

Pupil Premium 2018/19 Impact Report

In the 2018 to 2019 **financial year**, schools will receive the following funding for each child registered

- £935 for eligible secondary-aged pupils
- £1320 for eligible primary aged pupils
- Schools will also receive £2,300 for each looked-after pupil.

Our current pupil premium allocation for the academic year 2018-19 is £97,185 (46 x primary aged pupils and 39 x secondary aged pupils). In addition there is £2300 allocated as LAC pupil premium (1 pupil) that was spent to fulfil the students individual Personal Education Plans (PEPs) in line with current guidance.

This is subject to in year adjustments such as new pupils or changes in circumstances.

How we plan to spend academic year's allocation 2018-2019

The aim of Pupil Premium in the 2018 – 19 year is to narrow the progress gap between 'All Pupils' and those entitled to 'Pupil Premium'. However, we also recognise the need to maintain high standards for all and therefore targets set are ambitious for all pupils, building on previous successes.

The focus this year is to diminish any difference in performance between pupil premium pupils and non-pupil premium pupils in the areas of English – writing/phonics and Maths – using and applying.

Choice of Focus area:

From analysis of progress data for 2018 – 19 we chose:

- **English – Handwriting and Phonics**
- **Maths – Using and applying**

Subject	Average attainment for strand	Average attainment for other strands
English Writing	30% of AL07	50% of AL07 (reading)
English Reading	100% Of AL03	30% of AL04 (writing)
Maths – Using and Applying	40% of AL07 Independent Pupils 80% of AL03 Structured Pupils	70% of AL08 50% of AL04

We chose these areas as school's baseline data shows that pupils across the structured curriculum are working at a lower average level in reading than in writing, and that pupils in the independent curriculum are working at a lower average level in writing than in reading. Pupils across both curriculums are working at a lower average level in the using and applying strand of Maths, that number or shape, space and measure.

The baseline data shows that there is no difference in achievement levels between pupil premium and non-pupil premium pupils. For this reason, we have chosen the strands of English and Maths across the school, where the average attainment is the lowest. By making this a focus we will ensure that Pupil Premium Pupils make progress in all strands.

How was the impact of this funding measured?

To monitor progress on attainment, the usual cycle of data collection and the monitoring and tracking used at Grange was used to inform student progress and enable the early identification of need, support and appropriate intervention for all students, including this particular cohort. Each class teacher also identified pupils which data indicated, or they felt due to other circumstance, would need additional input.

Pupil Premium Targets Results 2018-19

1. To ensure 50% of all pupils make good progress in writing with no pupils making less than requires improvement.
2. To ensure 50% of all pupils make good progress in reading with no pupils making less than requires improvement.
3. To ensure 50% of all pupils make good progress in using and applying with no pupils making less than requires improvement.

Overall Results

(Percentage of Pupils making at least good progress in each strand)

	All Pupils	PPP	None PP	Difference PPP/NPP
English Overall				
Reading	99%	99%	100%	-1% (1 pupil)
Writing	100%	100%	100%	Same

Speaking and Listening	100%	100%	100%	Same
Maths Overall				
Number	99%	99%	100%	-1% (1 pupil)
Using and Applying	100%	100%	100%	Same
Shape, Space and Measures	100%	100%	100%	Same

Impact: Progress for Pupil Premium Pupils in each of the target areas exceeded the target set. In writing and Using and Applying there was no difference in attainment between PP and NPP. In reading there was a -1% difference. This related to one child.

Subject specific results

English: Writing

- Teachers identified pupils who they felt were not going to make outstanding progress and targeted these pupils as their pupil progress pupils.
- Writing was a daily focus across all classes.
- OT support was included to develop interventions and support for identified pupils who were not on track at each data point.
- Training was delivered on activities that can help pupils working at different levels, such potential fine and gross motor activities.
- Resources purchased for pupils to access activities highlighted in training sessions.
- Specialist school staff were given time to do English interventions to support identified pupils.
- TLR Post holder appointed for English development.
- SLT Data/Outcomes lead to track and monitor pupil progress in all subjects.
- Class handwriting boxes to support handwriting focus sessions.
- Regular moderation and workbook scrutiny to evidence progress over time.

Impact: Target for PPP has been exceeded for the year with 100% of pupils making at least good progress across the year.

