



# The Grange Academy

Wade Deacon Trust



## PUPIL PREMIUM REPORT – JANUARY 2020

### Priority A – Teaching and Learning

#### P8 3 year Disadvantaged Trend

	2017	2018	2019	2020
Disadvantaged P8	-1.3	-1.7 0.4 decrease in progress	-0.96 0.7% increase in progress	Mocks -0.91 0.05 improvement negligible so needs to be a focus Strategies <ul style="list-style-type: none"><li>• RAP meetings to identify key PP students for matching issues</li><li>• PPI timetable – PP students targeted</li><li>• PP Option drop students to be prioritised</li></ul>

#### Year 11 2019 December Mocks V 2019 Actual Results V 2020 December Mocks

12/21 (51%) students with a positive P8 are pupil premium

WWW

- Year 11 PP performance in Mocks better in all measures when compared to last year's Mocks
- Apart from Maths and English, PP attainment and progress better when compared to last year's actual results
- Significant improvement in PP performance in the open bucket when compared to Mocks and actual results 2019

EBI

- Maths and English improve PP attainment and progress as currently below NA and last year's actual results
- To replicate and improve the PP rate of improvement between mock and actual result that was seen last year
- Needs to be a real focus on PP attainment and progress in MFL/Hums/Trilogy Science

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## Headlines

Headlines	December Mocks 2019	Actual Results	Difference	December Mocks 2020 (compared to 2019 actual results)	Difference compared to Mocks 2019
<b>A8</b>					
WS	32.47	34.20	1.73	36.94	4.47
NDis	39.04	40.03	0.99	40.42	1.38
Dis	26.96	29.31	2.37	34.50	7.54
<b>P8</b>					
WS	-1.15	-0.97	0.18	-0.86	0.29
NDis	-0.99	-0.88	0.11	-0.79	0.2
Dis	-1.29	-0.96	0.34	-0.91	0.68
Dis NA		(-0.45)		Still well below NA of -0.45 2019	(0.5 represents half a grade)
<b>P8 English</b>					
WS	-1.25	-0.68	0.57	-0.88	0.37
NDis	-1.66	-0.52	0.65	-0.77	1.26
Dis	-1.32	-0.82	0.51	-0.96	0.36
Dis NA		(-0.44)		Still well below NA of -0.44 2019	(0.5 represents half a grade)
<b>P8 Maths</b>					
WS	-1.72	-1.03	0.64	-1.23	0.49
NDis	-1.82	-1.09	0.74	-1.32	0.50
Dis	-1.66	-0.99	0.65	-1.16	0.50
Dis NA		(-0.39)		Still well below NA of -0.39 2019	(0.5 represents half a grade)
<b>P8 EBacc</b>					
WS	-0.67	-0.98	0.31	-0.98	Due to option drops that took place last year after the mocks, the comparison would not be appropriate
NDis	-0.31	-0.90	0.59	-0.89 (negligible)	
Dis	-0.98	-1.05	0.07	-1.04 (negligible)	

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Dis NA		(-0.50)		Still well below NA of -0.39 2019	
<b>P8 Open</b>					
WS	-1.19	-0.97	0.22	-0.49	1.68
NDis	-0.99	-0.95	0.04	-0.33	1.0
Dis	-1.36	-0.98	0.37	-0.59	0.99
Dis NA		(-0.48)		Still below NA of -0.48 2019 but moving closer	(0.5 represents half a grade)

## Year 7-10 Data – Data Point 1

Review meetings will start WB 20<sup>th</sup> January and gaps will be reviewed in order to set targets

WWW

- Gaps are negligible in year 7
- Disadvantaged in year 8 are progressing better than non-disadvantaged

EBI

- Year 10 PP performance needs to be addressed
- Gaps are widening as you progress through year groups

DP1	Progress 8	Dis P8	Non Dis P8	Gap
Year 7	0.208	0.188	0.228	-0.04
Year 8	0.085	0.156	-0.041	0.115 where disadvantaged students are performing better than non-disadvantaged
Year 9	-0.037	-0.108	0.072	-0.18

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<b>Year 10</b>	-0.65	-0.817	-0.455	-0.36
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## The Grange Academy Results Summary 2019

### Early Years Foundation Stage

(41 pupils 2.4%)	2017	2018	2019 (ALL 41)	2019 (-RB 38)	National 2019
<b>Good Level of Development (GLD)</b>	58%	73%	66%	71%	71.8%
<b>GLD Pupil Premium</b>	40%	55%	69%	69%	56.6%
<b>GLD Not Pupil Premium</b>			64%	72%	74.4%

