



The Grange Academy

Wade Deacon Trust

Pupil Premium Evaluation Report 2017-2018

Total Funding	Audience	Staff Link	Evaluation and Impact	Cost																				
ACHIEVEMENT																								
Implement systems to effectively monitor and track the progress of the disadvantaged cohort	Staff – all staff	SLT / MLT	<p>We evaluated a new package but felt that SISRA Analytics provided us with the capacity to monitor and track the progress of the disadvantaged cohort.</p> <p>SISRA analytics used for all Subject and Kay Stage reviews.</p>	Allocated £1200 Spent £0 Underspend £1200																				
Training	All Staff and Governors	SLT / MLT	<p>Lilac Education – Outstanding Teacher Programme</p> <p>External support bought in to improve outcomes in the CORE</p> <p>The year 11 data shows that 9-4 and 9-5 had increased in E&M from 2016-2017 to 2017-2018. However, the progress has dropped significantly as the Year 11 cohort was a more able year group than in 2017 based on KS2 data. Science progress in year 11 was poor.</p> <p>Impact not significant.</p>	Allocated £15000 Spent £9995 Underspend £4005																				
TA staffing in all phases of the school.	KS1 to KS4	SLT / MLT	<table border="1"> <thead> <tr> <th>%On or above MEG</th> <th>All</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>17-18 Results</td> <td>13.4%</td> <td>13.4%</td> <td>13.2%</td> </tr> <tr> <td>DP1</td> <td>28.1%</td> <td>22%</td> <td>38%</td> </tr> <tr> <td>DP2</td> <td>23.9%</td> <td>19.7%</td> <td>30.8%</td> </tr> <tr> <td>DP3</td> <td>22.6%</td> <td>18.8%</td> <td>28.7%</td> </tr> </tbody> </table>	%On or above MEG	All	PP	Non-PP	17-18 Results	13.4%	13.4%	13.2%	DP1	28.1%	22%	38%	DP2	23.9%	19.7%	30.8%	DP3	22.6%	18.8%	28.7%	Allocated £219422 Spent £186016 Underspend £33406
%On or above MEG	All	PP	Non-PP																					
17-18 Results	13.4%	13.4%	13.2%																					
DP1	28.1%	22%	38%																					
DP2	23.9%	19.7%	30.8%																					
DP3	22.6%	18.8%	28.7%																					

			DP4	25.3%	22.4%	29.9%		
<p>LO – Art Support Worker</p> <p><u>Year 11 Impact</u> – 100% of learners achieved a 9-4 within their GCSE Art course. % of learners achieving 9-8 increased from 5% at DP1 to 20% at DP2. -8.3% GAP with Disadvantaged learners achieving 83.3% 9-5, compared to non-disadvantaged learners achieving 75.0%. Disadvantaged learners residuals are 1.84 compared to non-disadvantaged learners residuals of 1.03.</p> <p><u>Year 9 Photography Impact</u></p> <p>8.7% increase in % of disadvantaged learners achieving 9-7 from 16.3% to 25.0% -8.5% gap for learners achieving 9-5, with 60.9% of disadvantaged learners compared to 52.4% of non-disadvantaged learners. -1.5% gap for learners exceeding their target with 34.8% of disadvantaged learners compared to 33.3% of non-disadvantaged learners.</p> <p>See <i>Copy of PP Data One Page Doc - Exam Results</i> to review gaps for all Key Stages</p>								

