



The Grange Academy

Wade Deacon Trust

Pupil Premium Strategy Statement 2020-21

This strategy statement is produced to outline the barriers to achievement for those pupils entitled to Pupil Premium funding at The Grange Academy. The strategy focuses on the actions that will be taken to ensure that PP students at The Grange Academy achieve well and are prepared for the next stages of their education and career. This document contains data from the academic year 2019-20 for all Year Groups and also a summary of the headline figures.

Summary Information					
School	The Grange Academy				
Academic Year	2020-21	Total PP Budget	£543,760	Date of most recent PP review	July 2019
Total No on Roll	Primary - 405 Secondary - 592 Whole School - 997	No of PP students & %	Primary – 39.5% Secondary – 56.6% Whole School – 51.7%	Date for internal review of strategy	Sept 2020

GCSE Attainment & Progress 2018 -2019 / 2019-20		
GCSE	Pupils eligible for PP (School)	All Pupils Nationally / Pupils not eligible for PP 'others' (2019 data as 2020 data pending)
English & Maths (9-5)%	20.6% (12.5% 2019)	43% (All Pupils/Non PP)
English & Maths (9-4)%	34.9% (28.6% in 2019)	65% (All Pupils/Non PP)
EBacc (9-5)%	7.9% (3.6% in 2019)	17% (All Pupils/Non PP) / 21% (Disadvantaged)
Ebacc (9-4)%	20.6% (12.5% in 2019)	25% (All Pupils/Non PP) / 29% (Disadvantaged)
Attainment 8	39.70 (29.28 in 2019)	46.69 (All) (Disadvantaged National was 50.30)
Progress 8	-0.40 (-1.02 in 2019)	-0.03 (All) (Disadvantaged National was 0.13)

Primary Attainment & Progress 2019-20 – Spring 2 Teacher Assessments

KSI	Pupils eligible for PP -2019 to 20 (2019 results)	All Pupils Nationally / Pupils not eligible for PP ‘others’ (2019 data – 2020 data pending)
Reading	48% (35%)	NA (75%)
Writing	36% (30%)	NA (69%)
Maths	52% (35%)	NA (76%)
RWM Combined	32% (25%)	NA (65%)

Primary Attainment & Progress 2019-20 – Spring 2 Teacher Assessment

KS2	Pupils eligible for PP – 2019 to 2010 (2019 results)	All Pupils Nationally / Pupils not eligible for PP ‘others’ (2019 – 2020 data unavailable)
Reading	54% (68%)	NA (73%)
Writing	50% (64%)	NA (78%)
Maths	53% (68%)	NA (79%)
RWM Combined	50% (60%)	NA (65%)

Barriers to future achievement for PP students

When making decisions about using the Pupil Premium funding we consider closely the school context and challenges

In-school barriers and desired impact

A	<p>Teaching and Learning and Assessment To further improve teaching and learning across school and for PP students ensuring quality first teaching, effective feedback and stretch and challenge. Through effective intervention subject differences and class by class variation will reduce. To further develop cross phase work between leaders.</p>
B	<p>Attendance To utilise our clear attendance systems to further, improve attendance in all phases, diminish differences and move PA (particularly in secondary) closer to National Average.</p>
C	<p>Aspirations To further develop the rising of aspiration by promoting consistently high expectations for our students to develop skills to take on wider roles and responsibilities. To further extend enrichment opportunities for students and improve their cultural capital.</p>

D	<p>Behaviour and Attitude to Learning</p> <p>Through consistently high staff expectations and appropriate pastoral support, we will further embed strategies to further reduce both fixed term and internal exclusion rates for PP students and improve the attitude to learning of the PP cohort.</p>
E	<p>Wider Outcomes</p> <p>To provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom and further raise awareness of opportunities available. Offer the best possible care, guidance and support for emotional well-being for students and track the benefits to our PP students.</p>