In 2019 13 PP pupils 1 pupil = 7.5% 28 None PP, 1 pupil = 3.5%

### Year 1 Phonics

	2017	2018	2019 (58)	National 2019
<b>All</b>	86%	73%	83%	81.9%
<b>Pupil Premium</b>	81%	61%	70%	70.9%
<b>Not Pupil Premium</b>	93%	78%	89%	84.3%

In 2019 20 PP pupils 1 pupil = 5% 38 None PP 1 pupil = 2.6%)

### Year 2 Phonics

	2019 (59)	National 2019
<b>All</b>	81.4%	91.3%
<b>Pupil Premium</b>	66.7%	84.9%
<b>Not Pupil Premium</b>	87.8%	93%

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## KS1 Results 2019

	Reading		National		Writing		National		Maths		National	
	Ex+	GDS	Ex+	GDS	Ex+	GDS	Ex+	GDS	Ex+	GDS	Ex+	GDS
<b>All</b>	59.3%	25.4	74.9%	25	55.9%	5.1	69.2%	14.8	69.5	10.2	75.6	21.7
<b>PP</b>	38.9	22.2	62	13.8	33.3	0	54.9	7.2	44.4	5.6	62.4	11.8
<b>Not PP</b>	68.3	26.8	78.3	27.8	65.9	7.3	73	16.6	80.5	12.2	79.1	24.2

## KS2 Results 2019

	Reading			National			Writing		National		Maths			National			RWM		National	
	SS	Ex+	GD	SS	Ex+	GD	Ex+	GD	Ex+	GD	SS	Ex+	GD	SS	Ex+	GD	Ex+	GD	Ex+	GD
<b>All</b>	103.6	66.7	26.7	104.4	73.2	26.9	68.3	21.7	78.5	20.1	101.5	71.7	13.3	105	78.7	26.6	58.3	8.3	64.8	10.5
<b>PP</b>	102.7	66.7	22.2	101.9	62	16.9	63	7.4	67.3	11.3	98.9	66.7	7.4	102.6	67.4	15.6	59.3	3.7	51.4	4.7
<b>NPP</b>	104.4	66.7	30.3	105.5	78	31.3	72.7	33.3	83.2	23.9	103.6	75.8	18.2	106.1	83.6	31.4	57.6	12.1	70.8	13

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At Eyfs there is little difference between the attainment of PP pupils and Non PP pupils and compared to National data our PP pupils outperformed PP pupils nationally and were about 1 child away from matching None PP nationally – **Good**

Y1 Phonics Other pupils achieved better than PP but not significantly (4 pupils difference). PP pupils at The Grange performed as well as PP pupils nationally and close to Other Nationally (3 pupils difference) – **Good**

## Y2 Phonics

Pupil Premium Pupils performed less well than other at the Grange and Nationally. Of the 9 pupils who re sat the test only 2 passed, however the other pupils significantly improved. Of the 6 Other pupils who re sat the test 50% passed

## KS1 SATS

The gap between PP and Other pupils really opened at Year 2 in all subjects. All subject areas are below National PP and National Other. The cohort generally performed badly but this is something to address

## KS2 SATs

The PP v Other Gap closed again at KS2. PP pupils still performed less well than Other pupils but were in line with PP pupils Nationally and in RWM and GD Reading combined achieved better than National PP

## Data Point 2 Autumn 2 2018/19 v Data Point 2 Autumn 2 2019/20

	Autumn 2 2018/19			Autumn 2 2019/20		
Current Year	Reading	Writing	Maths	Reading	Writing	Maths
2	50	50	55	37	36	41
3	37	26	42	45	50	50
4	59	46	54	55	45	55
5	31	31	41	38	34	44
6	42	45	39	48	36	45

Compared to same Data Point as last year we can see that in almost all year groups the attainment of PP pupils at the expected level and above has maintained or increased. Specific issues in Y2 have been addressed

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## Picture News

We receive weekly Picture News resource, including a current news story, a linked image, a thought-provoking question and a variety of teaching resources to support assembly and form time delivery. These promote SMSC and MBV in both phases of the school whilst developing oracy through discussion work, reading and writing.

