

Pupil premium strategy statement

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2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	1075 inc. Nursery
Proportion (%) of pupil premium eligible pupils (All Through)	56%
Proportion (%) of pupil premium eligible pupils (Primary)	43%
Proportion (%) of pupil premium eligible pupils (Secondary)	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	I Critchley
Pupil premium leads	M Kenneway (Primary) L Bibby (Secondary)
Governor / Trustee lead	C Inch (Vice-Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£566,720
Recovery premium funding allocation this academic year	£79,511
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	£ 646,271

Part A: Pupil premium strategy plan

Statement of intent

- We want to ensure that disadvantaged students have equal opportunities to become well qualified and well-rounded people, that are fully prepared for life beyond The Grange Academy.
- The strategy ensures that both academic and pastoral aspects of development are in place for disadvantaged students to ensure high quality experiences are provided, alongside, excellent teaching to ensure they make progress in line with their non-disadvantaged peers.
- A key principle is that all staff have the highest expectations and aspirations for what disadvantaged students can achieve. Furthermore, students are actively encouraged and guided to have high aspirations for what they can achieve both academically and personally.
- The strategy will continually evolve to ensure that interventions and other strategies are tailored to individuals and specific groups as needed.

Challenges

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

Challenge number	Detail of challenge
1	Achievement of PP students is lower than 'other' students across the phases. Lower attainment on entry in most year groups and consistent strands of poor communication upon entry into EYFS.
2	Attendance of targeted PP students. Some PP students have lower levels of attendance compared to 'other' students. This is affecting their progress and attainment in school. This is particular to some PP students as a number have very good attendance.
3	Behaviour and attitudes to learning of targeted PP students. Some PP students have been identified as requiring support to improve their attitude to learning and behaviour as the number of behaviour points, BSB referrals and exclusions is higher for this group. This can have a negative effect on their progress.
4	Engagement of PP students in enrichment and personal development opportunities. The percentage of PP pupils attending activities is generally lower than 'other' pupils. They are missing opportunities to extend their cultural capital, make friendships and build confidence.

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
Disadvantaged students will achieve in line with their non-disadvantaged peers.	<p>< 5% gap in attainment between PP and others across each key stage.</p> <p>Progress of PP students will be 'in-line' with others at KS2 and KS4.</p> <p>>50% of students taking the Ebacc will be entitled to PP funding.</p>
The attendance of disadvantaged students is in line with their non-disadvantaged peers.	<p>There will be <2% difference between PP and others attendance.</p> <p>Persistent absence for PP and 'others' will have <2% difference.</p>
The behaviour and attitudes to learning of disadvantaged students is in line with their non-disadvantaged peers.	<p><5.5% of the school PP population will receive a suspension.</p> <p><2% of the school PP population will receive a more than one suspension.</p> <p><6% of the school PP population will receive an internal exclusion.</p> <p><4% of the school PP population will receive an internal exclusion.</p>
More disadvantaged students will engage regularly in enrichment activities and sustain their engagement beyond school.	<p>An increase in the number of PP students that attend enrichment activities in school and take part in wider opportunities outside of school.</p> <p>100% of PP students will go onto access suitable EET.</p>

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide, evaluate and monitor the impact of a robust CPD programme for all staff to improve teaching and learning and raise attainment of pupils – focus on coaching and questioning techniques.	EEF (2019 & 2021) identifies that ensuring an effective teacher is in front of every class is a key ingredient of a successful school.	1,2,3,4
Further training for ALL staff to support the teaching of reading and oracy.	Staff and SLT have identified that support and regular training on pedagogy ensures they are able to provide excellent teaching and adapt to the needs of learners.	1, 3, 4
Support and training from English Hub for new Phonics Scheme and Early Reading.	EEF (Closing the Attainment Gap) Report found that what happens in the classroom makes the biggest difference.	1, 3
Support from Maths Hub for mastery techniques.	Improving teaching quality leads to greater improvement at a lower cost than a structural change and good quality CPD is highly effective.	1, 3

