

Pupil Premium

Update
October 2020



1. Overview

Pupil Premium 2020-2021	
Number of Pupils (Reception – Year 11)	179
Number of disadvantaged Pupils	111
Percentage of whole school	Primary Percentage – 59.3% Secondary Percentage – 64.8%
Academic year	2020 – 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Head teacher – R. Clifford
Pupil Premium Lead	Jane Jones
Governor Lead	Anne Jones

In the 2020 – 2021 financial year, schools will receive the following funding for each child registered.

- £1345 for eligible primary pupils
- £955 for eligible secondary school pupils
- Schools also receive £2300 for each Looked After Child (LAC) Pupil Premium (2 pupils) that will be spent to fulfil those student's individual Personal Educational Plans (PEPs) in line with current guidance

The total funding allowance for 2020/21 is £127, 065 and this equates to 54 primary pupils and 57 secondary pupils.

In addition to the above Pupil Premium Funding, this year the school will receive an additional £38800 Covid-19 Catch-up Premium Grant.

Disadvantaged Pupils Barriers to Success

- Outcomes and progress can be impacted by several factors – all pupils at Grange have an Education Health Care Plan, and all pupils have a diagnosis of autism and additional complex learning difficulties.
- Pupils can also have additional social and emotional mental health difficulties.
- As a school we have a strong focus on identifying barriers that each pupil may face.
- The impact of Covid-19 has been significant for many of our families
- Long term outcomes show that only 32% of autistic adults are in paid employment.

How we plan to spend this year's allocation

The aim of pupil premium in the 2020-21 academic year is to narrow progress gaps between 'All pupils' and 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 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/Catch up funding 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.

2. Strategic Aims for Disadvantaged Pupils Academic Achievement

Chosen area of Focus - Teaching

Expected Outcome 1: 85% of teaching is outstanding and no teaching is less than good. Resulting in 100% of pupil premium students to achieve at least good progress in English and maths, with at least 85% achieving outstanding.

The continued priority of the school is to develop outstanding quality first teaching. As a school we are committed to ensuring that teachers are supported to ensure the highest possible outcomes for our pupils. In order to develop this, we have designed a bespoke teaching, learning and assessment system in which all teachers are trained.

The following area are included in the Pupil Premium Plan:

- Continued bespoke CPD offer for teachers and TA's across the school
- Maths mastery school programme
- Development and implementation of the Know and Remember Curriculum
- Wave 1 offer further developed alongside multi-agency partners
- Vocabulary training for all teachers
- Aiming for Excellence teaching assistant training programme
- Autism level 1 training for all new staff and updates
- Continued development and refinement of assessment and tracking systems
- Quality of Education - Deputy Head roles
- Head of Personal Development and Welfare (Deputy Head role)
- Assistant Head leaders for English and maths
- Middle leader development (NPQML) and subject leader training
- Development of bespoke Careers programme covering all key stages across the school and daily dedicated teaching time

From analysis of progress data for 2019-2020 the curriculum area of focus for pupil premium initiatives are:

- Writing – 96% of pupils achieved outstanding progress in writing compared to 100% of none pupil premium pupils
- Science – 94% of pupils achieved outstanding progress in science compared to 99% of none pupil premium pupils
- Foundation subjects – pupil premium pupils achieve less well than their none pupil premium peers in foundation subjects.

Actions to Diminish the Difference

Writing:

- Daily 15-minute vocabulary sessions as a whole-school focus
- Teacher and TA CPD – whole school and departmental
- Regular moderation and workbook scrutiny to evidence progress over time
- Access to Imagination Village to support pupil development of role play targets
- Curriculum Coordinator focus for pupils who need additional support
- Handwriting wave 2 interventions
- Lexia programme for targeted students
- The Know and Remember Curriculum Launch

Intended Impact:

Pupil Premium Pupils will meet the whole school targets for all strands of English and the gap between PPP and None PPP achievement will have reduced from 4% difference

Science:

- Science specialist to teach target groups
- Development of The Know and Remember Curriculum for science
- Science Lead to deliver CPD for the whole school teaching teams
- Curriculum Coordinator plan interventions with class teachers for Pupil Premium pupils previously not achieving expected progress
- Termly planning moderation and workbook scrutiny to evidence progress over time
- Outdoor learning leads to develop opportunities for science learning in Fantasy Forest and Imagination Village
- TA 3 Horticulture time allocated to support the development of the outdoor learning activities

Intended Impact:

Pupil Premium Pupils will meet whole school targets for in Science and the gap between PPP and None PPP achievement will have reduced from 5% difference

Foundation Subjects:

- Development of the Know More Remember More curriculum for all subject areas
- Curriculum Coordinator Training

- Curriculum Coordinator catch up plans for pupils not achieving expected progress in 19/20
- Development of Imagination Village to extend the practical learning element across a range of subject areas.
- Subject specific activity plans for use in Imagination Village, Fantasy Forest and outdoor learning spaces
- Designated CPD programme linked to subject areas
- Cultural Capital Programme with key activities linked to curriculum areas
- Subject leaders CPD of their subject area – see links with curriculum plans

Intended Impact:

Pupil Premium Pupils will meet whole school targets for progress in foundation areas and the gap between PPP and None PPP will decrease from the gaps detailed above.

Subject	Pupil Premium Pupils Outstanding Progress %	Non-Pupil Premium Students Outstanding Progress %	Pupil Premium/Non Pupil Premium Gap
Art	93%	98%	-5%
Computing	94%	95%	-1%
Design and Technology	87%	95%	-8%
Food Technology	94%	94%	0%
Geography	86%	93%	-7%
History	95%	97%	-2%
MFL	95%	98%	-3%
Music	94%	97%	-3%
PE	96%	99%	-3%
PSHE	87%	89%	-2%
RE	94%	97%	-3%

Monitoring and Implementation

Monitoring progress and attainment will be through the cycle of data collection and the associated monitoring and tracking. Subject leader's action plans will detail actions to be taken to address gaps and include catch up planning where necessary. Data collection points are at the end of each term and a detailed analysis results in prompt action being taken to support pupil progress of pupils not on track.

