

Pupil Premium Strategy Statement 25/26

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 26: You have the right to help from the government if you are poor or in need.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Whole school focus 2025/26

Priority 1: Curriculum: Enhance the 'real-life' application of curriculum skills (with a focus on AI technology), cumulating towards independence and employability.

Priority 2: Behaviour and Attitudes: Enhance pupils' self-regulation skills so they can apply these and advocate for themselves beyond Grange.

Priority 3: Personal Development: Strengthen Grange's community anchor role, through pupil and family changemaker projects.

Priority 4: Leadership and Management: Lead systemic support and become a strategic local SEND outreach and training hub.

Grange Academy receives funding to provide additional support to raise the attainment of disadvantaged pupils; this is called Pupil Premium. This funding includes pupils who are eligible for free school meals, (or who have been in the last six years). This year, for eligible children, we receive:

- primary pupils: £1515
- secondary pupils £1075
- pupils who are or have been looked after, receive £2630
- pupils whose families are serving in HM Forces receive £350.

We allocate this funding to have the greatest impact on progress and close any gaps between eligible pupils and their peers. Pupil premium is not a personal budget for individual pupils, and schools do not have to spend it so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

This statement outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending had within our school.

School overview

Detail	Data
School name	Grange Academy
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	79 (50% of cohort)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 -28
Date this statement was published	15/09/2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rachel Timms
Pupil premium lead	Rachel Timms
Governor	Lee Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68, 705
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years.	Nil
Total	£68, 705

Part A: Statement of intent

At Grange Academy, we use Pupil Premium funding to achieve positive outcomes for our disadvantaged pupils. All our pupils have special educational needs; therefore, socio-economic disadvantage is not always their primary challenge. Although we see some minor variance in outcomes for disadvantaged pupils, as a result of bespoke and effective support, progress made by this group is at least in line with their peers: our use of funding aims to sustain and develop this.

Support is focussed on:

- Developing aspiration
- Academic attainment
- Communication
- Well-being
- Progression to further education
- Employability
- Independence
- Social opportunities
- Life experiences
- Emotional regulation
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The heart of our approach is a commitment to high-quality teaching, which has a transformational impact on pupils, enabling them to achieve and thrive across the school. Spending is focussed on areas that disadvantaged pupils require most: targeted support based on accurate diagnostic assessment of need, and helping pupils to access a meaningful, broad and balanced curriculum. This will ensure that they reach their full potential.

Within our curriculum we have a rigorous focus on the development of aspirations, independence, and preparing pupils for the next stages in their education and adult life. This includes work experience, careers guidance and frequent opportunities to apply skills to real-life situations.

Although our strategy is focused on the needs of disadvantaged pupils, it will also benefit all pupils where funding is spent on whole-school approaches, such as high-quality teaching. Therefore, our intention is that outcomes for non-disadvantaged pupils will also be improved.

Our strategy is driven by pupils' own views, alongside analysis of their strengths and needs, based on accurate assessment and knowledge of them, not assumptions. This ensures the maximum impact of spending on the outcomes for each child. A key thread of our approach is to develop our pupils' community responsibility and climate awareness; skills of planet guardianship – restoration, conservation and sustainability. In line with the 3-tiered approach in Education Endowment Fund's Pupil Premium guide

[Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation](#), activities focus primarily on:

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

As such all our strategies are linked with these areas.

Teaching and learning: We provide an inspiring school experience. Quality first teaching and interventions are rigorously focussed on closing identified gaps for our pupils. Our curriculum is thoughtfully designed to give our pupils exceptional preparation for the knowledge, skills and confidence that they need to take advantage of opportunities, responsibilities and experiences of life. Pupil Premium funding contributes to ensuring that staff are fully skilled, since specialist staff are the key to exceptional learning. Money is also spent to ensure that experiential learning is strong, and pupils are actively involved to develop their recall and other executive functioning skills, long-term knowledge and skill development within a real-life context.

Non-academic barriers: We aim to build the cultural capital of all our pupils to allow them to be successful, ensuring that disadvantaged students access the same opportunities as their non-disadvantaged peers. This cultural capital is nurtured to help pupils develop the knowledge and life skills they need to have a positive impact on themselves and their wider community, applying learnt skills to have a positive impact on 'real life scenarios'. We also focus spending around supporting family engagement, by supporting parenting skills, for example around online safety, cooking and growing, attendance, well-being or developing independence.

Our strategies embody the EEF advice

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

All strategies are evaluated for impact at least half termly.

Challenges

This details the key challenges to achievement that we have identified amongst our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments show that our cohort of disadvantaged pupils make broadly the same or better progress than their peers. As a result of support, more Pupil Premium eligible pupils make 'better than expected progress' than their non disadvantaged peers in maths and reading. This indicates the effectiveness of support, so strategies will continue. As our pupils have individual special needs, progress expectations are personalised. We focus on ensuring that all pupils achieve their own aspirational targets. Due to their cognitive profiles, many pupils struggle to recall previous learning. This often results in reduced self-esteem. These are two significant barriers to learning. Challenge 1 is to ensure that all disadvantaged pupils make exceptional progress from their starting points and achieve a range of meaningful qualifications.

