

Pupil Premium Grant Strategy 2020/21: Monitoring and Reviewing Impact

| 4.) Augment the personal development, behaviour and welfare of disadvantaged pupils | | | | On Track | Almost on Track | Not on Track |
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| Success Criteria | | | | Delivery | | |
| <ul style="list-style-type: none"> - The disparity in the number of incidents of challenging behaviour diminishes during the year, and there is no significant difference in the conduct behaviour of disadvantaged and non-disadvantaged pupils in the Summer term. - Progress with social skills (as measured through the school's tracking system) shows disadvantaged pupils making at least as much progress as their non-disadvantaged peers. - Key progress and attainment measures show equality of outcomes, whereby both groups are doing well. - Disadvantaged pupils and more able disadvantaged pupils progress at least as well as non-disadvantaged and more able non-disadvantaged pupils by the Summer term. - Positive and negative indicators of attitudes to learning show that the quality of learning behaviour improves substantially for both groups | | | | Lead: A Morris, F Blair – Behaviour. Emotional support/RSE | | |
| | | | | Support: HT, SLT, core subject leads, behaviour emotional and social support workers, teachers, and LSAs | | |
| | | | | Responsibility: All staff | | |
| Baseline (May 20') | Strategy impact and review: December 20' (September – December 2020) | | Strategy impact and review: April 21' (January 2021 – April 2021) | | Strategy impact and review: July '21 (May 2021-July 2021) | |
| | Current impact of PPG on Enhancing progress of disadvantaged pupils in maths | On Track | Current impact of PPG on Enhancing progress of disadvantaged pupils in maths | On Track | Current impact of PPG on Enhancing progress of disadvantaged pupils in maths | On Track |
| <ul style="list-style-type: none"> • Behaviour tracking data evidenced: • Total bullying incidents: 0 • 5 students have got between 10-20 logs recorded against them and account for 67 logs. • 11 Students have got 6-10 logs against their name and account for 81 logs. • 38 students have got between 1- 5 logs and this accounts for 75 logs. • Fixed term exclusions: 8 Students have been given an FTE ranging between 0.5 and 5 days long and a total 11.5 school days have been lost. | <ul style="list-style-type: none"> • There were 215 incidents logged on Integris between September 2020- December 2020. 3 pupils had between 16-19 incidents logged against their name, 3 pupils had 11 incidents logged against their name, 6 pupils had between 5-10 incidents logged against their name and 62 pupils had 1 incident logged against their name. • Total bullying incidents: 0 • Exclusions: 3 pupils were excluded for a total of 2.5 days. (2x1 days and 1x 0.5 days) • The pupils with more than 10 incidents received bespoke support. | | <ul style="list-style-type: none"> • There were 52 behaviour incidents recorded during this time. 1 Pupil has 10 incidents logged against his name, 1 pupil had 8 incidents logged against their name and 21 pupils had between 1-5 incidents logged against their names. • The pupil with 10 incidents was put on a bespoke support plan and now has intervention from outside agencies. • Behaviour tracking data evidenced: • Total bullying incidents: 0 • Exclusions: 0 | | <ul style="list-style-type: none"> • There were 154 behaviour incidents recorded during this time. • 5 pupils have 10 or more behaviour incidents recorded and none have more than 20. • 2 of these pupils have a bespoke support plan in place and staff are working in partnership with parents to support the others. • Behaviour tracking data evidenced: • Total bullying incidents: 0 • Exclusions: 0 • Racist incidents: | |
| Summary | | | | | | |