Use of external provider – providing vocational courses.	KS4	RBA / ALX	<p>The Bridge – offered English Language (not Literature), Maths, Biology and they sent learners out to other provisions for vocational qualifications. 3 year 11 learners attended who were all very high tariff learners with extremely complex needs. Keyworker support was useful to deal with attendance/behaviour concerns and attend CAF's. Outcomes were poor and this was the most expensive provision.</p> <p>APS (formerly PP) – offered English Language and Literature, plus Maths (we provided the resources). Cheapest and most flexible provision who are prepared to take learners for step-out. Despite collaborative planning set-up last year with English and Maths staff, provider did not deliver what was passed on to them. Outcomes and attendance poor.</p> <p>DTL – offered vocational courses including motor vehicle, construction, hair and beauty and work-skills. They also offered step-out. However outcomes and attendance poor.</p> <p>Decision was taken to increase money within this pot to supplement AP. However outcomes are unsatisfactory and AP needs to be reviewed</p>	<p>Allocated £60000</p> <p>Spent £127888</p> <p>Overspend £67888</p>																																																				
Behaviour Management	KS3 and 4	RBA	<p>Impact of ALX – Intervention for targeted learners to modify behaviours.</p> <table border="1" data-bbox="613 727 1740 1139"> <thead> <tr> <th>Year</th> <th>NoR</th> <th colspan="2">No of pupils with more than 1 Fixed Term Exclusion</th> <th>Days</th> <th>Incidents</th> <th>Permanent</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>977</td> <td colspan="2">61</td> <td>490.5</td> <td>141</td> <td>8</td> </tr> <tr> <td>2016-17</td> <td>916</td> <td colspan="2">146</td> <td>409.5</td> <td>236</td> <td>10</td> </tr> <tr> <td>2017-18</td> <td>916</td> <td colspan="2">114</td> <td>245</td> <td>181</td> <td>7</td> </tr> <tr> <td></td> <td></td> <th colspan="2">Academic Year 2015-16 Permanent Exclusion</th> <th colspan="2">Academic Year 2016-17 Permanent Exclusions</th> <th colspan="2">Academic Year 2017-18 Permanent Exclusions</th> </tr> <tr> <td></td> <td></td> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> <tr> <td>No of pupils</td> <td></td> <td>6</td> <td>2</td> <td>9</td> <td>1</td> <td>7</td> <td>0</td> </tr> </tbody> </table>	Year	NoR	No of pupils with more than 1 Fixed Term Exclusion		Days	Incidents	Permanent	2015-16	977	61		490.5	141	8	2016-17	916	146		409.5	236	10	2017-18	916	114		245	181	7			Academic Year 2015-16 Permanent Exclusion		Academic Year 2016-17 Permanent Exclusions		Academic Year 2017-18 Permanent Exclusions				Boys	Girls	Boys	Girls	Boys	Girls	No of pupils		6	2	9	1	7	0	<p>Allocated £38937</p> <p>Spent £38719</p> <p>Underspend £218</p>
Year	NoR	No of pupils with more than 1 Fixed Term Exclusion		Days	Incidents	Permanent																																																		
2015-16	977	61		490.5	141	8																																																		
2016-17	916	146		409.5	236	10																																																		
2017-18	916	114		245	181	7																																																		
		Academic Year 2015-16 Permanent Exclusion		Academic Year 2016-17 Permanent Exclusions		Academic Year 2017-18 Permanent Exclusions																																																		
		Boys	Girls	Boys	Girls	Boys	Girls																																																	
No of pupils		6	2	9	1	7	0																																																	

			<p>Educational Psychologist Support – evidence of positive impact Extra 3 days bought in from July 2017 to July 2018 to support 8 learners</p> <p><u>Learner 1</u> - Successful transition into secondary phase of learning. 98% attendance in year 7 and successfully started year 8.</p> <p><u>Learner 2</u> -Specific transition around lunch time support which has been implemented (nurture group). This has reduced number of behaviour logs however amendments to the group are still necessary. Behaviour has deteriorated throughout year 5 despite suggested strategies. Was seen again by EP 25.04.18 and CARE protocol being followed.</p> <p><u>Learner 3</u> -March 2017-January 2018 Stayed in same band 1:1 for reading and maths (good progress) and B squared has shown progress. June 2018 Stayed in same band 1:1 for reading and maths (good progress). Progress score has increased in reading (-20.16, -17.94), writing (-25.63, -17.42) and maths (28.66, 5-91)</p> <p><u>Learner 4</u> - September 17-June 2018 stayed in same band all areas. Progress score increased reading (-21.96, 14.96) and maths (28.38, -22.38)</p> <p><u>Learner 5</u> - September 17-June 18 stayed in same band all areas and B squared evidence progress. Progress score increased reading (-29.49, 27.42) writing (-27.41, -22.95) and maths (-14.28,-24.38)</p> <p><u>Learner 6</u> - September 17-Jan 18 stayed in same band -good progress. June 2018 stayed in same Reading and writing and moved up in maths.</p> <p><u>Learner 7</u> – Outstanding progress R,W and SPAG, good progress maths September 17 to June 2018</p> <p><u>Learner 8</u> - 4.12.2017- 21.12.2017-reduction in behaviour logs. June 2018 continued reduction in STAR/behaviour logs and is now beginning to successfully access mainstream provision.</p>	
Attendance Improvement programme	All Years	VNE	<p>EWO working with the attendance team, targeted Pupil Premium students to improve attendance. Main strategies included surgery meetings with parents and students, Attendance Planning Meetings (APM) and penalty notice warnings.</p> <p>Impact to Easter 2017</p> <ul style="list-style-type: none"> Attendance in the primary phase is 0.24% higher than this time last year with Y3 and Y6 having attendance of 96% or above for the year so far. Primary phase: Compared to the same year group last year until 30th March improvements have been seen in gender gaps in the following year groups: Year 1 (0.05% reduction), Year 4 (0.95% reduction). Overall reduction in the primary phase of 1.93% compared to same time last year. Secondary phase: Compared to the same year group last year until 30th March improvements have been seen in gender gaps in the following year groups: Year 8 (0.07% reduction), Year 9 (0.02% reduction), Year 10 (1.91% reduction) and Year 11 (9.9% reduction). Overall reduction in the secondary phase of 2.94% compared to the same time last year. Compared to the same year group last year until 20th April improvements have been seen in disadvantaged gaps in the 	<p>Allocated £11,630</p> <p>Spent £11,340</p> <p>Underspend £290</p>

