

PUPIL PREMIUM STRATEGY STATEMENT 2023-2024

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 School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	Primary Pupils – 62.6% Secondary Pupils – 55.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Rachael Clifford – Head Teacher
Pupil premium lead	Andy Richardson-Rafey – Deputy Head Teacher
Governor / Trustee lead	Anne Jones – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,065
Recovery premium funding allocation this academic year	£51,615
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	£220, 680 (DfE PP & Recovery Premium Allocations 2023-24)

Part A: Pupil premium strategy plan

Statement of intent

The aim of pupil premium strategy plan is to narrow progress gaps between 'All pupils' and entitled to 'Pupil Premium Funding.

Characteristic	School 2023-2024
Number on Roll	260
% Free School Meal Eligibility	64.2%
% of pupils from minority ethnic groups	62%
% of pupils with first language not English	34.8%
Deprivation Indicator	51.2%
Number of Boys	214
Number of Girls	46

As a school we recognise the need to maintain high standard of education of all and we strive to ensure outstanding teaching and learning across all areas. As a result of these aims our Pupil Premium Plan is based on a tiered spending plan in three key areas:

- **Teaching**
- **Targeted academic support**
- **Wider strategies**

The school has used research and supporting evidence from The Education Endowment Fund in order to develop this plan. www.educationendowmentfoundation.org.uk

The EEF recommends that great teaching is the most important lever schools have to improve outcomes for their pupils. Many of the most effective ways to raise attainment involve will benefit all groups of pupils.

At the heart of our approach is a high-quality, specialised teaching that focuses on the needs of the pupils that attend our school. Although the strategy is focused on the needs of disadvantaged pupils, it is our intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy also considers the complex needs of pupils who attend the school and addressed longer term outcomes and preparation for adulthood goal as well as the impact of the Covid-19 pandemic.

What are the school's ambitions for academic achievement and personal development?

At Grange School, we understand the importance of 'the unique child' and as such we aim to work in partnership with all stakeholders, to secure the very best outcomes.

This is firmly embedded within our approach to high-quality teaching and a strong curriculum which supports all children to 'know more and remember more'. This is achieved through personalisation, strong assessment protocols and high expectations. Our carefully planned and

managed facilities reflect this, and afford children a wealth of opportunities to thrive, not only in their learning, but in their personal development and wellbeing. We have designed the school to support specific and specialist interventions, including Occupational Therapy, Music Therapy, and Speech, language, and Functional Communication support.

Our cultural capital offer is strong for all children and offers access to Forest Schools, Animal Care, (including a national qualification in Land-Based Studies for post 16 pupils), strong community links and active stakeholder groups such as the Parent/Teacher Association and the Student Leadership Team.

To this end, our Pupil Premium funding supports and benefits all pupils so that outcomes for non-disadvantaged and disadvantaged pupils are improved concurrently. Our aim is to ensure that all of our children are well prepared for their next step and can engage with life and learning in a way which offers them choices, chances and opportunities to be active citizens in our community.

How we plan to spend this year's allocation

The aim of our pupil premium spend in the 2023-24 academic year is to diminish the difference in progress gaps between 'All pupils' and entitled those entitled to 'Pupil Premium' Funding. In addition, the catch-up premium has been designed to mitigate the effects of the unique disruption caused by (COVID-19).

As a school we recognise the need to maintain a high standard of education for all and we strive to ensure outstanding teaching and learning across all areas. The EEF recommends that great teaching is the most important lever schools have to improve outcomes for their pupils. Many of the most effective ways to raise attainment will benefit all groups of pupils.

Challenges

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

Challenge number	Detail of challenge
1	All pupils at Grange have an Education Health Care Plan. All pupils have a diagnosis of autism and additional complex learning difficulties. Pupils who come to Grange in the early years, foundation stage and lower KS1 have often had an extremely narrow experience of school in their mainstream settings. None of the pupils who attend Grange are working at age-related expectations when they enter the school. Assessments, observations and discussions with pupils (where appropriate) and their families indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils who join the school at key educational points (EYFS & Year 7 transfer), and in general, are more prevalent among our disadvantaged pupils than their peers in mainstream settings.
2	A significant number of our pupils can have additional social and emotional mental health difficulties. Our assessments and observations indicate that the education and wellbeing of many of our pupils have been impacted by partial closures to a greater extent than for mainstream pupils. These findings are