Desired Outcomes	
Focus	Success Criteria
<p>A. Teaching and Learning and Assessment</p> <p>Aim: High quality teaching for all and sharing of good practice so that outcomes are good across phases and subjects. Employ additional staff to run small intervention groups where needed to enable catch up and narrowing of gaps Facilitate improvement of year 7 students falling below floor standard in Maths and English That variation between groups, specifically PP pupils (boys) and subjects is decreased by supported PP student under-performance Staff challenge and stretch all pupils including PP pupils and especially the more able PP students. Pupils make uninterrupted progress between key phases of education.</p>	<p>T+L across the school improves from 74% good or better</p> <p>From data analysis the gaps between PP and NPP in-school will reduce and PP progress moves closer to national average</p> <p>Secondary PP TGA overall will improve from -0.40 TGA English will improve from -0.54 TGA Maths will improve from -0.62 TGA Ebacc will improve from -0.50 TGA Open will improve from -0.07</p> <p>Primary <u>EYFS</u> GLD PP - 72% Year 1 PP Phonics – 75% Year 2 PP Phonics – 85% <u>KSI</u> PP Reading Expected – 62% PP Writing Expected – 62% PP Maths Expected – 62%</p>

KS2

	Reading			Writing			Maths			RWM	
	SS	Ex+	GD	SS	Ex+	GD	SS	Ex+	GD	EX+	GD
PP	104	72	25	n/a	72	15	103	72	15	65	5

Data shows that PP students are improving towards National 'others.'

B. Attendance

Aim:

To make use of the rigorous systems to make improvements to roles and responsibilities of staff to any further impact on attendance.

Attendance improves for PP students towards the National Averages for all students.
NA Attendance = 95.2% (2019)

TGA whole school PP attendance will be above NA during the current COVID situation
TGA Primary PP attendance will be above NA during the current COVID situation
TGA Secondary PP attendance will be above NA during the current COVID situation

PA decreases further particularly in the secondary phase

NA PA Primary 8.7% (2019)

NA PA Secondary 13.8% (2019)

TGA whole school PA will decrease from 16.4%

TGA Primary PA will decrease from 12.8%

TGA secondary PA will decrease from 18.8%

TGA whole school PP PA will decrease from 24.6%

TGA Primary PP PA will decrease from 22%

TGA Secondary PP PA will decrease from 25.9%

Attendance for PP and NPP pupils continues to improve in both phases and gaps narrow

C. Aspirations:

Aim:

To ensure that all pupils, especially PP pupils have opportunities to reach their potential, especially more able PP students.

To remove the financial barriers associated with purchasing uniform, equipment and participating in extra-curricular activities

To enable students to widen their post 16 options

Student outcomes will improve in terms of attainment, progress, attendance, behaviour and attitude to learning.

TGA NEET figure 2018/19 = 1% Halton average 2.2%

Target for 2020/2021 Above the Halton average

Students will talk positively about the school and feel safe and happy at The Grange Academy.

Students will receive helpful careers advice that leads to excellent EET figures.

<p>D. Behaviour and Attitude to Learning</p> <p>Aim: Reduce the social and psychological barriers our students experience by providing social and emotional support To ensure students are ready for the day by providing equipment/uniform needed for the day To ensure consistency in behaviour across school REPS To reduce the incidents of behaviour and internal exclusion and FTE further. To improve pupils' attitudes to learning.</p>	<p>There will be a reduction in the number of PP students that receive an internal / a fixed term exclusion and the percentage of PP students with a positive attitude to learning will improve as the academic year progresses.</p> <p>Throughout the year term by term reductions in FTE as students settle into new routines and structure due to COVID situation ATL / Grades improve as the year progresses TGA to reduce FTE in-line or below National Averages in both phases</p>
<p>E. Wider Outcomes</p> <p>Aim: To ensure that the quality of the wider opportunities is consistent and supports a varied and wide range of pupils, especially those with PP Through closer monitoring of access to experiential learning PP students will have equal access to all aspects of the curriculum.</p>	<p>Opportunities develop specific skills and address needs for PP pupils whilst also ensuring the allocation is spread equitably.</p> <p>More PP students progress to EET and are able to access their preferred route.</p> <p>TGA NEET figure 2018/19 = 1% Halton average 2.2% Target for 2020/2021 Above the Halton average</p>

