

1. Summary Information	
Total PP budget	£ 56,895
Total number of pupils	120
Number of PP pupils	57

2. Pupil Premium Information
<p>At Grange Academy we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are looked after receive £2,300 and service pupils receive £300. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils.</p> <p>In June 2019 the Education Endowment Fund (EFF) published “The Guide to Pupil Premium.” Our strategies which reflect the advice in order to diminish the difference in attainment for pupils in receipt of Pupil Premium funding are as follows;</p> <ul style="list-style-type: none"> • Facilitating Quality First Class teaching and deploying staff effectively • Ensure robust tracking of attainment and identify barrier to learning for individual pupil premium pupils • Continuing professional development will be a priority, including teachers new to teaching, early careers teachers and for recruitment and retention. • Targeted support for pupils who are not making expected progress • Monitoring and addressing low attendance • Meeting the individual learning needs including those who are higher attainers • Ensuring pupils receive social and emotional support for mental wellbeing and healthy lifestyles • At regular intervals throughout the year, the spending is evaluated and the impact monitored • Quality of Education and Curriculum – to personalise learning to meet the needs of all pupils and further develop strategies to ensure pupil premium pupils make progress in line with and exceed that of non-pupil premium pupils • Wider outcomes – to ensure no pupil misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum • Attendance – to ensure attendance of pupil premium pupils is at least 96%

3. Current attainment		
	Pupils eligible for PP (Baseline Sept 2020)	Pupils not eligible for PP
% achieving expected or better than expected progress in reading	91	97
% achieving expected or better than expected progress in writing	89	93
% achieving expected or better than expected progress in maths	96	98
% Attendance 2019-2020	95	94.9

4. Potential Barriers to future attainment (for pupils eligible for PP)	
<ul style="list-style-type: none"> • All pupils eligible for the Pupil Premium have an Education, Health and Care Plan which is reviewed annually as part of the review process. The SEND department of the Local Authority work in collaboration with us to ensure individual pupils access the most appropriate provision • All pupils have a variety of learning needs and have had varied experiences dependent on their background. Each individual pupil has unique circumstances which present as barriers to learning • Pupils start from below age related expectations when entering school which could impact on their long term achievements. Pupils often begin at Grange Academy with a lack of experience of independent learning • Pupils' potential disengagement with reading and writing due to specific learning difficulties could present as a barrier to attainment, however, Grange Academy has a strong focus on reading and writing along with specific interventions across the curriculum which promotes engagement. • Independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond Grange • Pupil's vulnerability when faced with complex social dilemmas, such as the use of social media, could present as a barrier. Pupil's social and emotional wellbeing is of vital importance to staff to ensure safety and engagement, this could be a potential barrier to future attainment if issues are not addressed immediately • Attendance and punctuality are crucial for continued progress but could present as a barrier due to difficult family circumstances. The diverse range of need encourages teachers to be dynamic and flexible with their support. Collaborative working is essential to ensure that all staff can fully address the individual need of each pupil, this is reliant on parental engagement throughout pupil's time at Grange 	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
Academic	Loss of education due to Covid-19 school lockdown. Diminish the difference between PP and non-PP students in progress and attainment (both at expected standard and greater depth standard)
Wellbeing	Covid-19 means an extensive period of time where disadvantaged pupils and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised. Losing self-esteem when comparing themselves with their peers - interventions to happen quickly for those pupils who are not at the expected level.
Enrichment and engagement	Access to home learning during Covid-19 lockdown has been varied. Engage parents understanding and expectations of the curriculum to further support home learning. Experiences for pupils are sometimes limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home.

Additional barriers (including issues which also require action outside school, such as low attendance rates)	
Other	Engagement of parents Lack of exposure to extra-curricular activities Attendance and lateness