3. Targeted Academic Support

In addition to the continued development of outstanding quality first teaching, we aim to ensure suitable, targeted support for pupils when needed. The development of wave 2 provision is need lead

and a half termly provision map will be created to map provision across the school. We work closely with multi-agency partners to ensure that any wave 2 provision incorporates where possible Occupational Therapy, Speech and Language Therapy and Therapeutic Interventions. Where possible wave 2 provision is supported by classroom staff to ensure that there are clear links to classroom teaching, and that class staff benefit from gaining skills which can be incorporated as part of quality first teaching (wave 1 provision).

Wave Two provision across the school includes.

- Handwriting groups
- Sensory Circuits
- Communication and joint attention groups
- Lego Therapy
- On site Speech and Language Staff
- Occupational Therapy
- Social skills groups
- AAC Assessments
- Horticulture therapist
- Music therapist
- Behaviour support
- Better reading partners
- Phonics groups
- Specialist careers/work experience
- Enterprise opportunities

Additional academic support will be put in place as needed after each term's data review. Behaviour data, attendance figures and wider information on vulnerable pupils will be used to ensure that appropriate wave 2 is in place across the school.

Monitoring and Implementation

Pupils will be selected for targeted academic support based on data – progress data, behaviour data, communication and sensory checklists attendance information and safeguarding information. Pupils will be set targets based on the referral criteria and these could include the use stress indicator checklist, academic targets or a skills target. Targets will be reviewed at the end of any intervention and progress made will be measured. Professionals leading targeted support will produce reports which include ways to support the pupils through whole class activities. Pupils who have accessed support at Wave 3 will have written reports which will include suggested activities and provision to be included in EHCP planning.

4. Wider Strategies

Pupils who attend Grange school often come to us with many multi-layered complexities. As a school we aim to ensure that wider barriers to learning are identified and addressed. COVID-19 has had an impact on families and their access to respite and short breaks as well as usual channels of support such as extended families.

- Attendance strategy
- Cultural Capital
- Family Support Lead
- Joint working with CAMHS
- Supporting families to access short breaks and community facilities
- Increasing flexibility of attendance options for parents' meetings and annual reviews
- Baby and toddler groups
- Parent support groups
- Parent learning plan
- Long Term EHCP planning with the LA to ensure best outcomes in placements for leavers
- Pet therapy – accessible by class/groups and 1-1
- Ongoing development of outdoor learning environments

Monitoring and Implementation

SLT lead for Pupil Development action plans will detail the effective use of resources and targeted support. Pupils across the school will have skills targets set across three areas: Independent Enquiry, Team Working and Self-Management. In addition, pupils will be set two long term EHCP targets in Communication and Application of Number. Attendance and behaviour data will be analysed by the appropriate SLT lead.

Planned expenditure for 2020/21

1 Quality of teaching for all

Desired Outcomes	Chosen action/approach	Staff Lead/Review
All pupils will make good progress in English and maths with 85% making outstanding progress.	Bespoke data and tracking system. Introduction of "Know more, remember More Curriculum"	JJ AR KC GP
All pupils will make good progress in science with 85% making outstanding progress.	Specialist science teacher Curriculum Co-ordinator training Know More, Remember More Curriculum Modules	PW AR RC
Pupils will make good progress in all foundation subjects with 85% making outstanding progress.	Know More Remember More Curriculum Co-ordinator training and action plans, development of Imagination Village to extend the practical learning opportunities	RC AR GP KC
Total Budgeted Cost		£83, 000

2 Targeted Support

Desired Outcomes	Chosen action/approach	Staff Lead/Review
Pupils will access appropriate targeted support at wave 2 when identified. Class staff will be able to deliver	Co-ordinator training – action plans/catch up planning, Horticulture therapy 1 day a week. Music Therapy 1 x week.	JJ AR RC KH KC GP
Pupils will access Occupational Therapy at Wave 1, wave 2 and wave 3 as prioritised by need.	1 x weekly OT on site Staff training Sensory profiles Development of imagination village OT activities.	JJ KH AM
Pupils will access SALT at wave 1, wave 2 and wave 3 as prioritised by need.	On site SLT 2 days a week Staff training Lego Therapy Development of Imagination SLT activities.	RC JJ GP KC
Pupils will develop skills which support their engagement with careers curriculum.	Bespoke Careers Curriculum Careers Website Imagination Village TA3 Lead Roles	PH SG HA RC
Total Budgeted Cost		£50, 000

3 Wider Strategies

Desired Outcomes	Chosen action/approach	Staff Lead/Review
Pupil attendance will meet whole school targets set – will PP attendance being as good as or better than NPP attendance.	Attendance Strategy SLT Attendance Lead	SH JJ KH
Families will have a link in school who can support with applications to short breaks and charities as necessary. Families will attend annual reviews and parent meetings.	Family Liaison Officer SLT parent Lead and Strategy	SH SE KH
Outdoor learning environments will meet the needs of pupils across the school and support curriculum learning.	Horticulture Therapist 1 x week School Allotment Horticulture TA 3	RC JJ GP KC
Pupils will access Cultural Capital experiences the following categories: Spiritual Experiences, Moral Development, Cultural Experiences, Social Experiences and Spiritual Experience.	Personal Development Lead Cultural Capital timetabled activities	RC KH JJ
Total Budgeted Cost		£ 32, 865

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