Planned Expenditure 2020-21					
Desired Outcome	Cost	Chosen Action / Approach	Evidence for the choice (EEF Toolkit & School Evidence)	Staff Responsible	Review
<p>A. Teaching and Learning</p> <p>SDP Priorities QE1: Implement a clear strategy for PP funding so that the differences diminish further for PP students and boys leading to further improvements across the phases in terminal exams QE2: Ensure the curriculum is taught well across the phases and teaching routinely helps pupils to remember long term the content they have been</p>	<p>£295,770 Total</p>	<p>Additional staffing capacity across the school used specifically for Pupil Premium Intervention. This capacity will be used to provide academic mentoring support and support catch up if work has been missed. This will focus on feedback to pupils and the next steps they need to take to improve.</p> <p>The strategies below are a summary of approaches used to improve T&L and outcomes for students;</p>	<p>Monitor use of Accelerated Reader, MyOn and Lexonik (EEF Closing the attainment gap- lessons learned)</p> <p>CPD strategy, including development groups, tiered approach as identified by leaders (EEF Guide to the Pupil premium 2019)</p> <p>Extend interventions for all student PP bands</p>	<p>Subject/KS Leaders/curriculum Champions and SLT</p>	<p>Improvements in the quality of teaching/learning and pupil outcomes.</p> <p>Quality Assurance whole school and within key stages and faculties PMR reviews Lesson observations Learning walks</p>

<p>taught and to integrate new knowledge into larger ideas.</p> <p>QE3: Develop teacher's ability to use assessment information to inform the planning of activities and questions designed to stretch and challenge, to extend pupils' thinking and to promote oracy.</p> <p>QE4: Develop teacher's ability to design activities that address the specific barriers to learning of pupils with SEND, in order to promote confidence in learning and improve their outcomes so that they are prepared for the next stages of their education.</p> <p>QE5: Student's work in books across the curriculum is of good quality and demonstrates stamina in extended writing and strong attitudes to learning.</p> <p>QE6: Develop literacy, including writing, reading and oracy across the school.</p> <p>QE7: Further develop effective feedback across the school so that students work shows progress and staff workload is reduced.</p> <p>QE8: Develop a new assessment structure (secondary) to further improve ongoing assessment and feedback, in order to improve attainment and progress for all students.</p> <p>QE10: Resource Bases at all Key Stages are highly effective and students make good progress in line with their abilities.</p>	<p>£5,000</p> <p>£43,290</p> <p>£5,000</p> <p>£2,354</p> <p>£4,200</p> <p>£1,500</p> <p>£2000</p> <p>£1000</p> <p>£231,426</p>	<ul style="list-style-type: none"> • Bespoke CPD both internal and external • Pupil premium and catch up intervention timetable • Whole school / key stage and faculty bespoke CPD • Accelerated reader year 5,6,7 • Lexonik & Lexonik Leap • Secondary Maths/English/Science PP Faculty Champion • Personal Development Programme (SMSC, MBV, Trips and Visits) • Literacy strategy – reading / oracy • Phonics Support <p>Teaching assistants and support staff to provide in-class support and interventions for PP students, CiC and those with SEND</p>	<p>(EEF Guide to the Pupil Premium 2019 and Potential for Success Sutton Trust)</p> <p>Development of subject/curriculum champion roles, including cross-phase primary/secondary collaboration (EEF closing the attainment gaps- key lessons learned)</p> <p>Development of RAP process to hold staff to account and to identify needs</p> <p>Develop use of new Feedback for Learning Policy, including stretch and challenge (EEF High Impact, very low cost)</p>		<p>Book scrutiny Outcomes compared to historic and in year data. Governors to receive a summary evaluation of the impact on a termly basis.</p>
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<p>LM4: Improve teaching and learning through highly effective CPD and using the whole school monitoring, evaluation cycles and the effective use of the appraisal system.</p>					
<p>B. Attendance:</p> <p>SDP Priorities</p> <p>BA4: Further improve the attendance across the phases, especially in the secondary phase, and reduce PA in the secondary phase significantly. Improve the punctuality of students further.</p> <p>LM5: There will continue to be a strong culture of safeguarding that supports staff to identify specific needs, help students who may be at risk of harm and leaders to manage staff recruitment and allegations against adults effectively.</p>	<p>£105,495 Total</p> <p>£13,650</p> <p>£67,597</p> <p>£17,909</p> <p>£1,000</p> <p>£500</p>	<p>Assistant Associate Principal to work closely with:</p> <ul style="list-style-type: none"> • Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance. • Pastoral teams and Assistant Heads of Year (AHOY) to monitor and track attendance and persistent absence of PP students. Capacity for form time intervention in secondary 50% of salary for AHOY. • Family Support Worker to work closely with harder to reach families to support improvements in attendance and behaviour and ensure all safeguarding needs • Heads of House and Pastoral teams to reward good attendance through assemblies and celebration afternoons • Home Visits to engage with parents to support attendance to school 	<p>Whole school attendance below NA PP attendance below NA PP persistent absence better than NA</p>	<p>HTO EWO Key Stage teams Pastoral teams Inclusion team</p>	<p>Use the daily and weekly systems of tracking and monitoring data on attendance to identify trends and needs to inform appropriate support Attendance strategy Qualitative and quantitative reports from lead staff on impact of strategies. Through monitoring of catch-up sessions.</p>