5. Intended Outcomes		Success Criteria
Academic	To ensure all pupils are 'ready to learn', that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are emotionally ready to become independent and resilient learners.	<ul style="list-style-type: none"> • Pupils are able to sit, listen and concentrate • Pupils have good social skills so that they can work and learn collaboratively • Pupils are able to organise their own learning, follow instructions and work independently (where applicable) • Pupils can talk about what they are learning, why and how this links to prior knowledge • Pupils talk positively about what they know, they are able to talk about when they find learning hard and what they do to get over this
	To ensure that no pupil is left behind, the quality of provision and learning experiences for all pupils is consistently good or better. Quality first teaching and the provision of interventions meets pupils' specific needs.	<ul style="list-style-type: none"> • The percentage of PP Pupils working at age related expectations is the same or better than non-PP • Teaching ensures all pupils make good or better than expected progress • Interventions are planned to meet specific pupils needs, these are regular reviewed and adapted
	To ensure that the curriculum is broad, balanced and relevant so that those pupils in receipt of PP can achieve well across the curriculum. Providing a wide range of experiences (visitors, visits, workshops) and high quality resources to ensure a rich curriculum. Life skills are enhanced and PP have necessary skills to leave Grange and have a self-sufficient life wherever possible.	<ul style="list-style-type: none"> • The curriculum is broad and balance and provides opportunities and learning experiences for all pupils • Pupils make good progress • Pupils take part in a wide range of learning experiences including visitors, visits, and workshops • Pupils have a range of life skills that they are able to apply • Pupils have access to high quality resources which support their learning
Wellbeing and health	To ensure pupils have access to quality support for emotional wellbeing to ensure they are able to access the school curriculum without any emotional barriers.	<ul style="list-style-type: none"> • Pupils have access to a wide variety of pastoral support • Pastor support helps develop the pupils emotional wellbeing. • Pupils are supported with strategies to help support them in the classroom.
Enrichment and engagement	All pupils have access to high quality resources and experiences to support their learning	<ul style="list-style-type: none"> • All pupils have access to the same provisions in school regardless of social barriers.

Other	To improve the parental engagement by reaching out to the parents/carers using different tools such as social media Continuing to improve parental engagement and increase learning of disadvantaged pupils.	<ul style="list-style-type: none"> • All staff will offer an increased range of materials accessed by parents such as Purple mash, Kahoot, Evidence me. • Pupils will access learning via Evidence Me and there will be parenting video sessions that will be pre-recorded so that parents can still see pupils' work. • Parental engagement in school events will increase through online training and virtual parents evenings.
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6. Planned Expenditure 2020-21					
Academic: Quality of teaching for All					
Action	Intended Outcome	Evidence/Rationale	How will you ensure it is implemented well?	Staff Lead Cost	Review date
To ensure quality first teaching for PP pupils	To ensure that no pupil is left behind, the quality of provision and learning experiences for all pupils is consistently good or better.	https://researchschool.org.uk/rosendale/blog/pupil-premium-making-it-better September 2018	Monitoring of lessons Monitoring of teaching and learning Pupils progress in books Data analysis	SLT HOS HODs SENCo All staff	Termly
	To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum.	Pupils have exposure to various subjects and learning opportunities to help them experience and learn a variety of things.	Clear framework in place for staff to deliver a progressive curriculum which includes life skills	SLT HOS HODs SENCo All staff	Ongoing through monitoring cycle
	To ensure teaching staff knowledge of pedagogy and practice through research and CPD		Quality professional development Monitoring of lessons Monitoring of teaching and learning Pupils progress in books Data analysis	SLT HOS HODs SENCo All staff Cost: £10000	Ongoing through monitoring cycle
To ensure pupils have access to a wide variety of reading resources.	Pupils are fully supported by learning resources being made available to them.	Linked to SIP	Resources purchased so that pupils have access to a variety of reading material and progress tracked.	SLT HOS HODs SENCo	Ongoing through monitoring cycle

	Pupil enjoy using resources to complete tasks that not only consolidate but also extend their learning.			All staff Cost: £2500	
Total budget cost £ 12500					

Academic: Targeted support					
Action	Intended Outcome	Evidence/Rationale	How will you ensure it is implemented well?	Staff Lead Cost	Review date
Focused intervention groups to support Maths and English skills with a particular focus on phonics and reading (academic interventions)	To ensure that pupils receive appropriate support so that they achieved broadly in line with their peers	Linked to the school Improvement plan.	Quality professional development Monitoring of lessons -Monitoring of teaching & learning Pupils progress in books Data analysis	YT SENCo Cost: £4000	Ongoing through monitoring cycle
Focused intervention groups which develop positive mindset, positive relationships, dispositions and attitudes (Pastoral interventions)	To ensure all pupils are 'ready to learn', that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are emotionally ready to become independent and resilient learners.	Education Endowment Fund, EEF, Making the best use of teaching assistants Deliver structured high quality interventions which are evidence based. Explicit connections should be made between everyday classroom teaching and learning and these structured interventions	Quality professional development Monitoring of lessons Monitoring of teaching & learning Pupil progress in books Data analysis.	FB All staff Cost: Time	Ongoing through monitoring cycle
Total budget cost £4000					

