

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	Grange Park School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Renukah Atwell
Pupil premium lead	Morgan Hughes
Governor / Trustee lead	Nadia Higson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41, 245
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,685

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding in order to achieve the best possible outcomes for our disadvantaged pupils irrespective of their background or the challenges they face. As a school we feel strongly that all of our pupils deserve the very best in terms of academic progress, preparation for adulthood, social development and cultural capital, which we know is something that our disadvantaged pupils can lack in.

High quality teaching is key to our approach as this has been proven to have the greatest impact on closing the attainment gap. Although our strategy focuses on the needs of disadvantaged pupils, whole school approaches such as high quality teaching, will also benefit the non-disadvantaged pupils. It is our intention that outcomes for our disadvantaged pupils has the same progress as their peers.

It is our intention to provide high quality personal development to our pupils, providing them with a wide, rich set of experiences. Such experiences including school trips based on a broad curriculum aswell as extra-curricular opportunities which seek to improve pupils cultural capital. Disadvantaged pupils will consistently benefit from these experiences, aswell as their peers, giving pupils the right to the knowledge and cultural capital they need in order for them to be successful, educated citizens.

We will also provide disadvantaged pupils with support to develop independent life and social skills and high quality careers guidance to ensure pupils progress onto the appropriate further education path alongside their non-disadvantaged peers.

Our strategy will be driven by the needs of individuals based on formal and informal assessments not assumptions based on the disadvantaged. This will help to ensure we adopt approaches and strategies that complement each other in order for pupils to excel. To ensure our strategy is effective we will:

- Adopt a whole school approach where expectations of all pupils is high irrespective of their background or needs and disadvantaged pupils are consistently set challenging work.
- Continuously monitor data in order to act early where needs are identified through 1:1 and small group interventions.
- Provide essential opportunities for progression in personal development and cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	To maintain maths attainment in line with the school cohort.
2	To maintain literacy attainment in line with the school cohort.
3	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, independence skills and well-being. This can be measured through SCERTS.
4	Lack of technology at home for homework, coursework and access to school VLE.
5	Concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.
6	To maintain excellent attendance levels
7	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

## 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
Maintain attainment among disadvantaged pupils particularly in English and Maths	An increase in the number of disadvantaged pupils entered for GCSE subjects. For those that are entered, ensure that there is no attainment gap.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Through engagement in the enrichment activities, through developing leadership opportunities in school eg school council and access to engagement in the UNICEF Rights Respecting School award. Also, through a thorough careers programme in line with the Gatsby benchmarks and a comprehensive transition to college including transitioning to mainstream education.
Disadvantaged pupils have the same opportunities to	By the end of our current plan in 2024/25 extra curricular opportunities will have a higher percentage of

develop cultural capital as their peers	disadvantaged pupils compared to non-disadvantaged pupils. This will be measured through data collected for all school trips and extra-curricular activities.
To sustain excellent attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is non-existent.</li> </ul> <p>Even with the prevalence of COVID, whole school attendance to stay above 90% with no gap between disadvantaged and non-disadvantaged pupils.</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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of subject specialist staff across the whole curriculum	<p>The EEF guide to Pupil Premium:</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p>	1 & 2
Improve literacy in all subjects by appointing a lead English role	<p>The EEF Improving Literacy in Secondary Schools, recommendation 1:</p> <p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.</p> <p>All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.”</p>	2
Purchase of the National College membership for the school to develop CPD amongst staff	<p>The Teacher Development Trust:</p> <p>“Effective CPD has a powerful impact on pupil outcomes, particularly for those pupils who come from disadvantaged backgrounds.”</p> <p>“We know from Viviane Robinson’s research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development.”</p>	1, 2 , 3 , 5, 6 & 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an interventions mentor	<p>“Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.</p>	1, 2 & 5
KS3 timetabled intervention lessons with small group sizes	<p>EEF Closing the Attainment Gap report (2018)</p> <p>“Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.”</p>	1, 2 , 3 & 5
Technology for pupils at home in order to access school VLE	Evidence from the first lockdown highlighted not all pupils could access learning from home. This triggered an audit to determine the need for support at home.	4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for extra curricular opportunities to develop cultural capital	<p>The EEF Physical Activity recommendation from the Teaching and Learning Toolkit:</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be</p>	3 & 7

	able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.”	
KS4 timetabled life skills lessons	<p>The Sutton Trust Life Lessons report findings:</p> <p>“Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace, and there is an increasing emphasis on their value”</p> <p>“Unequal access to opportunities for developing life skills plays a role in the over-representation of those with independent school backgrounds of the UK’s top professions. Giving young people from all backgrounds a greater opportunity to develop those skills can therefore be an engine for opportunity and social mobility.”</p>	3 & 7
PROACT SCIP training for all staff to reduce behaviour incidents	<p>Education Endowment Foundation (EEF)</p> <p>“Overall, the evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning.”</p>	1, 2 , 3 , 5 , 6 & 7
Well being lead	<p>Mental Health foundation : Impacts of lockdown on the mental health of children and young people</p> <p>“With respect to returning to school, children and young people have reported having worries over losing the enjoyable aspects of school and the impact of social distancing on friendships. In particular, one survey reports that primary aged children worry about being away from home and transitioning between schools, whereas secondary aged children worry about increased academic pressures as well as catching COVID-19<sup>42</sup>.”</p>	3
Cygnets course for parents/carers, particularly focused on disadvantaged families	The NSPCC recommends parents and carers work with their children to create routines that provide structure	3

	to their day and assist children in expressing their emotions: <a href="#"><u>Supporting children with special educational needs and disabilities   NSPCC</u></a>	
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**Total budgeted cost: £51,000**



## 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.

Despite COVID-19, 2020/2021 was still a rewarding year for our pupil premium pupils resulting in all of them successfully transitioning to different post 16 pathways. Pupils were engaged with our VLE system which we used to provide online active lessons from the beginning. As a school we used some of our budget to provide disadvantaged pupils with laptops and dongles to be able to access the VLE system. Although pupil attendance did fluctuate throughout the periods of learning from home we provided weekly well-being checks and then used a RAG system in order to monitor pupils mental health. If pupils were rated as orange or red then the frequency of calls would increase. Parent feedback from questionnaires proved that this was a vital service that we provided.

One of the success stories from online learning was that 100% of KS4 disadvantaged pupils participated in online mocks which allowed staff to assess pupil progress and was used towards the teacher evidence when giving final grades.

From our assessments and observations we could see that the pandemic did have an impact on lots of our pupils. Upon our return to all pupils being back in school our well-being lead did lots of work on mental health with both pupils and their families. Staff assessed pupils knowledge and understanding and from there we were able to begin targeted interventions. This intervention programme was run by qualified teachers that the school recruited rather than the National Tutoring Programme as we felt this suited the needs of our pupils better.

### 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

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