

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 School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	Primary Pupils – 61.4% Secondary Pupils – 68.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Racheal Clifford – Head Teacher
Pupil premium lead	Jane Jones – Deputy Head Teacher
Governor / Trustee lead	Anne Jones – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147, 120
Recovery premium funding allocation this academic year	£38, 280
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	£185, 400

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.

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.

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.
2	Pupils can have additional social and emotional mental health difficulties.
3	Pupils can have significant sensory processing difficulties.
4	The impact of Covid has had a significant impact on autistic students and their families. 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.
5	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.	Pupil 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: £74,789

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 NQT's to access a 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>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>	1
<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>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>	1

<p>Maths Mastery training through the North West 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 school staff by Maths lead. Lesson observations/learning walks with mastery focus.</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>1</p>
<p>High quality training programme in place for Early Careers (NQT's/RQT's)</p> <p>NQTs (and ECTs) follow a bespoke training plan that ensure NQTs are working at the expected standard in a short space of time. Regular drop-ins, learning walks and additional observations of practise ensure NQTs are on track to be performing at or above the expected standard by the end of their NQT year. RQT have assess to support for developing their role as subject leaders, while continuing to develop the skills in the classroom.</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>1</p>

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

Budgeted cost: £53611

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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 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.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p> <p>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.</p>	<p>1, 4, 5.</p>

Total budgeted cost: £185, 400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

- 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.
- Impact:
 - In writing PP pupils achieved a higher combined percentage of expected and above progress than their NPP peers.

Impact:

In writing PP pupils achieved a higher combined percentage of expected and above progress than their NPP peers.

In science the gap between PPP and NPP has reduced from -5% to 0% with attainment the same between both sets of pupils,

In nine of the foundation subject areas the gap between PPP and NPP has reduced. In Music the gap has remained the same. In PSHE the gap has increased by 1% - this is likely to be caused by the ongoing impact of Covid -19.

Externally provided programmes

Programme	Provider

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."