Wellbeing and health					
Action	Intended Outcome	Evidence/Rationale	How will you ensure it is implemented well?	Staff Lead Cost	Review date
<p>To provide support for pupils who need emotional and social support.</p> <p>Tailored interactions to promote emotional development.</p>	<p><i>Let's Talk</i> and 1:1 or group sessions available for pupils to access.</p>	<p>Pupil's social and emotional well-being could present as a significant barrier to learning especially with Covid - this focus will ensure that any issues that arise are addressed fully and with care.</p> <p>The lockdown proved very challenging for pupils, pupils were left with heightened anxiety which could prove to be a barrier.</p>	<p>Review progress of pupils' emotional and social wellbeing. Meet with teachers, child and parents to support. Pupils interact in a small group with additional resources to encourage emotional and social interaction. Pupils accessing Let' Talk support this year they achieved a more positive score following intervention</p>	<p>FB All staff</p> <p>Cost: £17900</p>	<p>Monitor and review each half term with teacher, child and parents. Plan next steps</p>
<p>Food for Life</p> <p>To ensure that pupils understand the importance of a healthy diet and lifestyle.</p> <p>To provide PP with breakfast to support better learning, concentration and wellbeing.</p>	<p>Healthy snacks and food available for pupils at breakfast club to ensure a wide range of healthy choices are available when government restrictions change.</p>	<p>Many pupils have limited understanding of the concept of a truly healthy lifestyle, this can have a negative impact on their mood, their ability to concentrate in lessons and their overall progress at school.</p> <p>Lockdown period may have impacted on pupils' idea of a healthy lifestyle. Lockdown has directly impacted pupils</p>	<p>To be covered within areas of the curriculum including PSE, food technology, Food for Life. Teachers to support pupils with a positive self-image through interventions based on self-care/personal hygiene. Continued overhaul of individual rewards offered by teachers and prizes offered within assembly-linked to healthy choices and sporting activities</p>	<p>SP DE Kitchen team NC</p>	<p>Ongoing through monitoring cycle Food For Life Award by September 2021</p>

		physical activity, food choices and emotional wellbeing, all of which could be a significant barrier to learning.		Cost: £4000	
Music therapy To ensure that PP have access to music therapy to support wellbeing, creativity and	Positive mental health and well-being of pupils will develop and increase by being supported by access to	Pupils have not had exposure to any extra curricular activities due to lockdown. Pupils' wellbeing and self-confidence been impacted by Covid. Several pupils have anxieties and music is a way to overcome this	Pre and post evaluation of the pupils' participation, engagement	JW SY – Songmakers HOS Cost: £5000	Ongoing through monitoring cycle
To teach a range of life skill that can be applied in real life	Pupils will have a range of skills that they are able to apply in real life contexts	PP with SEND can struggle with some functional skills	To be covered within areas of the curriculum including PSE, RSE, Life Skills, food technology, Food for Life. Teachers to support pupils with a positive self-image through interventions based on self-care/personal hygiene, financial capability etc..	HOS SLT HODs All staff Cost: Time	Ongoing through monitoring cycle
Total budget cost £26900					

Enrichment and Engagement					
Action	Intended Outcome	Evidence/Rationale	How will you ensure it is implemented well?	Staff Lead Cost	Review date
To support pupils with high quality resources and experiences to support their learning. (visits, visitors, clubs and extracurricular experiences)	Supporting families by subsidising school workshops, visits and resources to enable every child to experience real life situations.	Some pupils do not have access to extra-curricular activities and have been isolated during lockdown.	Monitoring of additional resources and experiences provided. Parent and pupil feedback. Analysis of impact on learning.	NH HODs SLT HOS Cost: £5000	February 2021 June 2021
Total budget cost £5000					

