

## 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	100
Proportion (%) of pupil premium eligible pupils	37%
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	2022
Date on which it will be reviewed	October 2023
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	£38,845
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	£38,845

# 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 as well as extra-curricular opportunities which seek to improve pupils cultural capital. Disadvantaged pupils will consistently benefit from these experiences, as well 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	Continue to catch 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 ongoing effects 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: £19,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of specialised teaching staff	<p>It is important that Grange Park has specialist teaching staff in order to provide the best quality teaching. 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
<p>Mentoring and coaching</p> <p>Staff are allocated groups in which they explore and coach each other in effective ways of developing active learners in lessons.</p> <p>Focus on disadvantaged pupils</p>	<p>Mentoring and coaching in small groups will help staff to reflect on their own teaching and to help share good practice.</p> <p>From the “What Make Great Teaching? review of the underpinning research” 2014 paper by Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major:</p> <p>Goldberg et al. (2010) survey 88 teachers and administrators and find that most respondents find peer reviews meaningful and valuable ‘for their own personal use – to modify and improve their teaching’ (Maeda, Sechtem &amp; Scudder, 2009). The observation is deemed to be useful also by the observers, as it has ‘forced them to reflect on their own teaching skills and methods’ (Goldberg et al., 2010) and has had an impact on their practice, a result obtained also by Kohut, Burnap &amp; Yon (2007).</p>	1, 2 & 5
<p>Technology and other resources focused on supporting high quality teaching and learning</p> <p>Purchase of a new set of surface pros</p>	<p>Our staff find technology useful in supporting pupils learning and our pupils are motivated to use it.</p> <p>The EEF “Using digital technology to improve learning” states that, “technology has the potential to help teachers explain and model new</p>	4

	concepts and ideas....technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.”	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy and numeracy</p> <p>Disadvantaged pupils are a priority when looking at termly data to determine which pupils have interventions</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> <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>	1, 2 & 5
<p>One to one and small group tuition</p> <p>KS4 pupils have extra small group tuition both in school and extra curricula after school and in school holidays</p>	<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 & 5
<p>Teaching assistant deployment and interventions</p> <p>Teachers to use TA’s for small group interventions during lesson time for the disadvantaged pupils</p>	<p>EEF Teaching and Learning Toolkit found that Teaching Assistant interventions can provide a large positive impact on learner outcomes.</p> <p>“In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching”</p>	1, 2 & 5

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

Budgeted cost: £9,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting attendance</p> <p>Attendance tracking and rewards from progress leaders and form staff for targeted individuals</p>	<p>We know that pupils show the most progress when they are in school. The Department for Education 'Working together to improve school attendance' guidance states that:</p> <p>"This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment."</p> <p>At Grange Park we aim to praise good attendance as suggested in the guidance:</p> <p>"Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level."</p>	<p>6</p>
<p>Extra curricula activities including sports, outdoor activities, arts, culture and trips</p> <p>Helping with costings towards all trips</p> <p>SCERTS data used to identify the impact of educational benefits of extra curricular activities</p>	<p>The EEF Physical Activity recommendation from the Teaching and Learning Toolkit:</p> <p>"Pupils from disadvantaged backgrounds may be less likely to be 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."</p> <p>The National Curriculum states that cultural capital "is the essential knowledge that pupils need to be</p>	<p>5 &amp; 7</p>