	£1000	• Attendance strategy and rewards			
C. Aspirations	£27,899		Pupils attain more highly, especially those who are PP/ HAP and PP/MAP. (Potential for Success Sutton Trust)	Key stage leads/Class Teachers/ Progress Leaders Progress Tutors	Analysis of the outcomes for pupils with different PAG and other needs including PP
SDP Priorities	Total				
QE9: Further develop the CEIAG programme for students so they are ready for the next stage of education, employment or training.	£12,560	CIAG (EBP)			
PD1: The SMSC curriculum supports students' personal development and the provision is of a high quality	£5,000	Work Experience	Pupils acquire a wider life skill set which is transferable to the wider world (EEF closing the attainment gap-lessons learned)		
PD2: There is an explicit strategy to promote character that ensures students are confident, resilient and independent, and to develop strength of character.	£1,500	Trips / Visits			Observations of pupils in different situations to observe application of wider skills.
PD3: Students are prepared well for life in modern Britain. Students will develop an understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.	£3,839	CEIAG Lead % of salary			NEET figures
PD4: Students will be taught how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.	£3500	Brilliant Club			Students voice
PD5: The Gatsby Benchmarks will be met in order to develop and improve careers provision and enable a range of education and training providers to speak to pupils. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for	£500	Student Leadership			Attendance to extra-curricular activities
	£1,000	Parental Engagement Strategies to improve attendance of PP parents to progress/parents evening			Attendance to progress Evenings and parental feedback
		Strategies			
		– Support			
		– University trips			
		– College taster days			
		– Professor Fluffy			
		– Crest Award			
		– Shaping Futures e.g. Merseyside Medics			
		– College Interviews			
		– CV Writing			
		– Careers Fayre			
		– Monthly NEET Meetings			
		– Liverpool City region careers hub			
		– Careers enterprise advisor - Compass			
		– Assemblies			
		– Enterprise week			
		– Apprenticeship week			
		– SMSC lessons and drop down mornings			