	supported by national studies. The gap between PP and non-PP pupils in reading, writing and maths has been reduced in the last academic year through careful use application of the Tutoring Grant, however maintaining this is an ongoing challenge for all.
3	Many of our pupils have significant sensory processing difficulties and our curriculum is designed to support the learning of pupils through addressing this, however the impact of COVID-19 has had a significant impact on autistic students and their families as they have had their education disrupted and limited access to the curriculum. A study by Ambitious for Autism has shown that children and young people with autism have increased risk of experiencing mental health issues following the outbreak of the COVID-19 pandemic.
4	Autistic adults were amongst the most disadvantaged group when it comes to gaining employment. The post Covid-19 job market will be even tougher. 65% of autistic young people feel it will be harder for them to find a job following the pandemic.

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
Pupil Premium pupils at Grange school will achieve at least as well as their Non-Pupil Premium Peers in all core subject areas.	100% of PPP will make expected progress in all strands of English and maths with 25% achieving above expected progress.
Pupil Premium pupils at Grange school will achieve at least as well as their None-Pupil Premium Peers in all curriculum areas.	100% of PPP will make expected progress in all strands of English and maths with 25% achieving above expected progress
Pupil Premium pupils at Grange school will have skills in self-regulation which leads to them being able to fully engage in the learning opportunities on offer in school. Individual barriers to learning are identified and appropriate support put to place.	Analysis of behaviour data shows that there is a reduction in incidents involving PPP. Pupil premium pupils will meet their academic targets. 100% of PPP will meet their skills targets set across each academic year.
Pupil Premium pupils will access a high quality PSHE Curriculum which addresses regional and national priorities and secures improved life chances.	Pupil data will evidence progress in all strands of PSHE in line with whole school targets.
Pupil Premium pupils at Grange will develop appropriate employability and independence skills delivered through a bespoke curriculum which will ensure pupils leaving Grange have the same life changes as non-pupil premium pupils.	Pupils meet expected targets in the career's curriculum across all year groups in school. Pupils will meet the targets set via the skills curriculum as detailed in their EHCP.

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: £96,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality training and CPD package for all teaching staff at Grange School.</p> <p>The training offer at Grange is designed to support the bespoke nature of our school. New staff and ECTs to access highly effective induction and training.</p> <p>Ongoing CPD delivered by teachers who are experts in their field, deliver training to teachers and provide practical support for delivering high quality teaching and learning.</p> <p>Professional development opportunities for staff to further develop their skills and develop identified areas of the school (Music specialists, art specialists, etc.).</p> <p>ECTs follow a bespoke training plan that ensure they are working at the expected standard in a short space of time. Regular drop-ins, learning walks and additional observations of practise ensure ECTs are on track to be performing at or above the expected standard by the end of their ECT period. ECTs develop in their role as subject leaders through being supported by an experienced subject leader,</p>	<p>The best evidence available indicated that great teaching is the most important level schools can have to improve pupil attainment.</p> <p>Expert teachers develop a board array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-GreatTeaching-REPORT.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development#nav-downloads</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/teacher-professional-development-characteristics</p>	1

while continuing to develop the skills in the classroom.		
<p>High Quality, high-interest resources purchased to ensure levels of engagement in the learning for both pupil premium pupils and non-pupil premium pupils are high. Teachers are observed to be delivering teaching and learning that challenges though the bespoke Know and Remember curriculum. Subject leaders ensure all learners are making expected levels of progress, pupils requiring catch up have effective plans in place which is monitored and overseen by curriculum coordinators.</p> <p>CPD to support the development of the Know More, Remember EEF framework</p> <p>Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful. Planned process of Instructional coaching involving protected time for SLT to deliver this across all classes.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p>	<p>EEF framework 'Greater Teaching Toolkit': https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>EEF Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-language-interventions</p>	1
<p>Maths Mastery training through the Northwest Maths Hub</p> <p>Ensure that the mastery approach is reflected in the curriculum content. Pupils to have access to high quality resources to support teaching and learning. Training delivered to who</p>	<p>EEF Mastery Approaches: https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning</p>	1