Coverage for HT 1 included:

Week	News story	Focus question	British value
2 <sup>nd</sup> September	Environmental activist, Greta Thunberg, set sail from the UK, on a 2-week journey to attend the UN climate summits in New York and Chile. Fans gathered to wave her off on her voyage across the Atlantic.	<b>Are our actions more important than our words?</b>	<b>Individual Liberty</b> - We make lots of choices every day. We make choices on the words we choose to say and on how we choose to act. Our choices will affect others around us so it's important we think carefully about our words and actions.
9 <sup>th</sup> September	Fires have been burning the world's largest tropical forest, the Amazon Rainforest, for around 4-weeks. The French President, Emmanuel Macron, has called the fires an "international crisis" and along with 6 other countries, offered money to help put the fires out. The Brazilian President, Bolsonaro, refused this money.	<b>Is it wrong to refuse help?</b>	<b>Respect</b> - The Earth's rainforests contain more than half of the world's plant and animal species! They also generate lots of the oxygen that we all need to survive. It's important that they are respected by all of us, to make sure they are protected.
16 <sup>th</sup> September	About 100 pupils and parents staged a protest outside a school in East Sussex at the start of the school year against its new school uniform policy. Police attended the demonstration outside Priory School in Lewes against a new policy instructing all pupils to wear trousers, banning skirts.	<b>How important is school uniform?</b>	<b>Democracy</b> - Schools have different rules for what their pupils wear. There may be times we feel rules aren't fair to everyone. It is during these times that rules can be discussed, allowing us all to have a voice and share our opinions.

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23 <sup>rd</sup> September	Many charities have campaigned for the teaching of first aid in the UK and Ireland to become part of the school curriculum. Now, for pupils in England first aid classes will be compulsory from September 2020 with schools in Wales, Scotland and Ireland expected to follow.	<b>Should first aid be an adult's responsibility?</b>	<b>Individual Liberty</b> - In emergency situations, we may need to act quickly to help others. First aid training can help provide us with knowledge and understanding to make choices that could save lives.
30 <sup>th</sup> September	Some people have stopped donating to the Royal National Lifeboat Institute (RNLI) charity after an article in an online newspaper stated how the charity spends £3.3m a year (a small amount of their total money) on projects in other parts of the world.	<b>What is the best way to help those in need?</b>	<b>Mutual Respect</b> - People may need our help and support for many different reasons. We can help people we know, people who live nearby or people who live in other parts of the world.
7 <sup>th</sup> October	What3words, an app which is able to provide an almost exact location for wherever you are in the world by using just 3 words, has caused division between those who think it can save lives to others who believe that one company shouldn't know where we all are all the time.	<b>Is it important for others to always know where we are?</b>	<b>Individual Liberty</b> - In emergencies, people need to be able to find us and technology can help locate us quickly. There may be other times when we don't want everyone to know our location – it's important to be in control of the information we share.
14 <sup>th</sup> October	The Duchess of Sussex, Meghan Markle, is taking action against a newspaper after she claims it published a letter she wrote to her dad without her permission. Meghan's team has confirmed the action against the British paper, accusing it of a "campaign...to publish false stories about her".	<b>Should we all be entitled to a private life?</b>	<b>Rule of Law</b> - It is a Human Right for us all to live our lives with respect for our privacy. Whether that be in our homes or in our interactions with others. This is true whoever we are.
21 <sup>st</sup> October	Someone in the UK won the full £170m EuroMillions jackpot, making them Britain's richest ever lottery winner. The prize will be paid out at a special ticket validation appointment.	<b>Can the lottery improve people's lives?</b>	<b>Respect</b> - The National Lottery Community Fund has helped thousands of people improve and develop their communities. When people take part in the lottery, some of the money will support the community fund.
28 <sup>th</sup> October	Antarctica's Emperor penguin's future is in danger over the course of the next 80 years if the climate warms as expected.	<b>Is it ever acceptable to intervene with nature?</b>	<b>Individual Liberty</b> - It is important to let nature take its course as the world has a natural order and rhythm. There may be times however, when we feel it is right to help an animal to ease suffering.

Challenge Partners – Excellence for Everyone Programme

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As part of Challenge Partners, J Thomson is facilitating the delivery of the Excellence for Everyone Programme. This is an evidence based whole school improvement programme designed to improve outcomes for disadvantaged students. It draws upon research based content where each school will concentrate on a target cohort (10-15 non-exam year group students) to gain an insight into the issues and needs of disadvantaged students to support improved outcomes and closure of performance gaps. The launch modules have already been delivered and the middle of the programme dates are still to be confirmed. The school team within TGA includes J Thomson, J Beavon and V Skerrett and the impact project will focus upon year 8 boys.