“Leaders and teachers have a relentless, supportive focus on improving teaching and learning, in order to accelerate pupils’ progress in all areas. External moderation of teaching and learning, with joint observations involving school leaders, ensures that judgements are moderated, action points in terms of next steps are very clear and implications for training are clearly identified. The process also ensures that leaders’ judgements are not ‘over generous’.”

QA Report Autumn Term

“Students spoken to were more willing to talk and explain what they were learning and allow me to look at their work. This was evidence to me of their sense of security, with the work better matched to their abilities and in them being more used to having visitors to lessons. Students talked confidently about their writing (England V Columbia penalty shoot-out) and baking cup-cakes.”

QA Report Spring Term.

“SLT was able to provide the most recent, summer, progress data for English and maths; see tables below. These show the progress made by pupils since baseline in September. Overall, the data presents a picture of significant and rapid progress being made by pupils across the school over this academic year. Analysis of the data for PP and NON PP pupils shows minimal differences.”

QA Report Summer Term

Reading and Phonics

- Whole school training delivered
- Class reading file and assessment system in place for each class
- Agreed phonics baseline and assessment
- Pupil progress plans in place
- Every pupil has a reading target in place and five steps to success to work towards
- Progress towards targets monitored by SLT and English TLR lead
- Reading scheme upgrade
- Ongoing joint working with an Outstanding Special School to continue to deliver CPD to teachers and teaching assistants
- Reading record and file scrutiny to evidence for progress over time
- SLT lead and TLR appointed for English.

Impact: Target for PPP has been exceeded for the year with 99% of pupils making at least good progress across the year.

Teachers have received training on English and Maths schemes of work. This has increased staff confidence and increased their subject knowledge, which is now good. They are clear about what to teach. Literacy and numeracy leads have worked alongside Piper Hill staff to produce Grange modules and these have been introduced successfully to all staff for this autumn term. The curriculum is tailored accurately to match the needs of individual pupils, in English and Maths as a first starting point.

QA Report Autumn Term

Teachers' knowledge and understanding of assessment and the curriculum are improving; for example, as a result of phonics training.

QA Report Spring Term

Teachers' planning is strongly consistent in delivering lessons. Teachers are planning Lessons so carefully structured, to enable all pupils to learn well and none are being missed or falling behind

QA Report Summer Term

Maths – Using and Applying.

- New maths spiral curriculum introduced to ensure Using and Applying coverage across the maths curriculum
- Individual using and applying targets set for pupils
- CPD provided from an Outstanding Special School
- Training day on maths mastery
- Maths resources boxes provided for each classroom
- Daily using and applying focus time
- Use of TA to deliver targeted interventions
- Development of Numicon across the school
- SLT lead and TLR appointed for Maths

Impact: Target for PPP has been exceeded for the year with 100% of pupils making at least good progress across the year.

Strong leadership of these subject areas (Maths and English) ensure that all teachers and TAs understand what it is they need to teach in order to help all pupils achieve well. A wide range of opportunities are provided, which enable pupils to practice and secure learning in a range of different ways. Progression of skills is clearly evident in each class, particularly in English and maths, through robust staff knowledge of what is required, to ensure that all pupils progress and achieve as well as they can from their individual starting points.

Autumn Term QA

The school now has a rigorous, accurate self-evaluation of its position and an accurate baseline assessment of students' attainment. Whole school curricula for English and mathematics have been drawn up, including a detailed curriculum and assessment tracker

Spring Term QA

Senior and middle leaders continue to grow, strengthen, and develop their roles and responsibilities with passion, enthusiasm and unswerving commitment to providing these pupils with the very best of life chances. The SLT team has become firmly embedded across this school year. The significant impact of their actions is phenomenal on substantially transforming this school, vastly improving from where it was twelve months ago to where it is now.

Summer Term QA

Year 7 Catch up fund.

Target: 50% of Year 7 pupils to make at least good progress in all strands of English and Maths.

Analysis of the 2018/19 data reports show that Year 7 students made outstanding progress in line with all year groups, and that the target was exceeded.

Subject Area	Y7 Pupils Summer Term	All Pupils Summer Term	Y7 Pupils not on track (number of pupils in summer term)
Reading	99%	99%	1 (RI)
Writing	100%	100%	0
Speaking and Listening	100%	100%	0
Number	99%	99%	1 (RI)
Shape, Space and Measures	100%	100%	0
Using and Applying	100%	100%	0