following year groups: Year 3 (0.9% reduction), Year 6 (0.66% reduction), Year 8 (1.88% reduction).

- 8.5% reduction in cumulative whole school PA figures up to 30th March compared to last year.
- Primary PA figures have reduced from 51 to 45 from HT3 to HT4 showing a 12% decrease. Secondary number have reduced from 124 to 118 showing a 5% decrease. Whole school figures have reduced from 175 to 163 from HT3 to HT4 showing a 7% decrease in PA learners.
- Overall figures for PA within the primary phase have reduced from 12% - 10.4% showing a 1.6% reduction. This national average for PA in primary is 8.3%.
- Overall figures for PA within the secondary phase have increased by 0.1% from 19.5% to 19.6%. The national average for PA in secondary is 13.5%.

Year groups	PP attendance 17-18 (16-17)	Non PP Attendance 17-18 (16-17)	Gap 17-18 (16-17)
Reception	92.93% NA	95.51% NA	2.58%
Year 1	92.26% (93.58%)	94.81% (94.64%)	2.55% (1.06%)
Year 2	94.46% (94.37%)	95.54% (94.66%)	1.08% (0.29%)
Year 3	94.53% (94.14%)	97.71% (97.68%)	3.18% (3.54%)
Year 4	94.42% (94.75%)	96.68% (96.53%)	2.26% (1.78%)
Year 5	93.37% (95.34%)	97.18% (96.50%)	3.81% (1.15%)
Year 6	95.78% (95.15%)	97.18% (93.66%)	1.4% (-1.49%)
Year 7	93.08% NA	96.43% NA	3.35%
Year 8	93.26% (94.18%)	95.13% (96.43%)	1.87% (2.25%)
Year 9	92.12% (91.96%)	95.66% (96.07%)	3.54% (4.47%)
Year 10	85.14% (90.23%)	95.17% (93.96%)	10.03% (3.73%)
Year 11	80.39% (87.25%)	89.86% (95.59%)	9.47% (8.34%)

Impact limited with gaps only closing in years 3, 8 and 9. PP attendance improved in years 2, 3, 6 and 9