pupils to encounter the world of work.					
<p>D. Behaviour and Attitude to Learning</p> <p>SDP Priorities</p> <p>QE3: Student's work in books across the curriculum is of good quality and demonstrates strong attitudes to learning.</p> <p>QE10: Resource Bases at all Key Stages are highly effective and students make good progress in line with their abilities.</p> <p>BA1: Embed Behaviour for Learning Policy and implement a 'Pivotal' approach that further improves student's behaviour and attitude to learning.</p> <p>BA2: Further develop whole school rewards so that they become high profile and valued by students</p> <p>BA5: Staff are consistent in tackling bullying, aggression, discrimination and derogatory language quickly and effectively and are not allowed to spread.</p>	<p>£70,134 Total</p> <p>£10,000</p> <p>£30,134</p> <p>£4,000</p> <p>£25,000</p>	<p>Associate Principal in Secondary to work closely with KS leads / Progress Leaders / AHOY to improve behaviour and attitudes to learning across the school.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Queensbury AP • Outdoor Education programme <p>Assistant Designated Teacher for CiC and SEND leads will work closely with key stage and pastoral leads to ensure continued improvement in behaviour and attitudes to learning</p> <ul style="list-style-type: none"> • PEP completion – tracking and review • PSP completion – tracking and completion • CRF – access to HUB <p>Pastoral Interventions</p> <ul style="list-style-type: none"> • Nurture groups • Anger management • Social communication • Counselling • ELSA Programme • Well-Being Programme • Young Carers Day • Hub Access • Mental Health First Aid <p>Alternative Provision Placements for students</p>	<p>The proportion of FTE decreases. The incidents of internal behaviour incidents decrease.</p> <p>Staff use a variety of teaching strategies, as a result of CPD on meta-cognition, to enable pupils to increase their engagement in lessons and therefore their attitudes to learning</p> <p>Metacognition/Growth Mind set (EEF high impact, very low cost)</p> <p>KS /Year Group meetings to support staff and enable them to manage student behaviour more effectively.</p> <p>Internal exclusion process (EEF Guide to the Pupil Premium 2019)</p>	<p>MPT</p> <p>Key stage and pastoral teams</p>	<p>Termly CiC Report</p> <p>Data analysis of FTE and behaviour incidents decreases.</p> <p>Tracking of pupils who use in-school exclusion provision is decreased and 're-offenders' are reduced.</p> <p>Through observations pupils are better equipped to manage their own learning as a result of teachers adapting their teaching strategies.</p>

E. Wider Outcomes	£44,462 In total		KS / Faculty Bids		Tracking of the interventions and impact of these on pupils in summative and qualitative terms. Reports to senior leaders highlight the breadth of provision and pupils that benefit from these. Participation in extra curricular activities
<p>SDP Priorities QE1: Implement a clear strategy for PP Funding so that differences diminish further for PP students and boys leading to further improvements across the phases in terminal examinations BA3: Extra-Curricular provision supports the personal development of students and provides a diverse range of activities to enhance their cultural capital and improve key skills; particularly for disadvantaged students opportunity.</p>	<p>£500</p> <p>£1,000</p> <p>£18,962</p> <p>£3,000</p> <p>£22,000</p>	<p>To support PP families with the purchase of uniform, transport and curriculum supplies for students</p> <ul style="list-style-type: none"> • Shoe vouchers • Bus passes • Revision guides <p>To support student to access school trips and experiential learning opportunities where safe to do so</p> <p>To support PP students in accessing Peripatetic music tuition</p> <p>KS and Faculty Bids to the closure of gaps/access to curriculum/access to enrichment opportunities</p> <p>Catch Up Strategy</p>		<p>TMS/KNY</p> <p>TMS/KNY</p> <p>MCG</p> <p>TMS / KNY</p>	
Total Planned Expenditure	£543,760				

References:

- THE EEF GUIDE TO THE PUPIL PREMIUM EEF 2019
- EEF Teaching and Learning Toolkit
- EEF Closing the Attainment Gap- Lessons Learned 2018
- POTENTIAL FOR SUCCESS: Fulfilling the promise of highly able students in secondary schools, Dr Rebecca Montacute, – July 2018 Sutton Trust
- NASEN The Pupil Premium