## Priority B – Attendance

Attendance up until week 11 was higher when compared to the same week the previous year. The norovirus just before Christmas has impacted significantly on all headline figures. Since Christmas, there has been an improvement in attendance and week 16 saw attendance increase by 0.1%.

Strategies to address decline

- Daily attendance updates to inform 1-1 conversation between class teachers / progress tutors. **Action – PP students to be identified**
- Weekly meeting between EWO and pastoral team. **Action – PP students to be identified and targeted as a priority**
- Weekly headline data sent to all staff. **Action – PP gaps by year group/class to be circulated to enable closer tracking and monitoring by pastoral teams**
- **Action - Specific PP targets to be added to PP strategy**

Attendance comparison Week STD 2018-2019/ 2019-2020			
Attendance	STD / 18-19	STD / 19-20	Difference
Whole school	95.0	94.0	-1.0
Secondary	94.1	93.3	-0.8
Primary	96.4	95.0	-1.4

PP and Non PP comparison

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	STD 18-19 PP	STD 18-19 NON PP	STD 19-20 PP	STD 19-20 NON PP	Difference PP	Difference NPP
Whole School	93.7	96.6	92.3	95.9	-1.4	-0.7
Secondary	93.0	95.8	91.8	95.5	-1.2	-0.3
Primary	95.0	97.5	93.2	96.4	-1.8	-1.1

PA Comparison			
PA	STD 18-19	STD 19-20	Difference
Whole School	13.8	17.8	4
Secondary	17.2	20.1	2.9
Primary	8.8	14.3	5.5

PA Gender comparison						
PA	GIRLS STD 18-19	BOYS STD 18-19	GIRLS STD 19- 20	BOYS STD 19-20	Difference GIRLS	Difference BOYS
Whole School	12.8	14.7	15.8	19.8	3.0	5.2
Secondary	16.7	17.6	16.8	23.5	0.1	5.9
Primary	7.2	10.5	14.4	14.1	7.2	3.6

## Priority C – Aspirations

### Trips and Visits to Date

Visit	Year	Date	No of students	PP	NPP
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Colomendy	Yr 6/7	14/10 -16/10	93	39	54
Mobile photography - LJM	KS4	17-Oct	33	15	18
Jorvik	Year 5	17-Oct	58	28	30
Go Ape	KS4	24-Oct	31	11	20
Athletics Competition	Year 5/6	06-Nov	14	4	10
Outdoor Education	KS 3/4	8/11 - 20/12	6	5	1
Maths gifted and talented	Year 3	13-Nov	2	0	2
Simonsfield care home	KS1	19-Nov	36	16	20
The Brindley Photography exhibition	KS4	20-Nov	31	20	11
Art gifted and talented	Year 4	27-Nov	2	1	1
Town hall Christmas carols	All through	30-Nov	35	21	19
English gifted and talented	Year 6	04-Dec	2	0	2
Norton Priory victorian Christmas	KS2	12-Dec	57	28	29
Chester zoo	Year 7	16-Dec	100	38	62
Prestigious University Trip	Year 9	16-Dec	15	4	11
Choir performance	All through	17-Dec	36	16	23
Simonsfield care home	KS1	19-Dec	36	14	22
			587	260	327

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				44%	56%
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## **Priority D- Behaviour and Attitudes to Learning**

### **PP Exclusion Analysis**

	Term 1 2018 - 2019				Term 1 2019 - 2020			
	Whole School		Pupil Premium		Whole School		Pupil Premium	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
No. of incidents	51	5%	44	7.9%	19	1.89%	16	2.89%
No. of days	88		75		31.5		29	
No. of students with 1 FTE	30	2.96%	26	4.67%	15	1.49%	12	2.17%
No. of Boys with 1 FTE	21	4.14%	17	6.11%	12	2.39%	9	3.26%
No. of Girls with 1 FTE	9	1.78%	9	3.24%	3	0.6%	3	1.09%
No. of students with more than 1 FTE	15	1.48%	14	2.51%	3	0.29%	3	0.54%
No. of Boys with more than 1 FTE	13	2.56%	12	4.31%	1	0.2%	1	0.36%

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No. of Girls with more than 1 FTE	2	0.39%	2	0.72%	2	0.4%	2	0.72%
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See CiC report - January 2020