			Attendance of PP learners needs to be a priority for 2018 - 2019																									
Accelerated Reader and LRC administration	Year 5,6,7 and 8	MLI / HGG	<p>Provision was made for all learners in years 5, 6, and 7 and targeted learners in year 8 (PP/ SEND) to be enrolled onto the Accelerated Reader Programme.</p> <p>Learners were tested at three points in the year to determine reading age and interventions were undertaken by class teachers in light of the findings of these tests. Learners who, for example, regressed in their 'Star Reading' tests would be individually targeted by the class teacher.</p> <p>Information on the progress made by class groups was also shared with progress tutors in year 7 in the Spring and Summer term. Historically, the impact of Accelerated Reader has shown limited impact on learner outcomes. Whilst it has always been a tool to encourage reading for pleasure and promote better reading habits, data has not indicated significant changes to reading scores across the three 'Star Reading' tests.</p> <p>In 2017-18 we begin to see some more positive outcomes for Years</p> <table border="1"> <thead> <tr> <th><i>Class</i></th> <th><i>Progress in months - average</i></th> </tr> </thead> <tbody> <tr> <td><i>5S/ 5WG</i></td> <td><i>**</i></td> </tr> <tr> <td><i>6S</i></td> <td><i>+ 8 MONTHS</i></td> </tr> <tr> <td><i>6I</i></td> <td><i>+ 8 MONTHS</i></td> </tr> <tr> <td><i>7G/ EN1</i></td> <td><i>+ 4 MONTHS</i></td> </tr> <tr> <td><i>7G/ EN2</i></td> <td><i>+ 3 MONTHS</i></td> </tr> <tr> <td><i>7G/ EN3</i></td> <td><i>+ 1 MONTHS</i></td> </tr> <tr> <td><i>7B/EN1*</i></td> <td><i>-MINUS 3 MONTHS</i></td> </tr> <tr> <td><i>7B/ EN2</i></td> <td><i>+ 4 MONTHS</i></td> </tr> <tr> <td><i>7B/ EN3</i></td> <td><i>+ 3 MONTHS</i></td> </tr> <tr> <td><i>8B/ EN3</i></td> <td><i>+ 9 MONTHS</i></td> </tr> <tr> <td><i>8G/ EN3</i></td> <td><i>+ 3 MONTHS</i></td> </tr> </tbody> </table> <p>(* Please note – the timetable prevented access for this class to receive an AR session in the library for half the year) (**Year 5 were not part of the 'Star Reading' test programme so are excluded from this data)</p>	<i>Class</i>	<i>Progress in months - average</i>	<i>5S/ 5WG</i>	<i>**</i>	<i>6S</i>	<i>+ 8 MONTHS</i>	<i>6I</i>	<i>+ 8 MONTHS</i>	<i>7G/ EN1</i>	<i>+ 4 MONTHS</i>	<i>7G/ EN2</i>	<i>+ 3 MONTHS</i>	<i>7G/ EN3</i>	<i>+ 1 MONTHS</i>	<i>7B/EN1*</i>	<i>-MINUS 3 MONTHS</i>	<i>7B/ EN2</i>	<i>+ 4 MONTHS</i>	<i>7B/ EN3</i>	<i>+ 3 MONTHS</i>	<i>8B/ EN3</i>	<i>+ 9 MONTHS</i>	<i>8G/ EN3</i>	<i>+ 3 MONTHS</i>	<p>Allocated £8340</p> <p>Spent £6003</p> <p>Underspend £2338</p>
<i>Class</i>	<i>Progress in months - average</i>																											
<i>5S/ 5WG</i>	<i>**</i>																											
<i>6S</i>	<i>+ 8 MONTHS</i>																											
<i>6I</i>	<i>+ 8 MONTHS</i>																											
<i>7G/ EN1</i>	<i>+ 4 MONTHS</i>																											
<i>7G/ EN2</i>	<i>+ 3 MONTHS</i>																											
<i>7G/ EN3</i>	<i>+ 1 MONTHS</i>																											
<i>7B/EN1*</i>	<i>-MINUS 3 MONTHS</i>																											
<i>7B/ EN2</i>	<i>+ 4 MONTHS</i>																											
<i>7B/ EN3</i>	<i>+ 3 MONTHS</i>																											
<i>8B/ EN3</i>	<i>+ 9 MONTHS</i>																											
<i>8G/ EN3</i>	<i>+ 3 MONTHS</i>																											

			<p><i>Three groups made progress in line with chronological age.</i></p> <p>The vast majority all learners made progress in their reading, supported through their involvement in Accelerated Reader. 8B/En3 – 45% PP/ 90% SEND – achieved the highest results across the school. 6S/ 6I – 35% PP – achieved progress in line with chronological age.</p> <p><i>These improvements have come about as a result of:</i></p> <ul style="list-style-type: none"> • Better communication – sharing of data. ‘What Works Well’, targeted support and ‘form-based’ reading in the summer term. • Prizes – increase in the prizes and incentives – through assembles, class based initiatives (summer term 1 class received £5 each week for ‘Reader of the Week’) • Timetable that was clearer, adhered to and well supported by a proactive Librarian – sharing weekly updates with the English teams <p><u>Action Points</u></p> <ol style="list-style-type: none"> 1. Ensure we add Pupil Premium information to the Accelerated Reader database to make it possible to assess the impact of PP students throughout the year. 2. Share best practice. Limit the inconsistencies in progress and impact 3. Share, record and assess the impact of interventions throughout the year. (3 report points – following each of the Star Tests) <p>However, it is clear that significant progress has been made in the delivery of Accelerated Reader throughout this academic year. We have begun to see the impact of various initiatives and are confident that growth and progress will be seen by the majority of the current cohort in 2018-19.</p> <p>We are aiming to see >70% of the cohort involved with Accelerated Reader make progress in line with chronological age.</p>	
1:1 tuition and small group intervention tutors.	KS1,KS2.KS3 and KS4	SLT / MLT	<p><u>MFL – Foreign Language Assistants x 2</u></p> <p>One of the roles of FLA’s and the intervention tutor this year was to improve speaking skills as this is the only exam component in the new specification that we have some control over. Their success has been evidenced in the GCSE exam breakdown of the individual skills in Modern Languages. In the skill of speaking our Grange learners have performed at least 5-13 % better than learners at similar schools. Evidence of this can be seen across both subjects French and Spanish and both tiers Higher and Foundation</p> <p><u>MFL – Faculty Bid for JS</u></p> <p>Year 11 French</p> <p>At DP1 NPP learners were outperforming PP learners with a gap 7%. The gap closed as the PP learners performed better than the NPP learners overall in their GCSE results with 7.7% of PP learners achieving their target and 3.3% of NPP learners achieving their target.</p> <p><u>Maths – Faculty Bid for JB</u></p> <p>3 learners target between November to exam and all improved by 4 grades (U – 4)</p> <p>1-1 – learner improved grade from 2-3</p> <p><u>Maths – Faculty Bid for FM</u></p> <p>Target – 2 grade improvement</p> <p>3/5 learners improved by 2 grade</p>	<p>Allocated £68229</p> <p>Spent £73222</p> <p>Overspent £4993</p>