2	Our assessments, observations and discussions with pupils show they have fewer out-of-school experiences which build their cultural capital and opportunities to apply skills in real life situations. This inhibits their vocabulary, understanding of the world and ability to positively impact their community. As many pupils travel to school via taxis, this reduces the access to after school clubs; limited cultural capital is a barrier to learning. Challenge 2 is to ensure that all disadvantaged pupils are provided with opportunities which increase their life experiences, build their cultural capital and give them opportunities to apply skills within real life situations. This will impact their own lives and enable them to lead positive change in their community, connect and communicate with others.
3	Attendance and lateness prevent a small number of our disadvantaged pupils from achieving as well as they should, because they miss out on key activities and building blocks of the curriculum. The Pupil Premium eligible group had attendance of 93.3.% in 24/25 compared to the cohort (who achieved 94.5%). Challenge 3 is to ensure that all disadvantaged pupils are motivated and supported to achieve at least 96% attendance and punctuality.
4	Our assessments, observations and interactions with families show that financial worries, as living costs increase, have a significant impact on life experiences and outcomes, findings which are backed up by national studies such as Cost-of-living report: impacts on children and young people Barnardo's. This particularly impacts life skills and community access. Challenge 4 is to ensure all disadvantaged pupils are supported to develop key life skills such as financial literacy, sustainability skills, confidence using public transport, accessing the community, self-care skills and keeping safe; and that no pupil misses out for financial reasons.
5	Oral language skills and communication are an area of challenge for many of our disadvantaged pupils (linked to their SEND needs) and this is further impacted by infrequent personal reading/listening to high-quality children's literature at home (for a variety of reasons). Challenge 5 is to ensure that all disadvantaged pupils can access high quality material and experiences which develop their language skills.
6	Some disadvantaged children have social and emotional barriers to learning. They find it difficult to demonstrate resilience, self-regulate and persevere, so require additional support to develop and refine these skills. We are particularly focussing on developing pupils' ability to self-regulate beyond school independently (Grange Priority 3). Challenge 6 is to ensure all disadvantaged pupils have access to a range of well-being support which enables them to engage positively and develop increasing resilience: this includes quality first teaching, forest school, animal experiences and personalised well-being support packages. A further challenge is ensuring that every child can access well-being support time with an adult when they need it.

7	Our observations and discussions with families show that some of our disadvantaged pupils experience less family support than their peers. This can be for a variety of reasons including family confidence, health, or difficulties engaging. Challenge 7 is to ensure that all families feel supported to engage and empowered to support their children.
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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
The progress of disadvantaged pupils remains exceptional.	- Progress from starting points will be exceptional for all disadvantaged pupils (based on aspirant targets). - Pupil work and feedback will show deep recall of key knowledge and skills. - All disadvantaged pupils will leave with a range of qualifications linked to their future career aspirations and personal profiles.
All pupils will have opportunities to be meaningful change makers, leading 'green theme projects' within our local community and internationally.	- Pupils will take a lead for implementing projects within classes, alongside wider community events. - Pupils will demonstrate the impact of changes they have led to improve our community. - Pupils will feedback that their own confidence and interaction skills have improved, which will be observed by staff and families.
The quality of curriculum and learning experiences is consistently exceptional; evidence shows a positive impact on pupils' progress, cultural capital and their ability to apply skills to real life situations.	- The sequence of the curriculum is exceptional, topics and content are precisely matched to pupil needs reflecting the belief that the best learning allows pupils to critically create new knowledge and act on it, rather than just being dependent on others (Groves, M and West Burnham J 2022 <i>So what now? Woodbridge: John Catt</i>). - Pupil leadership and ownership of learning is evident. - As a result, disadvantaged pupils will feedback and demonstrate exceptional progress across the curriculum. 100% pupils (regardless of disadvantage) will take part in a range of experiences including visitor workshops, trips, farm experiences and opportunities to make a difference to their local community which will be reflected in their work. 100% pupils will access a club/ events during the school year (school staff led and links will be made with local cadets, Boys' Brigade, water sports).

