



The Grange Academy



Wade Deacon Trust

Pupil Premium Strategy Statement 2018-19 & Data 2017-18

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 2017-18 for all Year Groups and also a summary of the headline figures.

Summary Information					
https://www.analyse-school-performance.service.gov.uk/SummaryReport?urn=111401&year=2018 - percentage-of-disadvantaged-pupils-entering-the-english-baccalaureateSchool	The Grange Academy				
Academic Year	2018-19	Total PP Budget	£566,913	Date of most recent PP review	March 2015
Total No on Roll	Primary - 456 Secondary - 566 Whole School - 1022	No of PP students & %	Primary – 194 (43%) Secondary – 319 (56%) Whole School – 513 (50%)	Date for internal review of strategy	Sept 2018

GCSE Attainment & Progress 2017-18

GCSE	Pupils eligible for PP (School)	All Pupils Nationally / Pupils not eligible for PP 'others'
English & Maths (9-5)%	21%	43% / 55 (Disadvantaged National was 50%)
Ebacc (9-4)%	13%	Not reported / 22.5
Attainment 8	29.12	30.43 / 42.96 (Disadvantaged National was 28.26)
Progress 8	-1.68	0.13 / -1.099 (Disadvantaged National was -0.44)

Primary Attainment & Progress 2017-18

KS1	Pupils eligible for PP (School)	All Pupils Nationally / Pupils not eligible for PP 'others'
Reading	18 (58.1%)	16 (80%)
Writing	14 (45.2%)	14 (70%)
Maths	16 (51.6%)	15 (75%)
RWM Combined	14 (45.2%)	13 (65%)

Primary Attainment & Progress 2017-18

KS2	Pupils eligible for PP (School)	All Pupils Nationally / Pupils not eligible for PP 'others'
Reading	21 (68%)	25 (75.76%)
Writing	17 (55%)	21 (63.64%)
Maths	19 (61%)	22 (66.67%)
RWM Combined	16 (52%)	19 (57.58%)

Barriers to future achievement for PP students

In-school barriers

A	Teaching and Learning: to further improve teaching and learning across school and for PP students ensuring effective feedback and stretch and challenge. Through effective intervention subject differences and class by class variation will reduce.
B	Attendance: to further embed strategies addressing the attendance gap between PP and non PP student, particularly those that are entitled to Free School Meals (FSM) currently.

C	Aspirations: to develop further the dialogue between PP students and their Personal Tutor / Pastoral Support to raise aspirations and promote a positive approach to their education and a growth mind-set.
D	Behaviour and Attitude to Learning: to embed strategies to further reduce exclusion rates for PP students and improve the attitude to learning of the PP cohort.
E	Wider Outcomes: 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.

Desired Outcomes

Focus	Success Criteria
A. Teaching and Learning: to further improve teaching and learning across school and for PP students ensuring effective feedback and stretch and challenge. Through effective intervention subject differences and class by class variation will reduce. (CPD & Access to the Curriculum)	PP students will continue to diminish the difference in their outcomes in relation to their non-PP peers. Subject and key stage specific intervention will ensure that subject outcomes for PP students improve and that specific PP classes achieve more than their non-PP peers.
B. Attendance: to further embed strategies addressing the attendance gap between PP and non PP student, particularly those that are entitled to Free School Meals (FSM) currently.	Attendance figures for 2018-19 will improve for those entitled to the Pupil Premium and the difference between their attendance and that of others will decrease.
C. Aspirations: to develop further the dialogue between PP students and their class teacher, Progress Tutor / Pastoral Support to raise aspirations and promote a positive approach to their education and a growth mind-set.	Student outcomes will improve in terms of attainment, progress, attendance, behaviour and attitude to learning. 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.
D. Behaviour and Attitude to Learning: to embed strategies to further reduce exclusion rates for PP students and improve the attitude to learning of the PP cohort.	There will be a reduction in the number of PP students that receive a fixed term exclusion and the percentage of PP students with a positive attitude to learning will improve as the academic year progresses.
E. Wider Outcomes: 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.	Pupil voice will be positive regarding the opportunities that students are afforded and no students will be disadvantaged in any way that relates to their socioeconomic status.

Planned Expenditure 2017-18

Desired Outcome	Cost	Chosen Action / Approach	Evidence for the choice (EEF Toolkit & School Evidence)	Staff Responsible	Review
A. Teaching and Learning: to further improve teaching and learning across school and for PP students ensuring effective feedback and stretch and challenge. Through effective	£228,415	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.	Feedback is high impact for low cost, based on moderate evidence. A whole-school approach promoting learning which sets high aspirations for all pupils	Subject/KS Leaders and SLT	Data Points Results & On-Going