	<p>educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.” This is something that OFSTED use as part of their framework and something that schools are judged against, therefore it is important that disadvantaged pupils do not miss out on developing cultural capital.</p>	
<p>Breakfast clubs and meal provision</p> <p>Set up and establish a breakfast club every morning focusing on the disadvantaged pupils and those we know are missing out on breakfast</p>	<p>We know it is important for pupils to have breakfast and yet many of our pupils arrive to school without eating. The “Impact of breakfast on learning in children” 2019 report from Family Action states that:</p> <p>“We found that there was consistent evidence that breakfast consumption compared with skipping breakfast had a short-term (same morning) positive effect on cognitive function 4-hours after consumption. The most consistent support for the benefit of breakfast was for attention, memory, and executive function.”</p>	6
<p>Supporting pupils’ social, emotional and behavioural needs</p> <p>PROACT SCIP training for all staff</p> <p>Continued yearly training to have multiple PROACT SCIP instructors across both sites</p> <p>Continued SCERTS training</p> <p>Therapy team interventions</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The EEF Teaching and Learning Toolkit found that:</p> <p>“Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills are both effective, on average.”</p> <p>“The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</p>	3

**Total budgeted cost: £38,845**



## 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 2021 to 2022 academic year.

Grange Park School had 9 Year 11 pupil premium pupils in the 2021-22 academic year. 100% of these pupils completed qualifications and were successful in getting onto the post 16 courses they applied for. In English 89% of these disadvantaged pupils achieved their target grade (1 pupil got 1 grade lower) with 33% achieving above their challenge target grade. In Maths 100% of them achieved their target grade whilst 44% achieved above their challenge target grade. 100% of these pupils had English, Maths and Science small group interventions during terms 3, 4 and 5 which contributed to the huge exam success that we had as a school. All disadvantaged pupils were given the opportunities for extra revision both after school and during school holidays. As a school we provided transport for those that couldn't attend due to living far away and parents/carers not able to drive. All of these pupils were also able to attend breakfast revision club on the morning of their exams which proved popular. We also had 7 Year 10 pupil premium pupils who all sat early qualifications including English Literature, Biology and Physics. 100% of these pupils passed their exams. In English 60% achieved their target grade whilst an additional 20% achieved above their target grade.

We know it is important to ensure our disadvantaged pupils are experiencing cultural capital, now more than ever since the pandemic. As a school we made a conscious effort to put on more school trips in Terms 5 and 6, adding further visits to our school calendar. 100% of pupil premium pupils attended these extra trips in Key Stage 3. This allowed all disadvantaged pupils to experience a variety of different cultural experiences which they otherwise may not have. The summer residential was also a huge success with our disadvantaged pupils supported so that all that wanted to go were able to do so. The percentage of pupil premium that went is in line with the percentage of pupil premium pupils on roll.

We use SCERTS as a tool to assess and monitor our pupils social and communication skills as well as the ability to regulate their behaviour. We have started to use SCERTS to identify any gaps where pupils may need extra support in social situations such as how they "use behavioural strategies to regulate arousal level during new and changing situations" (SR 5.1) It is important that our disadvantaged pupils have the same opportunity to develop their social skills in wider contexts as our non PP pupils have. Therefore we will continue to use SCERTS as a way of monitoring pupil progress and identifying individual targets whilst ensuring cultural capital opportunities continue.

Last year we employed an interventions learning mentor to deliver small group and 1:1 interventions, focusing on Years 8 and 9. She liaised with the English and Maths leads to identify pupils who were working at below their target grade and provided termly interventions on an agreed topic. The data shows that this intervention work improved pupil progress and enabled them to be working at their target grades. For example, 100% of Year 9 pupils who received English interventions for their English Literature GCSE course made progress and began to work above their target grade. In Year 8 the data shows that 100% of pupils were working at least at their target grade with 66% of them working above their target grade after the intervention work. In Key Stage 3 all pupils have timetabled therapy intervention lessons which allows pupils time to develop their social and communication skills which can be a huge barrier to their learning and the progress they make. Pupils are given individualised targets for these sessions and progress made can be seen via their SCERTS data. These sessions were valuable and provided evidence for good progress and therefore have continued to feature on the Key Stage 3 timetables for this academic year.

As a school we worked hard to sustain high attendance amongst all pupils with a focus on ensuring there was no gap between pupil premium and non pupil premium pupils. Attendance figures for last academic year were 89.9% for pupil premium and 90.8% for non pupil premium pupils.

## 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
N/A	