school staff by Maths lead. Lesson observations/learning walks with mastery focus. Mastery learning approaches CPD Oral & Functional Language Interventions		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £62,120.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist support for learning professionals to develop the QFT offer for autistic pupils. Wave two interventions to be run for pupils identified as requiring this from academic data, behaviour information and from safeguarding information. Music Therapy Occupational Therapy Therapeutic Interventions.	<p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition – the mental process involved in knowing, understanding, and learning; • metacognition – often defined as ‘learning to learn’; and • motivation – willingness to engage our metacognitive and cognitive skills. <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done. A number of approaches use stories or characters to</p>	1, 2, 3, 4

	help children remember different learning strategies. It is often easier to observe children's current self-regulation capabilities when they are playing or interacting with a peer. Self-regulation strategies can overlap with Social and emotional learning strategies and Behaviour interventions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62134.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality careers offer in place for all pupils across all key stages – linked to Gatsby benchmarks. School will have a range of businesses where students can develop appropriate work-based skills.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education Impact on social outcomes 25 research studies identified. 62% of these provided evidence of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision-making skills, career competencies, or career identity.	1, 4, 5.

Total budgeted cost: £220,680.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022-2023

From analysis of progress data for 2022-2023 the curriculum area of focus for pupil premium initiatives were:

Leadership and Management, Expected Outcomes (Pupil Premium)

- School leaders will identify core areas of need throughout the cohort where progress is less than expected and allocate Pupil Premium funding to ensure any remaining gaps between pupil premium pupils and non-pupil premium pupils are closed.
- Senior leaders will use data highly effectively to identify intervention needs and fund, accordingly, ensuring pupil premium is used effectively.

STEAM - A whole school focus in the areas of STEAM has been firmly embedded across the Know and Remember Curriculum. Pupils are highly engaged and challenged to investigate, question, and discover through a range of timetabled STEAM problem solving sessions that have developed the pupil's enquiring minds. Science and technology has been skilfully woven throughout the curriculum to enable pupils to bring together knowledge from different areas as they make connections with the real-world.

CPD and Additional Allocation of Time and Resources - comprehensive training for all staff in the delivery of STEAM throughout the curriculum, and allocation timetabled learning for all classes in addition to science lessons. Whole school focus on problem solving using the principles of STEAM across the all-curriculum areas with new resources purchased to support curriculum delivery. Development of the STEAM Factory to develop practical and immersive experiences for pupils.

Impact 2022-2023:

- Using and Applying (Problem Solving) - 98% of pupil premium pupils made expected or above levels of progress, -1% on the previous year. (The gap widened by 1% due to persistent absence of a single pupil (Y1) due to their complex needs)
- Speaking and listening - 100% of pupil premium pupils made expected or above levels of progress. There was no difference between pupil premium and non-pupil premium
- Science - The gap between pp and non-pp pupils remained at -1%

Overall outcomes for 2021-2022 or all pupils suggests that the focus for 2022-2023 will be Computing, History, Geography and PSHE.

In depth analysis suggests that for pupils moving from AL03 to AL04+, the expectations change focus to being able to retain knowledge and utilise skills.

In our EYFS curriculum, targets at S3 and above for 'Communication - Speaking' currently require verbal communication for a target to be met. As many of our pupils are non-verbal, we will look to develop this to reflect functional and intentional communication. An example of an original S3 target: 'S3 Children use one or two single noises similar to a word to request an item or person'. To better reflect our pupils and ensure targets remain ambitious but are achievable for all, the target would change to: 'S3: Children are able to intentionally request one or 2 items or a familiar adult'. Changing this target from 'making noises' to 'intentional communication' ensures that communication in all forms is recognised.

Additionally, we have recognised that the PE curriculum requires an additional level of learning for our pupils who are working at significantly low levels. Pupils working at AL01-AL03, with some gross motor skills will be provided with a curriculum based on a sensory circuit approach to support these needs.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle Letters and Sounds
White Rose Maths	White Rose Hub
Lexia	Lexia UK

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Development of a high-quality cultural capital offer which supports our pupil's development through links with the curriculum allowing pupils to secure knowledge through wider application of vocabulary and skills.
- Events and offsite visits link to specific modules or an enriching experience outside of the curriculum so pupils can apply the vocabulary learnt during that term.
- Pupils experience and develop skills in the following areas; moral development, cultural experiences, social experiences, spiritual experiences and sporting/physical opportunities.

Planning, implementation and evaluation

In planning our new pupil premium strategy, looked at a range of evidence that specifically supports pupils with autism. For example, Ambitious for Autism's "Coronavirus and Lock-down: the impact on autistic children and young people."