			<p>2/5 learners improved by 3 grades</p> <p><u>Humanities – Faculty Bid for KM</u></p> <p>Year 11 Pupil Premium Support Review</p> <ul style="list-style-type: none"> • 27 PP Learners • 11.1% on or above target • Gap between PP and non PP was reduced to 7.2% (on/above target) • Main focus of bid was to support PP students • In addition to support the department in the preparation, delivery and tailored exam focus ready for Paper 3. (Fieldwork and Geographical investigation) • To use guidance from AQA to design tasks in line with the hypothesis and investigation linked very closely to the specific exam content • Instructions delivered to students re the guidelines on how to present and interpret data for all 3 papers but specifically Paper 3. <p>Grades 9-5</p> <table> <tr> <td>Our Centre last year</td> <td>23%</td> </tr> <tr> <td>Our Centre this year</td> <td>48%</td> </tr> <tr> <td>Similar centres</td> <td>46%</td> </tr> <tr> <td>All centres nationally</td> <td>51%</td> </tr> </table> <p>Grades 9-4</p> <table> <tr> <td>Our Centre last year</td> <td>30%</td> </tr> <tr> <td>Our Centre this year</td> <td>63%</td> </tr> <tr> <td>Similar centres</td> <td>60%</td> </tr> <tr> <td>All centres nationally</td> <td>65%</td> </tr> </table> <p><u>Elevate Youth – Year 10/11 Pastoral Bid to support behaviour and ATL improvement</u></p> <p>Y11: 6 boys targeted where only one learner experience a reduction in behaviour logs. Impact – Behaviour logs mostly increased for these learners and all ended up on early study leave due to disruptive behaviour. Minimal impact on behaviour and resilience. All boys’ attainment dropped.</p> <p>Y10: 6 boys targeted Impact - Behaviour logs dropped for these learners but overall attainment is still low. Minimal impact, partially due to infrequency of the sessions, with provider sometimes running 30 minutes late. All learners targeted will be on the new mentoring scheme to further support them in raising attainment.</p>	Our Centre last year	23%	Our Centre this year	48%	Similar centres	46%	All centres nationally	51%	Our Centre last year	30%	Our Centre this year	63%	Similar centres	60%	All centres nationally	65%	
Our Centre last year	23%																			
Our Centre this year	48%																			
Similar centres	46%																			
All centres nationally	51%																			
Our Centre last year	30%																			
Our Centre this year	63%																			
Similar centres	60%																			
All centres nationally	65%																			
Facility / Key Stage Allocation	KS1,2,3, and 4	TMS	Please see separate <i>Faculty Key Stage Pupil Premium Bid and impact Overview</i>	Allocated £40000 Spent £33648																