## **Priority E – Wider Outcomes**

Pupil Premium Bids and impact to Date

Primary	Impact to date	Secondary	Impact to Date
<p><u>1</u> <u>Greek Day</u> Greek Day. Living History Actor to come to school and deliver a full day of workshops and teaching to pupils about The Greeks. This links to the History Curriculum and covers the topics looked at in lessons.</p> <p>Pupils will experience theatre, new experiences, be able to relate to people in costume, be able to transform themselves and experience a different way of life. Children will have first hand experiences with a range of different activities and resources. The children will also have the opportunity to develop social skills such as listening and team work through solving problems as a group.</p>	<p>All children will take part and access the day Pupils will use the knowledge gained in their work following the experience Throughout the year we will be able to recall the facts and knowledge as well as the experience</p> <p>Questionnaire at the end of term to assess success of workshop.</p>	<p><u>1</u> <u>Food Technology Ingredients</u> Purchase of food ingredients for KS3 and 4 students to enable them to access lessons</p>	<p>Impact to be measured in summer term</p>

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## 2 – Joint Bid

### Paul Delaney Poetry visit

Paul Delaney, a local writer/poet will visit The Grange for a day for a series of workshops with the students. The intention is to inspire creativity in terms of writing. There will also be a focus on oracy as students will perform their own poetry.

This will give the students the opportunity to meet a poet who is from the local area and knows the community from where our students come.

He will also perform for them, allowing students to see ‘stories come to life’ especially those children who may not have visited a theatre or a live performance.

It will also allow the students the opportunity to perform themselves, develop their oracy skills (a skill needed for the ‘real world’) and tell their own stories through poetry.

### **Interaction during the sessions**

Children were engaged throughout. It was lovely to see a range of children taking part in discussions, answering questions and joining in with the performances of the poetry. They were keen to volunteer ideas. Their confidence grew throughout the session.

The year 5 session linked to their SMSC focus on feelings, therefore children found it easier to generate ideas and used them effectively to create their poem.

Year 5-7 enjoyed an assembly with PD. They enjoyed finding out about how he became a poet and what helped him to get started.

### **Performances**

All children joined in with the chorus of the poem with PD as he performed some of his pieces to them. Children were also enthusiastic to perform their own sections of their poems they had created. This was continued in class, groups performed their final pieces to one another. This was delivered with confidence, fluency and enthusiasm. Year 5-7 joined in the repetitive chorus of his poems performed during the assembly.

### **Written Work**

Children drafted ideas for their poems with PD. They focused on how different situations make you feel certain emotions. (This had been a focus in SMSC so linked perfectly and further embedded children’s understanding)

They continued to further develop and complete their poems within class. The poems showed that the children had understood the structure and rhyming technique of PD’s poem and that they were able to transfer this to their own.

They were extremely enthusiastic to complete their poems and they have been published into our SMSC class books.

### **Survey Results**

#### Primary – 59 students surveyed

All attended and Paul performed his poetry to each student during the poetry session.

How was the poetry session?

Brilliant: 41 OK:7 No comment: 15

Did you create your own poetry?

Yes: 28 No comment: 15

Do you want to order a PD poetry book?

Yes: 14

Are you inspired to use poetry in school or at home?

Yes: 39

Comments: Absolutely loved the James Bond poem. Paul is funny and entertaining. The way Paul acts out his poems is amazing and with lots of expression. Paul is fab the way he structures his poems using beats.

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	<p><u>Secondary – 45 students surveyed</u></p> <p>Paul performed his poetry to all students in the poetry session in library.          How was the poetry session?          Brilliant: 23    OK: 18    Bad: 3</p> <p>Did you write your own poetry in the session?          Yes: 23 no or no comment: 22</p> <p>Would you like to order a Paul Delaney poetry book?          Yes: 5</p> <p>Are you inspired to use poetry yourself either in lesson or for your own enrichment?          Yes: 8</p> <p>Comments: Brilliant day, had loads of fun, Paul is funny and cool and brilliant with voices. Paul is creative and inspirational.</p> <p>Paul took the majority of the poems; however, we do have one poem from Grace Stockdale which we have subsequently entered into a national poetry competition. Grace says she has never written poetry before and created the poem during the session. She is really pleased with her work, and I feel the poem is good enough to go through to shortlisting.</p>		
<p><u>3</u>  <u>IDL Renewal</u>          Year 1          Use of IDL Programme to improve reading and spelling of pupils          The programme can also be used by pupils at home. It targets specific skills that will support learners</p>	<p>Impact to be measured termly – first measure will take place at end of term 2</p>	<p><u>3</u>          Colomendy Support for two students          SB</p> <ul style="list-style-type: none"> <li>• will attend the trip</li> <li>• will establish positive relationships with peers and staff</li> <li>• Lower behaviour logs in comparison to logs issued during primary school.</li> </ul>	<p>Attended the Colomendy trip and was able to interact positively with peers and members of staff. Participated well in all activities and reported having an excellent time on the trip.</p> <p><u>Reduction in behaviour logs compared to primary:</u>          In the 10 weeks since returning from Colomendy, only received 6 behaviour logs. In primary, was in receipt of multiple behaviour logs/concerns each week.</p> <p><u>Increased % of ATL 1 logs within lessons:</u>          In addition to this, in the 5 weeks prior to the Colomendy trip, received 4 ATL 1 logs. In the 10 weeks since the trip, has received 14 ATL 1 logs,</p>

