Pupil premium strategy statement – The Grange Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1189 Primary – 401 Secondary – 788
Proportion (%) of pupil premium eligible pupils	55% Primary – 44% Secondary – 60%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2021-2024
Date this statement was published	2021
Date on which it will be reviewed	2024
Statement authorised by	Richard Hicks
Pupil premium lead	K.Cartwright (Secondary) Moira Kenneway (Primary)
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£666,300
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£47,154
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*	£713,454

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the three-year strategy we will focus on the key challenges that are preventing pupils from high attainment. The approach will be responsive to both common challenges and our pupils' individual needs, rather than assumption about the impact of the disadvantage.

At The Grange Academy, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve. High quality teaching is central to our approach. This is proven to have the greatest impact on closing the disadvantage gap and will benefit all pupils within the Academy.

All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to the challenges to learning they might have, such as a vocabulary deficit and reading comprehension.

Challenges

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

Challenge number	Detail of challenge
1	Overall progress and attainment.
	Overall progress and attainment of PP students is lower than NPP pupils across all phases. Lower attainment on entry in most year groups and consistent strands of poor communication upon entry in EYFS.
2	Attendance and persistent absence.
	Our overall All Through attendance gap for PP vs NonPP is 6.1%
	Some at Secondary are at risk of falling into the 'persistent absenteeism' category.
	This challenge reduces their hours school hours and causes significant loss of learning opportunities, affecting progress and attainment.
3	Behaviour and attitudes to learning of PP students.
	A disparity can be seen between PP and NonPP students in relation to their ATL and behaviour. Internal data including BSB referrals, behaviour points and exclusions is higher for this cohort of pupils.

4	Lower Cultural Capital.
	Engagement of PP students in enrichment and personal development opportunities is generally lower than our NonPP students. They are missing opportunities to extend their cultural capital, explore friendship groups and build confidence. It has also been identified that some disadvantaged pupils lack background knowledge of the world around them and as a result
5	Literacy – vocabulary deficit and reading.
	Our assessment and observations show that our PP students are more likely to have a tier 2 and tier 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum.

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
Improve overall attainment across all phases.	Achieve outcomes in line with National Average for PP cohorts across for each phase.
	< 5%gap between PP and others across each key stage.
To achieve and sustain improved attendance for all pupils, particularly those disadvantaged pupils.	To reduce the gap between PP & NonPP all through attendance to less than 6%.
	A reduction in the difference between PP and NonPP attendance at Secondary.
	Reduce the number of persistent absentees (PA) amongst our Secondary PP cohort.
	Attendance data will evidence improvement.
To reduce the number of behaviour incidents and increase the attitudes to learning for disadvantaged pupils.	This will be evidenced through use of internal data on EduLink & SIMS including behaviour points and rewards data.
	Exclusion data and BSB referral data will demonstrate a decrease in differences between those PP and NonPP.
Improve the aspirations of all pupils, particularly those disadvantaged.	Internal data will be used to track and monitor engagement figures with extra-curricular and enrichment opportunities. activities.

	Increase engagement visits with further educational settings. <mark>Reduced NEET figure.</mark>
Improved Literacy outcomes for all pupils, including their vocabulary deficit and comprehension.	Observations, diagnostic analysis and student attainment will show that: • Students will be able to use the vocabulary in a variety of context, both within subjects and across difference subject areas. • Students will be able to read fluently across all subjects which will enable them to fully access the curriculum. • All students will be able to access ideas and knowledge beyond their starting point. • Improved oral contribution within lessons demonstrating a confidence with subject specific vocabulary. • Improved reading ages for those pupils below expected.

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: £121,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver, evaluate and monitor the impact of a robust CPD programme for all staff to ensure high quality teaching across all phases.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment (EEF, 2021). High quality teaching will have the greatest impact on outcomes for all students, including the narrowing of the disadvantage gap. The quality of teaching is not fixed: teachers can be improved, and this can be done via effective professional development (Becky Francis, 2021).	1 2 3 4 5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
	The introduction of our Teaching & Learning model (based on the work of Alison & Tharby, 2018) focuses on the implementation of 6 core pedagogical principles within our teaching practice including: challenge, explanation, modelling, deliberate practice questioning and feedback to support excellence within the classroom.	
	A PD program supported by the work of Sherrington & Cavigliol (2020) Teaching WalkThrus: Five step guides to instructional coaching has been designed to support the implementation of these pedagogical principles that improve pupils outcomes.	
	Diagnostic assessment should be used to reflect on pupils' thinking, strengths and weaknesses. When used effectively they can indicate areas of development, with individual pupils or across classes and year groups; they can help teachers isolate specific misconceptions pupils might hold (EEF, 2021 Diagnostic Assessment).	
	https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf	
	According to the EEF (2021) feedback can be one of the most powerful levers teachers have to improve learning. Schools should focus on key principles for effective feedback: 1. Lay the foundations for effective feedback, with high quality teaching that includes careful formative assessment 2. Deliver appropriately timed feedback which focuses on moving learning forward 3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on feedback offered. https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning	
Bespoke CPD program for our Early Career Teachers.	Teachers deserve high quality support throughout their careers, particularly in those first years when the learning curve is the steepest (DFE 2019, Early Career Framework) therefore in addition to the support provided by Best Practice Network in the delivery of the ECF, a bespoke professional development program has been developed to suit the context of our Academy and the development of our ECTs.	1 2 3 4 5