				Underspend £6354
Food technology ingredients	KS3 and 4	OCA / KNI	<p>Accessibility to food ingredients for practical lessons</p> <p>Background Cooking is, without a doubt, one of the most important life skills a young person can learn. At the Grange Academy, we pride ourselves on not only teaching a range of different cooking skills, which enable students to prepare healthy meals, linked to different nutritional needs, but also to implement food hygiene and food safety systems competently. For practical lessons, students are provided with lists of ingredients which they are required to bring to the weekly practical lessons.</p> <p>The problem Although we provide a pantry of basic ingredients, if students do not bring the required ingredients to their practical lessons, involving them fully in the teaching and learning process can sometimes be difficult. It was clear the Pupil Premium students cannot always gain access to the ingredients needed, often due to cost and sometimes for other practical reasons. Embarrassment follows at using school provisions and engagement can be hindered.</p> <p>The Pupil Premium solution Discreetly supplying some Pupil Premium students with ingredients was key. Engagement therefore increased and confidence, resilience and independence flourished. This was a practical and useful way of using some Pupil Premium funding.</p> <p>Outcomes All Pupil Premium students passed the practical element of the Product Design course. The quality of the food products entered was commented on by the moderator who visited from AQA as being of “excellent quality”.</p> <p>Providing students with ingredients was crucial. This allowed them to successfully complete the practical element of the course. The students certainly enjoyed the practical part of the course, giving them both a huge confidence boost and also a great sense of achievement following each practical.</p> <p>Case Study</p> <p>Evidence from Assessment Data</p> <p>Cohort Year 9 <i>Qualification: WJEC Award: Catering</i> In the assessment Data provided for the academic year 2017-18 the findings are very positive. This cohort has an even split of learners and the DATA from the four assessment points show that disadvantaged learners are performing as well and in some cases out performing non disadvantaged learners. The PP funding provided is allowing those disadvantaged learners accessibility to the practical aspects of the course.</p> <p>Building on the Pupil Premium success in 2018-19 Each recipe used has been costed per student for years 7, 8 and 9 in advance. Identified Pupil Premium students will therefore be</p>	<p>Allocated £750</p> <p>Spent £1038</p> <p>Overspend £288</p>

			provided with ingredients, which they can collect in advance, with parents/carers aware of the process. House and tutor support will ensure Pupil Premium students are aware of the ingredients offer so that unease can be minimized before lessons, ensuring closing the achievement gap remains the central focus for all. Health and nutrition guidance will also be provided with enhanced in-class resources for Pupil Premium students in the academic year 2018-2019.	
ENGAGEMENT				
Additional Staffing for Learner Counselling and Support – Home School Family Liaison Officer	KS1,2,3, and 4	RBA	<p>Family liaison Officer Role affected due to long term absence of DDSL from November 2107, therefore no impact to report.</p> <p>Head Salad - Through the Winter term, we saw one year 6, two year 7 and two year 8 cohorts complete a 10 week ‘Head Salad Foundations’ programme (cohorts 6a, 7a, 7b, 8a and 8b). In total, 37 students were enrolled in Head Salad over the winter term.</p> <p>Key Findings</p> <ul style="list-style-type: none"> • Across all cohorts, there was a reduction in CORE YP score compared to baseline scores and an increase in mental wellbeing scores. • The most success was seen with the 7b cohort, however, the year 8 cohorts also showed significant improvements. Interestingly, the most consistent improvements were seen in measurements of mental wellbeing, which might be a more sensitive measure than mental distress when assessing students’ response to the programme. • The Year 6 cohort showed most improvement in the scoring of questions 2, 9 and 10, which relate to forming of relationships, depression and general functioning and feelings of contentment, respectively. • The Year 7b cohort showed most dramatic improvements in the scoring of questions 5,6 and 8 of the CORE YP questionnaire, which relate to ability to form close relationships, traumatic thoughts and physical symptoms of distress respectively. • The year 8a cohort showed most improvement in the scoring of questions 3, 9 and 10 which relate to ability to cope, depression and general functioning and contentment, respectively • The year 8b cohort showed most improvement in the scoring of questions 6 and 7 of the CORE YP questionnaire, which relate to traumatic thoughts and subjective wellbeing respectively. • It is good to see that across the year groups, scores for general functioning, contentment and ability to form functioning relationships all showed evidence of improvement; this is excellent progress and supports our belief that group-working and peer support should remain at the heart of the Head Salad Programme. <p>Full Head Salad report available</p> <p><u>Elevate Education</u> – Year 10 and 11 – Pastoral Bid</p> <p>Intended Impact - Seminars to help learners improve their study techniques, increase motivation and lift exam performance. The seminars were short, sharp and delivered by teams of young recent graduates in small, class-sized groups.</p> <p>Dates January 8th 2018 (Year 11) – February 21st 2018 Year 11) – March 14th 2018 Year 11) – July 5th 2018 (Year 10)</p> <p>Actual Impact</p> <ul style="list-style-type: none"> • Overall progress 8 figures dropped from -1.308 during the Autumn term to -1.584 in the exams. 	<p>Allocated £32174</p> <p>Spent £17400</p> <p>Underspend £1474</p>

