team Lead		The rate of exclusion of Grange Academy Pupil PP students will be lower than that of non-PP students nationally.
	Attendance intervention	The academy utilises internal support from members of the pastoral team and external support from the Education Welfare Service to bring about targeted improvements in attendance for specified students.	£94,074	The attendance of Grange Academy PP students will be higher than the attendance of non-PP students nationally.
	Year 6 Summer School	All PP students are invited to attend the Year 6 Summer School, which provides a secure and graduated transition from primary to secondary school.		Student survey and parent survey results will show that PP students feel cared for and supported in school.
	Resources & support fund	Pupil premium students will be provided with learning resources, equipment and uniform if their parents can't afford it		
	Counselling provision	Vulnerable students will be able to access this provision when required	£35,000	
	Alternative	Chessbrook Alternative Provision	£55,325	

	Provision			
	Teaching Assistants	SENDSCO & Teaching Assistants. Proportion of TLR to support in class learning and staff development for inclusive provision	£79,139	
	Breakfast Club	A complimentary breakfast service is offered to all students before the start of the academy day.	£10,000	
Strand 3 – Education Enrichment	Food Tech	Financial Support for PP students / materials	£1,200	The participation rates of Pupil Premium students in co-co-curricular activities will be at least as good as that of non-Pupil Premium students.
	Educational Visits	The cost of educational visits is subsidised to ensure that they are accessible to all PP students.	£3,000	
	Year 7 'Music	All Year 7 students learn a musical instrument	£48,000	
	Careers Fair	Students are provided with guidance about opportunities in education and the world of work.	£3000	

The academy's Pupil Premium strategy will be reviewed by Dec 31st 2024. The impact of the 2023/24 plan will be reviewed and published on the academy's website and will inform future planning.