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

Budgeted cost: £410,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing across the phases for small group intervention.	EEF Putting Evidence to Work – A school's guide to implementation.	1, 2, 3
Subject specific targeted interventions.	EEF (2019 & 2021) consistently demonstrates the effectiveness of targeted support across the spectrum of achievement. This applies to teachers and teaching assistants. Structured 1:1 or small group intervention linked to classroom teaching is a key component to ensure the strategy is successful. EEF (Closing the Gap) found that targeted small group and 1:1 intervention has potential for largest immediate impact on attainment. Some whole class and whole school interventions show impact but take longer.	1, 2, 3
Robust tracking of the impact of intervention.		1
Regular RAP/ PP meetings.		1
PP Champions in each phase.		1
Additional teaching assistants to provide interventions and support.		1
Additional weekend and holiday interventions.		
Additional resources to support students with their learning; GCSE Pod, SENECA, TT Rockstars, Numbots.		1
Reading Support: Reading Support Co-ordinator, Lexonik and Lexonik Leap, IDL and Accelerated Reader.	1	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £196,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement an extra-curricular programme and enrichment activities that develop students' cultural capital and develop their interests.	<p>EEF Putting Evidence to Work – A school's guide to implementation.</p> <p>EEF (2019 & 2021) demonstrates that supporting attendance, behaviour and social and emotional needs can have a very positive impact on outcomes for pupils.</p> <p>EEF (Closing the Gap) found that essential life skills or character are important in determining life chances. Although the link to attainment has not yet been fully proven the impact on individual's life chances is demonstrable.</p>	3, 4
Focussed curriculum based on need of students.		3
Target groups for interventions (Pastoral and Attendance).		2, 3
Use of SAO to conduct home visits and parental meetings.		2, 3
Rewards and incentives to motivate pupils.		2
The Happy at School Project (THASP) training for all staff.		1, 2, 3, 4
Family Support Worker in place to support and challenge PP families to improve attendance, behaviour and achievement.		2, 3, 4
Deployment of APL with focus on attendance of PP students – phone calls, home visits, letters, meetings and liaison with EWS.		1, 2, 3

Total budgeted cost: £646,271

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.

- Outcomes at KS1 Phonics were 81% despite the Covid-19 pandemic.
- Outcomes at KS2 were higher than target.
- Attendance in primary phase was strong compared to both the local and national average despite pandemic.
- Attendance in secondary was above compared to local and national averages when considering the impact of Covid-19.
- Using the TAG's 47% of PP students achieved 9-4 in E&M and 19% achieved 9-5 in E&M.
- TAG data, using SISRA, shows that P8 for PP students was – 0.28 with Non-PP at 0.02.
- 44% of PP students met or exceeded their GCSE target compared to 52% of Non-PP students achieving or exceeding their target.
- Many activities were cancelled due to Covid-19, however, 85% of eligible Year 10 pupils did access work experience. The Brilliant Club and student leadership team continued to operate virtually.
- Students access music lessons and after school clubs successfully with great impact on attendance and self-esteem.
- The number of fixed term exclusions continues to decline across the school, however, there are still too many disadvantaged students that receive both internal and fixed term exclusions. The impact of the pandemic affected the routines of school life for many students.
- Uniform and transport were provided which ensured students attended school and are given equal access to the curriculum.
- Planned trips did not take place and additional visitors were unable to access school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
School Based Tutors	School Supply (The Supply Register)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

As of September 2021, we have over 56% of the school population identified as eligible for Pupil Premium funding most of the work of the academy is focussed on raising aspirations, high expectations and pastoral support for pupils.

A Pupil Premium Champion has been appointed in each phase of the school to work with the PP leads to support and challenge students and achieve the targets we have set in this strategy. Tracking and quality assurance activities will allow the strategy to remain live throughout each term and allow the school to respond to need swiftly and robustly.