<p>intervention subject differences and class by class variation will reduce.</p>		<p>This will focus on feedback to pupils and the next steps they need to take to improve. (TLRs; PP Maths / Capacity in secondary for primary outreach and intervention Outreach BNT 2/BAC 1/MCG 1 Intervention – BNT 8/ RLG 4 and OWN 3/ PSR 4 / MCN 1/ SIM 1/ SLV 2/ COP 2</p> <p>Classrooms assistants to provide in-class support and interventions for PP students and CiC and those with SEND</p> <p>Primary TAs Secondary - TAs</p>	<p>“Supporting the attainment of disadvantaged pupils, Sharp et al. National Foundation for Educational Research</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement. TA support for individual pupils or small groups, which on average show moderate positive benefits.</p>		<p>Half-termly</p>
<p>B. Attendance: to further embed strategies addressing the attendance gap between PP and non PP student, particularly those that are entitled to Free School Meals (FSM) currently.</p>	<p>£114,648</p>	<p>Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance.</p> <p>Service Level Agreement</p> <p>Capacity for form time in secondary and 50% of salary for AHOY</p> <p>10% of secondary staff time for morning registration</p> <p>Rewards – HOH</p> <p>Inclusion Team – Home Visits</p>	<p>Well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning.” The Pupil Premium - how schools are spending the funding successfully to maximise achievement (2013)</p>	<p>VNE</p>	<p>Weekly Attendance Data</p>
<p>C. Aspirations: to develop further the dialogue between PP students and their Class Teacher/ Progress Tutor / Pastoral Support to raise aspirations</p>	<p>£58,954</p>	<p>Additional capacity at tutor time for support staff to work with PP students to raise aspirations and focus on improving attendance and punctuality. This will also</p>	<p>A whole-school approach promoting learning which sets high aspirations for all pupils “Supporting the attainment of</p>	<p>Class Teachers/ Progress Leaders Progress Tutors</p>	<p>Data Points</p>

and promote a positive approach to their education and a growth mind-set.		<p>help provide additional academic mentoring for key students.</p> <p>CIAG (EBP) money / WEX / Transition Trips / Visits TA support x5 TAs in Primary</p>	<p>disadvantaged pupils, Sharp et al. National Foundation for Educational Research.</p> <p>Targeted support will promote well being</p>		2018-19
<p>D. Behaviour and Attitude to Learning: to embed strategies to further reduce exclusion rates for PP students and improve the attitude to learning of the PP cohort.</p>	<p>£20,017</p> <p>£37,346</p> <p>£40,000</p>	<p>Specialist behaviour support (Social skills support) % of wage</p> <p>Assistant Designated Teacher for CiC % of Primary SENCO % Secondary PEP responsibility wage % of Learning Mentor Wage</p> <p>Alternative Provision</p>	<p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. +4 months “It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning.”</p> <p>“Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.” provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning” The Pupil Premium - how schools are spending the funding successfully to maximise achievement (2013)</p>	RBA	<p>On-going</p> <p>Termly CiC Report</p>

E. Wider Outcomes: 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.	£500	Uniform, transport and curriculum supplies for students	These strategies have been embedded in the PP funding at Wade Deacon and we believe these are essential for our students.	TMS	On-going
		School trips and experiential learning opportunities.		TMS	
	£8,000	Bespoke revision sessions		TMS	
	£29,207	Peripatetic music tuition Eimear and Clare (Peri) Peri Teachers		TMS BVN	
	£790	CPD – Primary Maths		OCO	
	£15,000	KS and Faculty Bids		TMS/KNY	
	£4,000	Brilliant Club – WNG		WNG	
Total Planned Expenditure	£556,875	The remaining funding will be distributed after relevant data capture points and when additional support is required.			

Secondary Data 2017-18

Year 7 results 17/18 (current Year 8)	PP	NON PP	Difference
% Eng & Maths 9-4	50.0%	64.8%	-14.8
Exceptional / Expected Progress English	57.9%	60.4%	-2.5%
Exceptional / Expected Progress Maths	48.7%	47.9%	0.8%

Exceptional / Expected Progress All Subjects	64.8%	71.8%	-7.0%
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Year 8 results 17/18 (current Year 9)	PP	NON PP	Difference
% Eng & Maths 9-4	72.2%	85.5%	-13.3%
Exceptional / Expected Progress English	45.1%	53.8%	-8.7%
Exceptional / Expected Progress Maths	33.8%	59.6%	-25.8%
Exceptional / Expected Progress All Subjects	61.5%	73.5%	-12%

Year 9 results 17/18 (current Year 10)	PP	NON PP	Difference
% Eng & Maths 9-4	28.3%	40.5%	-12.2%
Exceptional / Expected Progress English	45.8%	48.8%	-3%
Exceptional / Expected Progress Maths	5%	20%	-15%
Exceptional / Expected Progress All Subjects	35.6%	44.1%	-8.5%