			<ul style="list-style-type: none"> PP learners attainment has also dropped from Autumn Half term to the exams. -1.639 to -1.850. <p>Feedback from Staff and learners was that the quality of the provision and learner engagement was poor.</p>	
Hardship Fund	KS1,2,3, and 4		Bids for Uniform – see <i>Faculty Key Stage Pupil Premium Bid and impact Overview</i>	<p>Allocated £3000</p> <p>Spent £961</p> <p>Underspend £2039</p>
Music Tuition	KS1,2,3, and 4		<p>Learners receiving peripatetic lessons: 111 learners which is an increase of 12 learners compared to last data point</p> <p>Disadvantaged learners receiving peripatetic lessons: 75 learners</p> <p>Non-disadvantaged learners receiving peripatetic lessons: 36 learners</p> <p><u>Tutor 1</u></p> <p>50% increase in number of disadvantaged learners engaging with extra-curricular music activities.</p> <p><u>Tutor 2</u></p> <p>Year 11 learners who regularly attend their piano lessons achieved strong marks in their solo performances. Average 13% improvement of scores for these 3 learners.</p> <p>Attendance to lessons has increased by 37% with the reduction of Gill’s timetable to 1 day. More focused on the learners who want to access the lessons and learn.</p> <p><u>Tutor 3</u></p> <ul style="list-style-type: none"> One learner passed her Grade 3 Baritone exam. 100% of Year 11 learners taught by Chris Pealing exceeded their target in their GCSE. Brass group performed during the Creative Arts Showcase. <p><u>Tutor 4</u></p> <ul style="list-style-type: none"> 120% increase in number of learners engaging with extra-curricular activities and performances. 100% of Year 11 learners improved their solo performance score compared to DP1. Continued increase in % of learners engaging with extra-curricular activities with a 65% increase since first impact report 100% of Year 11 learners achieved their target grade within their solo and ensemble performances. 100% attendance to instrument lessons continued 	<p>Allocated £27631</p> <p>Spent £23045</p> <p>Underspend £4586</p>
Educational Visits	KS1,2,3, and 4		<p>Robert Winston trip – Science Bid</p> <p>Support one learners in trip to London – Primary Bid</p> <p>See <i>Faculty Key Stage Pupil Premium Bid and impact Overview</i></p>	<p>Allocated £2000</p> <p>Spent £255</p> <p>Underspend £1745</p>
Structure Play for Primary Learners during	KS1 and KS2		<p>KMC Sports paid through Sports Premium</p> <p><u>Context:</u></p> <p>Several learners throughout Key Stage Two found it difficult to cope during unstructured times, especially lunch time. This would</p>	Allocated £6655

playtime		<p>result in daily behavioural incidents with key pupil premium learners which significantly affected learning time as incidents were being brought back into the classroom and dealt with. KMC supported during these times by organising structured sports activities that the learners could be a part of and that were closely monitored to ensure learners behaved appropriately. KMC also supported in the training of the primary play leaders (which included some of our key pupil premium learners).</p> <p><u>Impact:</u> Learners enjoyed the KMC sessions as it provided them with fun, structured activities to keep them active. They responded well to the staff and when incidents did occur, e.g. disagreements, they were quickly dealt with which ensured that learners came back into class ready to learn and teachers did not have to spend time investigating. As a result, behaviour incidents decreased on the day KMC supported. With it having such a positive impact, we organised similar activities with key members of staff on other days. This again resulted in the decrease of behaviour incidents. However, having KMC for only one day did not provide consistency and therefore regular incidents occurred.</p> <p>Through training the primary play leaders, this gave responsibility to some of our key disadvantaged learners which had a positive impact on their behaviour.</p> <p>Commando Jo</p> <p><u>Context:</u> Commando Jo initially worked with classes across the primary developing social skills and team work. This was to support in managing the behaviour of our key pupil premium learners. This was reviewed after Christmas as there was no impact on behaviour due to whole class sessions, there was no focus on key learners' and specific areas they needed. With the support of Commando Jo, I devised a timetable which focused specifically on our high tariff pupil premium learners. This included a small session of five boys, a focus group from year 3, year 4, year5 and year 6 who all have social difficulties and aggression.</p> <p><u>Impact:</u> Once the timetable was amended, there was clear evidence of improvement within the learners' behaviour. They worked a lot on team building and learning how to accept loss. Towards the end of the session, the learners' were no longer becoming aggressive towards one another but learning to work together. This had an impact upon attitude within the classroom also. Most could cooperate within group work and developed calming strategies to use when feeling angry. Therefore learning within the classroom was more focused and effective. During lunchtimes, behaviour improved during set activities, e.g. football with most of the learners'. With Commando Jo only running one day a week, there was lack of consistency. Therefore, behaviours still occurred with some high tariff pupil premium learners'. (One learner who had previously been excluded and on report came off report and made good progress towards the end of the year. Two learners who had continually been on report throughout the year were able to come off report and began to make progress towards the end of the year).</p> <p>We will not be using this provider again as we have now employed a PE specialist in Primary for PPA cover</p> <p>Monies also allocated to provide an extra midday to enable extra nurture support – impact = reduction in behaviours at lunch time in Primary</p>	<p>Spent £1320</p> <p>Underspend £5335</p>
----------	--	--	--