Other approaches					
Action	Intended Outcome	Evidence/Rationale	How will you ensure it is implemented well?	Staff Lead Cost	Review date
To support parents to have access to the school and the curriculum	More parents responding through online platforms Parents will be aware of the high expectations of their pupils and what this involves.	Parental engagement during lockdown has deteriorated. By new modern technologies there will be an increase in communication.	Monitoring work return, and feedback on online platforms Parent and pupil feedback via surveys / questionnaires	CBr HOS HODs SLT All staff Cost: £2400	Termly
To ensure pupils are in school ready to learn.	Attendance of Pupil Premium is 96%.	Some parents have not sent their pupils in and there has been some instances of PA.	Attendance tracked and monitored by the office and data provided quickly to identify those at risk. Incentive scheme EWO involvement if necessary.	JAL Cost: £1000	Half termly
Total budget cost £3400					

Grange Academy Pupil Premium Strategy Review 2020-2021

Focus Area	Action	Intended outcome	Impact	Lesson Learned	Cost
Academic: Quality of teaching for All	To ensure quality first teaching for PP pupils	To ensure that no pupil is left behind, the quality of provision and learning experiences for all pupils is consistently good or better.	<ul style="list-style-type: none"> 96% of FSM pupils made expected or better than expected (EOBTE) progress in reading. 90% of FSM pupils made EOBTE in writing. 97% of FSM pupils made EOBTE progress in maths. 95% of disadvantaged pupils made EOBTE progress in Maths. 92% of disadvantaged pupils made EOBTE progress in Writing. 95% of disadvantaged pupils made EOBTE progress in Reading. 100% engaged in all subjects throughout lockdown. 35 members of staff have completed between 1-7 training sessions. 80% of teaching across the school is never less than good and in many instances is outstanding. 100% pupils accessed further enrich programs to develop subject knowledge and skills (Forest school, music, enrichment days that have a specific focus, charity days, national celebrations.) 	<p>Pupils benefitted from whole class teaching.</p> <p>Pupils need to access trips to make learning links and put learning in context.</p> <p>Staff are eager to access additional training.</p> <p>Consistent adult deployment enable pupils to receive support consistent with their EHCP targets.</p>	Predicted spend: £12 500
		To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum.			
		To ensure teaching staff knowledge of pedagogy and practice through research and CPD			
	To ensure pupils have access to a wide variety of reading resources.	Pupils are fully supported by learning resources being made available to them. Pupil enjoy using resources to complete tasks that not only consolidate but also extend their learning.	<ul style="list-style-type: none"> Development of Library to create a calm and relaxed reading and working space to inspire and create a love of reading. Books divided into reading levels and link into bandings. Short reads and Lexia have impacted on reading progress with 73% of pupils making more than 4 months reading progress and 41% of pupils making 1 or 2 years progress. Phonics testing and reading assessments have bene implemented to give standardised scores and allow for more rigorous tracking of progress. 	<p>Regular small group reading opportunities with discussion has had the most impact.</p> <p>Pupils have enjoyed Lexia and have used it at school and at home.</p>	

Academic: Targeted support	<p>Focused intervention groups to support Maths and English skills with a particular focus on phonics and reading (academic interventions)</p>	<p>To ensure that pupils receive appropriate support so that they achieved broadly in line with their peers</p>	<ul style="list-style-type: none"> • Range of targeted interventions including: Maths, English, Fine and Gross Motor Skills, Behaviour /Pastoral support, Speech and Language, Music. • Based on data and pre and post questionnaires in Maths: 29% of pupils made BTE progress; 57% made EXP progress, 14% made LTE progress, 100% impact on confidence and engagement. • In English: 28% of pupils made Expected progress 72% made BTE progress, therefore: 100% made Expected or BTE progress. 100% impact on confidence and enjoyment. • Fine and Gross motor skill intervention: Teacher judgment – 84% effective, 92% impact on confidence and enjoyment. • Behaviour is outstanding with high levels of engagement in all subjects. Only 4% of pupils show behaviour that requires additional support. • Surveys show that 100% feel that pupils are well behaved most of or all of the time. 	<p>Pupils flourish with additional 1:1 time. Eating breakfast as part of form time increases productivity and focus. In Music consider challenge booster sessions for more able pupils. When pastoral need are met, pupils are able to focus on learning.</p>	<p>Predicted spend: £4000</p>
	<p>Focused intervention groups which develop positive mindset, positive relationships, dispositions and attitudes (Pastoral interventions)</p>	<p>To ensure all pupils are 'ready to learn', that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are emotionally ready to become independent and resilient learners.</p>			
Wellbeing and health	<p>To provide support for pupils who need emotional and social support.</p> <p>Tailored interactions to promote emotional development.</p>	<p><i>Let's Talk</i> and 1:1 or group sessions available for pupils to access.</p>	<ul style="list-style-type: none"> • Pupils have access to a wide variety of pastoral support. Allocated time on timetable as well as additional intervention sessions. 100% of parents or guardians engaged with Lets Talk Interventions and noted a difference in their child's wellbeing. • 100% of parents feel that bullying is deal with effectively most of or all of the time. 	<p>Pupils report that the Let's Talk Sessions have been most beneficial to them. Pupil are able to regulate themselves more with regular discussions about their behaviour and opportunities to reflect on choices.</p>	<p>Predicted spend: £26 900</p>