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		<p>MH</p> <ul style="list-style-type: none"> <li>Increased attendance due to feeling supported in coming to school.</li> <li>No deterioration in behaviour.</li> <li>Through nurture group and wider observations, MH is happy in school, developing friendships and able to work his way through this difficult time.</li> </ul>	<p>representing a 75% increase in the number of ATL 1 logs since the return from the trip.</p> <p>Attendance improved by 3.47% following Colomendy trip – 88.64% - 92.11%</p> <p>No behaviour concern</p> <p>Reduces access to HUB due to positive relationships developed</p>
<p>4</p> <p><u>School Meals - £82.91</u></p> <p>To support a family (3 children) following a very difficult move to Runcorn. Could not apply for free school meals initially as address could not be disclosed to safeguard the family. FSM have now been authorised</p>	<p>No monitoring required as girls are now in receipt of FSM</p>	<p>4</p> <p><u>Secret Students</u></p> <p>Funding to support improved behaviour for 10 key high tariff disadvantaged students within Year 8. Each week a 'secret student' is selected and if they achieve the weekly goals then the whole group receive a prize.</p> <p>At the end of the 10 week programme, if students have achieved their reward for the majority of the weeks, then there will be a bigger reward trip for the group.</p>	<p><b>Full report available</b></p> <p><b>ATL 4 &amp; 5 Logs the week before the programme began: 26</b></p> <p>6/10 students successful</p> <p>W1</p> <p><b>30.7% reduction in ATL 4 and 5 logs</b></p> <p>W2</p> <p><b>50% reduction in ATL 4 and 5 logs compared to week before the programme began.</b></p> <p><b>28% reduction in ATL 4 and 5 logs compared to previous week.</b></p> <p>W3</p> <p><b>19.2% reduction in ATL 4 and 5 logs compared to week before the programme began.</b></p> <p><b>50% increase in behaviour</b></p>



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		<p>The proposed reward trip is Go Karting based on the students preference when questionnaires were completed</p>	<p>W4 <b>27% reduction in ATL 4 and 5 logs compared to week before the programme began.</b> <b>9.5% reduction in ATL 4 and 5 logs compared to previous week.</b></p> <p>W5 <b>11.5% reduction in ATL 4 and 5 logs compared to week before the programme began.</b> <b>21% increase in behaviour logs compared to previous week.</b></p> <p>W6 <b>50% reduction in ATL 4 and 5 logs compared to week before the programme began.</b> <b>43.4% reduction in ATL 4 and 5 logs compared to previous week.</b></p> <p>W7 <b>27% reduction in ATL 4 and 5 logs compared to week before the programme began.</b> <b>46% increase in behaviour logs compared to previous week.</b></p> <p>W8 <b>34.6% reduction in ATL 4 and 5 logs compared to week before the programme began.</b> <b>10.5% reduction in ATL 4 and 5 logs compared to previous week.</b></p> <p>W9 <b>38.4% reduction in ATL 4 and 5 logs compared to week before the programme began.</b> <b>6% reduction in ATL 4 and 5 logs compared to previous week.</b></p>
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			<p>W10</p> <p><b>15.4% reduction in ATL 4 and 5 logs compared to week before the programme began.</b></p> <p><b>37.5% increase in behaviour logs compared to previous week</b></p>
<p><u>5</u></p> <p><u>Free Music Lessons for PP pupils in Reception to Year 2 £1512</u></p> <p>Pupils will learn musical notation, explore beat, rhythm and musical styles. They will compose and perform and will make their own instruments The aim is to provide experience and opportunity and maybe identify talent</p>	<p>Impact to be measured at the end of the year</p>	<p><u>5</u></p> <p><u>Brilliant Club</u></p> <ul style="list-style-type: none"> <li>• The Brilliant Club offers students an opportunity to discover what university life is like. It opens the eyes of students who wouldn't necessarily consider going to university.</li> <li>• The Brilliant Club places university researcher / PhD Tutor in The Grange Academy to deliver a course about their research. All our tutors are researching for or have recently finished a PhD.</li> <li>• The PhD tutors teach university-style tutorials to groups of six pupils. Many of these researchers are lecturers to students at university level, so it is a unique opportunity for students to experience university-style teaching.</li> <li>• The students will visit two leading universities at the beginning and end of the programme – this will be the launch trip and their graduation trip. During these visits they will be given a tour of</li> </ul>	<p>Impact to be measured July 2020 through student questionnaires and Brilliant Club report.</p>