Year 10 results 17/18 (current Year 11)	PP	NON PP	Difference
% Eng & Maths 9-4	30.4%	66%	-35.6%
Ebacc (9-4)	9	19	-10
Progress 8	-0.624	-0.168	-0.456
Attainment 8	40.31	49.57	-9.26
Exceptional / Expected Progress English	33%	43.3%	-10.3%
Exceptional / Expected Progress Maths	12.5%	17.8%	-5.3%
Exceptional / Expected Progress All Subjects	33.2%	45%	-11.8%
Attendance Whole School			
Pupil Premium	90.87%		
Non Pupil Premium	94.77%		

Primary Data 2017-18

Reading Year 1	Spring Assessment Term 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	5.9 %	2.4 %	3.8 %	3 %	6.3 %	2.3 %
Total	59	17	42	26	33	16	43

Writing Year 1	Spring Assessment Term 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	5.9 %	2.4 %	3.8 %	3 %	6.3 %	2.3 %
Total	59	17	42	26	33	16	43

Mathematics Year 1	Spring Assessment Term 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	5.9 %	2.4 %	3.8 %	3 %	6.3 %	2.3 %
Total	59	17	42	26	33	16	43

Spag Year 1	Spring Assessment Term 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	5.9 %	2.4 %	3.8 %	3 %	6.3 %	2.3 %
Total	59	17	42	26	33	16	43

Reading Year 2	Summer Term	Assessment 2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	3.2 %	3.6 %	3.6 %	3.2 %	7.7 %	2.2 %
Total	59	31	28	28	31	13	46

Writing Year 2	Summer Term	Assessment 2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	3.2 %	3.6 %	3.6 %	3.2 %	7.7 %	2.2 %
Total	59	31	28	28	31	13	46

Mathematics Year 2	Summer Term	Assessment 2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	3.2 %	3.6 %	3.6 %	3.2 %	7.7 %	2.2 %
Total	59	31	28	28	31	13	46

Spag Year 2	Summer Term	Assessment 2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	3.2 %	3.6 %	3.6 %	3.2 %	7.7 %	2.2 %
Total	59	31	28	28	31	13	46

Reading Year 3	Spring Assessment Term 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.4 %	3.1 %	2.8 %	4 %	7.7 %	2.1 %
Total	61	29	32	36	25	13	48

Writing Year 3	Spring Assessment Term 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.4 %	3.1 %	2.8 %	4 %	7.7 %	2.1 %
Total	61	29	32	36	25	13	48

Mathematics Year 3	Spring Assessment Term 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.4 %	3.1 %	2.8 %	4 %	7.7 %	2.1 %
Total	61	29	32	36	25	13	48

Spag Year 3	Spring Assessment Term 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.4 %	3.1 %	2.8 %	4 %	7.7 %	2.1 %
Total	61	29	32	36	25	13	48

Reading Year 4	Spring Term Assessment 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.1 %	3.3 %	3.1 %	3.3 %	6.3 %	2.2 %
Total	62	32	30	32	30	16	46

Writing Year 4	Spring Term Assessment 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.1 %	3.3 %	3.1 %	3.3 %	6.3 %	2.2 %
Total	62	32	30	32	30	16	46

Mathematics Year 4	Spring Term Assessment 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.1 %	3.3 %	3.1 %	3.3 %	6.3 %	2.2 %
Total	62	32	30	32	30	16	46

Spag Year 4	Spring Term Assessment 2017/18						
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.1 %	3.3 %	3.1 %	3.3 %	6.3 %	2.2 %
Total	62	32	30	32	30	16	46

Reading Year 5	Assessment						
	Spring Term	2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.6 %	3 %	2.8 %	4 %	5.6 %	2.3 %
Total	61	28	33	36	25	18	43

Writing Year 5	Assessment						
	Spring Term	2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.6 %	3 %	2.8 %	4 %	5.6 %	2.3 %
Total	61	28	33	36	25	18	43

Mathematics Year 5	Assessment						
	Spring Term	2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.6 %	3 %	2.8 %	4 %	5.6 %	2.3 %
Total	61	28	33	36	25	18	43

Spag Year 5	Assessment						
	Spring Term	2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.6 %	3.6 %	3 %	2.8 %	4 %	5.6 %	2.3 %
Total	61	28	33	36	25	18	43

Reading Year 6	Summer Term	Assessment 2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	3.8 %	2.9 %	4 %	2.9 %	4.5 %	2.6 %
Total	60	26	34	25	35	22	38

Writing Year 6	Summer Term	Assessment 2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	3.8 %	2.9 %	4 %	2.9 %	4.5 %	2.6 %
Total	60	26	34	25	35	22	38

Mathematics Year 6	Summer Term	Assessment 2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	3.8 %	2.9 %	4 %	2.9 %	4.5 %	2.6 %
Total	60	26	34	25	35	22	38

Spag Year 6	Summer Term	Assessment 2017/18					
Band	Total	Disadvantaged	Non-Disadvantaged	Girls	Boys	SEN	Non-SEN
1 Learner Represents	1.7 %	3.8 %	2.9 %	4 %	2.9 %	4.5 %	2.6 %
Total	60	26	34	25	35	22	38