	<p>Food for Life</p> <p>To ensure that pupils understand the importance of a healthy diet and lifestyle.</p> <p>To provide PP with breakfast to support better learning, concentration and wellbeing.</p>	<p>Healthy snacks and food available for pupils at breakfast club to ensure a wide range of healthy choices are available when government restrictions change.</p>	<ul style="list-style-type: none"> Completed Food 4 Life award and Wellbeing Award as well as Right Respecting Gold Award this has impacted positively as evidence in portfolio. Additional food parcels have been sent home and helped families. School menu improved and pupils are eating more of their food and being involved in whole school decision making. In Music Interventions 100% of pupils made Expected or BTE progress and 100% of pupils reports a positive impact on confidence and enjoyment. 100% of pupils engaged with transition process and secured a post 16 placement. Pupils have been able to organise their own learning, follow instructions and work independently (where applicable) - Additional IT resources has further enabled pupils to do this. 100 new Laptops purchased to support learning in school as well as at home and most pupils engaged with home learning have completed work either using laptops or work packs. (Those who did not had intervention from the Form Tutor or Attendance officer.) 	<p>Food parcels have been received well and created good links in the community. Pupils have developed working life skills through regular use of ICT and laptops both at home and school.</p>	
	<p>Music therapy</p> <p>To ensure that PP have access to music therapy to support wellbeing, creativity and</p>	<p>Positive mental health and well-being of pupils will develop and increase by being supported by access to</p>			
	<p>To teach a range of life skill that can be applied in real life</p>	<p>Pupils will have a range of skills that they are able to apply in real life contexts</p>			
Other approaches	<p>To support parents to have access to the school and the curriculum</p>	<p>More parents responding through online platforms. Parents will be aware of the high expectations of their pupils and what this involves.</p>	<ul style="list-style-type: none"> Parental engagement on Evidence Me and via email correspondence increased. (Evidence by Form Tutor Logs) Increased support for vulnerable families during lockdown and isolation periods. Pupils have access to high quality resources which support their learning. Online software purchased and more pupils are using it at home. (TT rock stars, purple Mash, Lexia etc.) White Rose supported parents with maths teaching when isolating Attendance continues to be higher than national average in special schools. 	<p>Some parents like evidence me and others prefer phone calls/ email interaction. Some parents still prefer Class DoJo. The wider the range of communication tools the better the chances of parents engaging. Ongoing monitoring and communication for attendance is vital to ensuring high levels of engagement. Form tutors need to be more involve din process.</p>	<p>Predicted spend: £3 400</p>
	<p>To ensure pupils are in school ready to learn.</p>	<p>Attendance of Pupil Premium is 96%.</p>			

TOTAL 2019/2020 GRANT: £ 56,895

Data Analysis for Summer Term 2021

Progress analysis of Disadvantaged pupils				
READING	Progress Made	All pupils	Pupil Premium pupils (59)	Non-Pupil Premium pupils (59)
	EOBTE	94%	95%	93%
	BTE	43%	44%	42%
	E	51%	51%	51%
	LTE	6%	5%	7%
Writing	Progress Made	All pupils	Pupil Premium pupils (59)	Non-Pupil Premium pupils (59)
	EOBTE	96%	92%	100%
	BTE	42%	37%	46%
	E	54%	54%	54%
	LTE	4%	8%	0%
Maths	Progress Made	All pupils	Pupil Premium pupils (59)	Non-Pupil Premium pupils (59)
	EOBTE	97%	95%	98%
	BTE	45%	37%	53%
	E	52%	58%	46%
	LTE	3%	5%	2%

Attendance Analysis for Summer Term 2021

Group	Attendance
Whole School	96.2%
All Pupil Premium (PP)	96.2%
All Non Pupil Premium	96.1%