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		<p>the university, they will attend lectures about university life, have a chance to speak with students who are currently studying there and they have a tutorial.</p> <ul style="list-style-type: none"> <li>The students will have to complete final assignment of approx. 2000 words at the end of the programme which will be based on the theme that they have covered during their tutorials with their PhD tutor.</li> </ul>													
		<p><u>6</u> <u>Year 7 Chester Zoo Trip</u> <u>£275</u> HRS has booked 100 free tickets to Chester Zoo. 100 students in year 7, with best ATL, BFL and attendance have been chosen to attend.</p> <p>The trip will allow students to see parts of the KS3 curriculum brought to life by observing animal interactions, habitats, eco systems and climate change.</p>	<p>Out of 5 students scored an average of 2 when asked if they had considered a career in science before the trip</p> <p>Out of 5 students scored an average of 3.3 when asked if they now considered a career after the trip</p> <p>Out of 5 students scored an average of 5 when asked if they enjoyed the trip.</p> <p>15% of the students had never been to a zoo before the trip</p> <ul style="list-style-type: none"> <li>15% of students had a new life experience</li> <li>More students now see science as a possible career choice for them</li> </ul> <p>On average students graded the trip 5/5</p>												
		<p><u>7</u> <u>Revision Guides and Calculators – Year 11</u> <u>£433.99</u></p>	<p>Impact to date Grade 9 – 7</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 11 DP1</td> <td>3.3%</td> <td>4.8%</td> <td>1.5%</td> </tr> <tr> <td>Year 10 DP3</td> <td>1.7%</td> <td>7.5%</td> <td>5.8%</td> </tr> </tbody> </table>		PP	NPP	Gap	Year 11 DP1	3.3%	4.8%	1.5%	Year 10 DP3	1.7%	7.5%	5.8%
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		<p>To equip the current year 11 pupil premium students with the essential resources needed to ensure they can access the GCSE exam and attain their targets. Also to ensure PP students in other years also have the correct equipment needed to progress in maths. A class set of scientific calculators (30) will be loaned to PP students in all years until the end of each academic year. A revision guide for all year 11 PP students will be purchased.</p>	<p>Grade 9-5</p> <table border="1" data-bbox="1491 312 1973 416"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 11 DP1</td> <td>15%</td> <td>19%</td> <td>4%</td> </tr> <tr> <td>Year 10 DP3</td> <td>10.2%</td> <td>15%</td> <td>4.8%</td> </tr> </tbody> </table> <p>Grade 9-4</p> <table border="1" data-bbox="1491 528 1998 632"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 11 DP1</td> <td>36.7%</td> <td>45.2%</td> <td>8.5%</td> </tr> <tr> <td>Year 10 DP3</td> <td>23.7%</td> <td>32.5%</td> <td>8.8%</td> </tr> </tbody> </table> <p>The gaps have narrowed from DP3 in year 10</p> <p>Actual Impact to be measured in summer term</p>		PP	NPP	Gap	Year 11 DP1	15%	19%	4%	Year 10 DP3	10.2%	15%	4.8%		PP	NPP	Gap	Year 11 DP1	36.7%	45.2%	8.5%	Year 10 DP3	23.7%	32.5%	8.8%
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		<p><u>8</u>  <u>Uniform Bids</u>  <u>MLP £50 shoe voucher</u>    <u>TB £25 Shoes £10 for shirts</u>  <u>MHo £25 Shoe Voucher</u>          To reduce behaviour referrals  <u>JG £25 Shoe Voucher</u>  <u>KR £25 Shoe Voucher</u>          To improve attendance</p>	<p>Worn correct footwear since being provided with his shoes – no further sanctions necessary          No behaviour logs since purchase          No behaviour logs since purchase</p> <p>Shoes just purchased          Shoes just purchased</p>																								
		<p><u>9</u>  <u>Step Out – Bus Pass £12 EF</u>          Bus Pass purchase for a student who is attending a Step Out at Wade Deacon.</p>	<p>100% attendance to the step out and during time there displayed no behavioural issues.          On return to school, behaviour has continued to escalate.          Step out has provided us with additional evidence of strategies used which has helped in the</p>																								