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf	
Development of Literacy across all phases.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with text and enough challenge to improve reading comprehension. In the secondary schools where teachers in all subject departments had received training in teaching literacy… there were improvement in outcomes across all subjects – not only English (Ofsted, 2011 – Removing Barriers to Literacy). Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance. Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. Guidance reports for Improving Literacy KS1, KS3 and Secondary Schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	1 3 5
Effective use of remote learning to support attendance barriers. Use of Teams to ensure the curriculum is accessible for all pupils.	According to the EEF (2021) Covid has potentially reversed a decade of progress in closing the attainment gap. Disadvantaged pupils have fallen further behind during the pandemic therefore as an Academy we need to ensure remote access to the curriculum is available for all pupils including the use of an online platform (Teams) and access to a device and the internet to support learning. Quality remote teaching is more important than how lessons are delivered (EEF, 2020). Teachers need to ensure explanations builds clearly on prior learning and understanding is continually checked. The review on Remote Schooling conducted by the EEF highlights the importance of access to technology and states that monitoring the progress of pupils and getting pupils to interact online can boost the effectiveness of it. https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning	1 2 3 5

| Recruitment and retention of teaching staff – to engage with external CPD opportunities including National Professional Qualifications (NPQs). | Managing workload and offering effective professional development opportunities are key to retaining great teachers, which is crucial to maintaining a high standard of teaching and learning.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217

https://www.gov.uk/government/collections/reducing-school-workload | 1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 387,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing across the phases for small group intervention including subject specific intervention. Robust tracking & monitoring of interventions.	Intensive support (small group or one to one) can support pupil learning if provided in addition to and explicitly linked with normal lessons. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120	1 2 3 5
Targeted interventions to support language development, literacy and numeracy. Reading support including the role of a Reading Support Co-ordinator, Lexonik, Lexonik LEAP, IDL,	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1 2 3 5

Accelerated Reader.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf	1 2 3 5
Teaching assistant deployment and interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3 5
Extending the school day (P6) - Y11 Revision	There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1 2 3
Access to additional revision materials including revision guides & online platforms – SENECA, Corbett Maths, TT Rockstars.	The EEF reports an average of +5 months progress through the effective use of homework. Homework that is linked to classroom work tends to be the most effective, with teacher feedback significantly increasing the impact it has on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1 2 3 5

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

Budgeted cost: £ 204,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Improvement strategy. • Attendance team calls/tracking (phone calls, parental meetings, targeted letters) • Attendance tracker and meetings • Home visits • Family support worker • Friday 60 second Attendance shakedown (whole school attendance update) • PA Strategy • Attendance strategy Provision 'The House'	It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage a positive dialogue about learning. There is some evidence that personalised messages inked to learning can promote positive interactions. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support and resources to assist learning at home may be more beneficial for pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement According to the EEF's Attendance interventions rapid evidence assessment, research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	1 2 3 4
Wellbeing • Pastoral/Progress Year Groups • Safeguarding team • Learning Mentors (x2	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-	1 2 3 4

full time staff members) • Hub Intervention • The Living Room Intervention • ASD Base • Careers Guidance & Mentoring • THASP (The Happy at School Project training for all staff • After school clubs	regulation, both of which may subsequently increase academic attainment. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Behaviour • School behaviour strategy and monitoring systems – EduLink • Pastoral and Progress Leads for each year group (Secondary) • High expectations for all • Rewards & incentives	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Across all approaches it is crucial to maintain high expectations for all pupils and to embed a consistent approach across the school. Successful approaches are linked closely to social and emotion learning interventions and parental engagement approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1 2 3 4

Total budgeted cost: £ 713,454

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The school strategies were implemented across all tiers with some evidence of a positive impact across all elements of the tiered approach.

Primary attainment (EYFS, KS1 & KS2 scores) demonstrates that the gaps between PP and nonPP are smaller than National differences. High quality teaching means that all students benefit from excellent classroom practice and the effective use of targeted interventions means the gap difference against National is improving.

At Secondary, our A8 target gap for PP vs NonPP has not yet been achieved however there was an improvement seen from 2019. The gap between our PP vs Non PP P8 score has also improved from the previous academic year. We also had our largest number of PP pupils accessing Ebbac in the last Academic year.

NonPP pupils still attend school more regularly than PP students where the difference is greater in the secondary phase. There are however a number of students with long term attendance issues that significantly impact these levels. Use of the Emotional Based School Absence strategy has enabled us to work with these pupils and for some this has meant they have returned to school. We have found an increased number of pupils who struggle with emotions, anxiety and mental health which greatly affects the attendance levels across the school (most significantly in the secondary phase). As part of our ongoing strategy a significant amount of work has been completed with the Educational Psychologist, the School Attendance Team as well as Mental Health Services to provide ongoing support for these pupils and their families.

While targeted academic support strategies were well designed and well attended, change in leadership roles has meant new strategies have been implemented this Academic year to support the implementation of our curriculum through high-quality teaching that will improve outcomes for all pupils; a more strategic approach to wider strategies will also be used to address our Academy challenges.

As part of the review process Literacy has been identified this academic year within our Pupil Premium Strategy as one of our challenges.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We looked at a number of reports, studies and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage. We also looked at a number of studies on the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to focus on developing stronger relationships with parents/guardians as a result.

Working closely with the research schools network allows us to have access to the latest educational research from the Education Endowment Foundation (EEF). This ensures that our strategies our evidence informed and allows us to effectively use the latest educational research to support our disadvantaged pupils as the EEG's primary purpose is to close the disadvantaged learning gap.