TRANSITION

Summer School	Year 6 into 7		<p>DATA ANALYSIS</p> <p>English: 94.2% of learners improved their score from the start of the week to the end of the week. 48.6% of learners improved their score by over 10%, with 17% of learners improving by over 20%. The main area of improvement seen was in the grammar and comprehension tasks. Maths: 88.6% of learners improved their score from the start of the week to the end of the week. ALL learners who improved by at least 10% with over a quarter of learners improving by more than 50%. The majority of learners made a massive improvement in their Maths lessons and learners had low starting points, but due to the stretch and challenge nature of the content delivered we saw rapid improvement. 94.7% of participants reported that they felt their Maths skills had improved during the week and 97.3% in English Full summer school report available</p>	<p>Allocated £6000</p> <p>Spent £4519</p> <p>Underspend £1481</p>
Cross Phase enrichment activities – extended school activities	KS1,2,3, and 4		<p>Aim of spend was to increased participation of disadvantaged learners in extended schools activities.</p> <p>Nothing was spent to develop cross phase enrichment – AAP has since left the school and no impact to report</p>	<p>Allocated £5000</p> <p>Spent £0</p> <p>Underspend £5000</p>
Work Experience / College Taster days	KS4		<p>Careers adviser – SLA agreement</p> <p><u>30th January – 10th February 2017</u></p> <p>All of our Year 10 learners that are educated on site were involved in a 2 week work experience placement from Monday 30th January to Friday 10th February.</p> <ul style="list-style-type: none"> • 110 (100%) learners had confirmed placements prior to work experience beginning. • 108 (98.2%) learners attended their allocated placement on the first day. • 104 (94.5%) learners completed a minimum of 1 week of their work experience placement. 99 (90%) learners completed the allocated 2 week placement. • 6 (10%) learners did not complete their placements due to illness, placement issues or lack of engagement. • 1 of learner was sent back to school due to issues regarding their conduct. <p><u>Work experience exit survey findings</u></p> <ul style="list-style-type: none"> • 94% of Grange learners were happy with the support offered to help arrange their placement. • 94% would recommend doing work experience to other learners within the school. • 88% of Grange learners reported that they enjoyed their work experience placement. • 83% now feel that they feel more motivated to get good grades in school as a result of their placement. <p>NEET</p>	<p>Allocated £22000</p> <p>Spent £17233</p> <p>Underspend £4, 767</p>

	cohort	EET		NEET		Not Known		Total		
		No.	%	No.	%	No.	%	No.	%	
2013	School	175	161	92.0%	12	6.9%	2	1.1%	175	100%
	LA	1420	1360	95.8%	50	3.5%	10	0.7%	1420	100%
2014	School	149	141	94.6%	7	4.7%	1	0.7%	149	100%
	LA	1463	1391	95.1%	55	3.8%	17	1.2%	1463	100%
2015	School	146	141	96.6%	3	2.1%	2	1.4%	146	100%
	LA	1445	1407	97.4%	25	1.7%	13	0.9%	1445	100%
2016	School	120	118	98.3%	2	1.7%	0	0.0%	120	100%
	LA	1418	1378	97.2%	33	2.3%	7	0.5%	1418	100%
2017	School	129	123	95.3%	6	4.7%	0	0.0%	129	100%
	LA	1443	1398	96.9%	35	2.4%	10	0.7%	1443	100%

National 2.7

11th June – 22nd June 2018

All of our Year 10 learners that are educated on site were involved in a 2 week work experience placement from Monday 11th June to Friday 22nd June.

- (100%) learners had confirmed placements prior to work experience beginning.
- Year 10 learners total = 103
- AP= 2/ 3-5pm = 3/ Non-attenders = 2/ Reduced timetable = 2
- 59 learners attended every day on work experience over the two weeks/ 95 learners attended work experience but not every day over the 2 weeks.
-

Work experience exit survey findings

- 91% of Grange learners were happy with the support offered to help arrange their placement.
- 97% would recommend doing work experience to other learners within the school.
- 93% of Grange learners reported that they enjoyed their work experience placement.
- 91% now feel that they feel more motivated to get good grades in school as a result of their placement.

Estimated NEET for 2108 – 4%

Total

£532,068

**Underspend
£17,112**