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| <ul style="list-style-type: none"> • Pink forms are still being used consistently in both secondary and primary. They continue to be very successful in identifying behaviours and need for interventions. • The amount of significant behaviour continues to decline. • Although the number of FTE appears higher than last term by 1.5 days 1 child A was responsible for 5 of those days and Child B was responsible for 4.5 of those days. The other students were excluded for 0.5 days. • Logging and monitoring of behaviour by Primary and Secondary Heads and weekly PLC / safeguarding review means that interventions can be implemented in a timely manner. • All incidents of poor behaviour are followed up with either a discussion, restorative session, consequence, or phone call home. • Behaviour around the school is outstanding. Students are aware that poor behaviour will be met with a consequence, but help is available if they are struggling to manage their emotions. • Understanding and tolerance continues to increase within the student body. Students are more willing to talk about things when they go wrong as opposed to having outbursts. • There is a bespoke support plan for 6 students who have between 9 and 15 behaviour logs recorded against their name. • Staff continue to have excellent relationships with students and are | <ul style="list-style-type: none"> • Understanding and tolerance continues to increase within the student body. Students are more willing to talk about things when they go wrong as opposed to having outbursts. • Staff continue to have excellent relationships with students and are skilled at de-escalation and restorative conversations. <p>All interventions were carried out by the form tutor and if additional support was needed.</p> | <ul style="list-style-type: none"> • Due to covid some pupils were working at home and some pupils were coming into school. • <p>Summary</p> <ul style="list-style-type: none"> • Pink forms are still being used consistently in both secondary and primary. They continue to be very successful in identifying behaviours and need for interventions. • There has been 0 significant behaviour. • Logging and monitoring of behaviour by Primary and Secondary Heads and weekly PLC / safeguarding review means that interventions can be implemented in a timely manner. • Understanding and tolerance continues to increase within the student body. Students are more willing to talk about things when they go wrong as opposed to having outbursts. • Staff continue to have excellent relationships with students and are skilled at de-escalation and restorative conversations. <p>All interventions were carried out by the form tutor and if additional support was needed, Mrs Blair carried out 1:1 visits. The details of which can be summarised as follows: All visits were well received by all parents and students that were contacted, they were repeated weekly or more over the period of school closures.</p> <ul style="list-style-type: none"> • The students had contact with school via a visit and they really felt more connected seeing a staff | <p>Summary</p> <ul style="list-style-type: none"> • Pink forms are effectively used. They continue to be very successful in identifying behaviours and need for interventions. • There has been 0 significant behaviour. • Logging and monitoring of behaviour by Primary and Secondary Heads and weekly PLC / safeguarding review means that interventions can be implemented in a timely manner. • Pupils have started to recognise poor behaviour in others and report it or want to help them address it. • Staff continue to have excellent relationships with students and are skilled at de-escalation and restorative conversations. • Interventions continue to be carried out by the form tutor Mrs Blair. 1:1 or small groups sessions can be summarised as follows: • Parent survey shows the following: 89% of parents feel that their child is well looked after in school. 93% feel that wellbeing is a priority at Grange. 100% feel that pupils are well behaved most of or all the time. 100% of parents feel that bullying is deal with effectively most of or all the time. • 96% of pupils felt comfortable talking to their key adults some of or most of or all the time. 79% of pupil felt safe in school all the time and a further 11% feel safe most of the time. |
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| <p>skilled at de-escalation and restorative conversations.</p> <ul style="list-style-type: none"> • • | | <p>member in the doorstep rather than via a screen.</p> <ul style="list-style-type: none"> • Some visits lasted an hour, the parents also used this visit to help them with their own anxieties over the height of the pandemic and the impact of home-schooling. • Some students had laptops delivered during a visit to help them to connect to virtual lessons and access work sent via Evidence Me and other platforms. • All families contacted received a visit along with regular phone contact with Mrs Blair or their Tutor. • Wellbeing videos were made weekly to share on Evidence ME using Staff on a stick to add a fun content to support the wellbeing message. Feedback from students and parents was very positive. • The impact was measured by the request for the visits to continue and parents often called to request more visits and it led to a full-time requirement through the school day. | <p>Let's talk interventions continue to be a success and students who access this service within school all show positive outcomes. All identified students are referred or offered sessions to talk through any worries, concerns or any feelings they do not understand. Students who have regular sessions have shown that being able to talk in a safe place, have their feelings validated makes them able to move forward with their learning. Working in collaboration with parents and carers joins up the chain to enable students to use any strategies both at home and in school.</p> <p>Let's Talk service is growing and we are accommodating more students every term, students are learning that talking is the first base to solving worries and the national campaign to encourage talking has firm roots at Grange Academy. After a very difficult year, wellbeing for our students remains a top priority.</p> |
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