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		Step Out put in place as part of a Wave 4 report and intended to help reduce behaviour logs on return.	resubmission of C.A.R.E Paperwork and has helped us to get agreement from parents for a managed transfer at OBA.
		<p><u>10</u>  <u>OCR National Sports Studies Outdoor Education Trip £2842</u>  As part of the OCR SSt qualification students must undertake some outdoor activities and be assessed. This assessment contributes to their final grade in the subject. Additionally, the trip will provide students with the opportunity to experience a number of vicarious learning experiences in order to develop their self-awareness, teamwork, communication and organisation skills that will be useful for life beyond education.</p> <p>Cultural Capital. Students will develop a number of interpersonal skills that will develop them as positive members of society beyond education. Furthermore, they will be developing an understanding of safety in outdoor environments.</p>	Impact to be measured after results
		<p><u>11</u>  <u>Revision Guides</u>  <u>OCR Sports Studies - £88</u></p>	To be reviewed between P2S1 / P2S2 and final results

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		To support revision to improve grades from P2S1 towards target grades	
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## Peripatetic Tutors – PP Impact

### Intended and Actual Impact Data Point 1 – 2019/20

#### Peripatetic Lesson Overview

Students receiving peripatetic lessons: 39 students

Disadvantaged students receiving peripatetic lessons: 23 students

Non-disadvantaged students receiving peripatetic lessons: 16 students

#### Secondary & Primary Peripatetic Music Tutors

Staff Details / Class Details	Intended Impact	Actual Impact to Date
<b>Eimear McGeough</b> <i>8 students</i>	<ul style="list-style-type: none"> <li>Raise the attainment of BTEC Unit 5 performance (Singing year 11)</li> <li>Allow the opportunity for learners to participate in school concerts and enrichment activities.</li> <li>Stretch and Challenge learners to improve at rapid rate through exam grade piece.</li> </ul>	<ul style="list-style-type: none"> <li>7 students have performed in concerts so this year (87.5% of students)</li> <li>100% of students on of students have attained or exceeded their target in Music DP1.</li> <li>25% of students have auditioned for music courses at college.</li> <li>12.5% of students have gained a scholarship at a weekend performance school.</li> </ul>
<b>Chris Pealing</b> <i>10 students</i>	<ul style="list-style-type: none"> <li>Allow KS3 learners the opportunity to learn an instrument, develop their skills and build confidence.</li> <li>Allow the opportunity for learners to participate in school concerts and enrichment activities.</li> <li>Stretch and Challenge learners to improve at rapid rate through exam grade piece.</li> </ul>	<ul style="list-style-type: none"> <li>7 students have performed in concerts or for primary classes so far this year. (70% of students).</li> <li>90% of students taught by Chris have attained or exceeded their target in Music at DP1.</li> <li>2 students currently targeted for graded exams at the end of the year. (20% of students)</li> </ul>
<b>Dave Foster</b> <i>17 students</i>	<ul style="list-style-type: none"> <li>Raise the attainment of BTEC Unit 5 performance (Year 9, 10 &amp; 11)</li> <li>Allow KS3 learners the opportunity to learn an instrument, develop their skills and build confidence.</li> <li>Allow the opportunity for learners to participate in school concerts and enrichment activities.</li> </ul>	<ul style="list-style-type: none"> <li>9 students have performed in concerts so far this year (52.9% of students)</li> <li>100% of students taught by Dave have attained or exceeded their target in Music at DP1.</li> <li>4 students currently targeted for graded exams at the end of the year (23.5%)</li> </ul>

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<p><i>Clare Foster</i> <i>4 students</i></p>	<ul style="list-style-type: none"><li>• Raise the attainment of BTEC Unit 5 performance (Piano Year 10)</li><li>• Allow the opportunity for learners to participate in school concerts and enrichment activities.</li><li>• Stretch and Challenge learners to improve at rapid rate through exam grade piece.</li></ul>	<ul style="list-style-type: none"><li>• 100% of students on or above their target. 75% on target and 25% above their target.</li><li>• 50% of students have performed in concerts so far this year.</li></ul>
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- With appointing a new singing and piano teacher there will be a minimum 33 more students accessing peripatetic lessons, 66.6% of these students are PP.

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