As a result of teaching linked to our schools' cultural context, pupils will demonstrate exceptional progress in financial and other life skills, positively impacting their local community and ensuring they are ready for adult life. Grange will support local families and projects as a community anchor.	• Pupils consistently demonstrate progress in their life skills, so they are ready to transition into post 16 placements (including our own proposed sixth form) and live as self-sufficiently as possible. This will include practical self-care skills: making food, hygiene, using essential apps, travel training and financial awareness alongside skills for keeping safe, work experience and healthy relationships. • Pupils demonstrate their abilities to apply life skills as change makers in their school and beyond via the impact of the Share Shack and local community feedback around projects (Community Farm outreach, Allotments, Kempston Guild). • Feedback from local community groups and families will indicate a positive impact.
All pupils will have access to quality support for mental health and wellbeing ensuring they are able to access the curriculum and flourish without any emotional barriers.	• Our interoceptive curriculum will demonstrate positive impact through pupil feedback and tracking including reduced concern logs. • Pupils will have increased access to the additional funded trained therapeutic staff and services (including occupational therapy) and feedback positive impact. • Pupils who generate a pink form around behaviour will have a reduction in the severity and frequency, as a result of bespoke support. • Families will feedback increased pupil ability to apply skills and self-regulate at home (verbal and questionnaires) • Family partnership will continue to increase, and their feedback will show positive impact at home alongside school. 'All children will get the right support at the right time'. • At least 25 families will access the family workshops and volunteering sessions.
Profile of reading for pleasure will be high with a focus on equipping children with higher level comprehension skills, positively impacting outcomes.	• Pupils' reading ages already show exceptional progress from their starting points, we embed their development of higher levels of comprehension skills through VIPERS teaching. • Pupils consistently achieve EHCP outcomes around reading • Pupil selected books are in place in each class and used, building on the success from last year. • Pupils will feedback greater confidence and pleasure in reading alongside greater ownership of reading choices. • Pupil peer reading mentors will be in place and those involved will feedback positively about the impact on them as readers.
Disadvantaged pupils feel exceptionally well prepared for education and career progression through	• Pupils will access an increased range of high-quality external work experience and careers mentoring, alongside internal experience within out trust and at least 1 beyond school experience for each Year 10 and 11 pupils.

mentoring, work experience and opportunity.	- A range of professionals will come and run workshops; pupil feedback will evidence increased aspirations and greater opportunity. - We will increase external work placement opportunities from 10 to 15 (for a cohort of 24).
Improved attendance of disadvantaged students.	- In 24/25 The Pupil Premium eligible group had attendance of 93.3% in 23/24 compared to the cohort 94.5%. Our aim is that all pupils achieve at least 96%. - We intend to achieve this through a motivating school experience and personalised bespoke incentives.
Exceptional parental engagement	100% parents / carers will attend parent consultation updates in person or online/ phone call. 100% will attend at least one pupil led outreach event - Half termly support workshops will run with increasing attendance over the year led by our Inclusion team to overcome specific barriers such as pupils' home behaviour; families attending will feedback positive outcomes and improved home experiences on 85% occasions. - Parents will attend support sessions offered: percentages accessing face to face and online sessions will increase by at least 25 families during the year. Parents will feedback increased confidence and strategies to support their children.

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: £47,130

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Training for staff: Provide regular CPD, development of pedagogy and practice: - Use of AI - Mastery Maths - Cognitive load - Specific mental health training linked to SEND needs	Research from the EEF indicates that high quality first teaching can narrow the disadvantage gap'. Targeted training will be given to senior staff to ensure their leadership of learning is exceptional. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4,5,6,7	£2500 in training budget for staff CPD to enable them to cascade training. PIXL

- RSHE linked to self-regulation - PIXL Leadership CPD will be based on the principles of: EEF-Effective-PD-Mechanisms-Poster.pdf As part of Grange's commitment to community support, training is also offered to professionals across the area.	Understanding cognitive load and working memory enable staff to teach with precision. Cognitive Load Theory and its application in the classroom : My College (chartered.college) "Generative AI has demonstrated that it can help ... by reducing some of the administrative burdens that hard-working teachers, staff and school leaders face in their day-to-day role's and increasing pupil opportunities. DFE Generative Artificial Intelligence (AI) in Education. The EEF suggest training to ensuring that technology use is purposeful, with a clear link to improving learning outcomes, and that teachers receive adequate training to use digital tools effectively. EEF Digital Technology Guidance Report.pdf		Sensory Classroom s
Grange Community Farm Increase the farm team staff to increase outreach, allow increased teaching modules and provide extra well-being opportunities. Continue to increase provision. Pupils at all Trust schools will be able to access this facility.	Enabling pupils to interact with the animals both for well-being and to gain qualifications has demonstrated a significant impact on our pupil's engagement, motivation and self-regulation skills. This is evident in our pupils' feedback and qualifications gained. Two pupils left at Year 11 to pursue a career within this industry. Employing a farm outreach team enables community users to access the farm and allows us to also generate further income to make it sustainable. How Animals Enhance Emotional Development in Children - London School of Childcare Studies	1,2,6,7	£22, 000 Covers 16 hour wage and Saturday staff (£12,266)
Climate Change: All subjects will embed a proactive approach to climate change as reflected in our 'Climate Action Plan' with clear practical, funded projects to initiate and sustain change	It is essential to proactively involve pupils in learning about climate responsibilities and making meaningful change to prevent anxiety and empower pupils. Hannon V, and Pearson A (2024) 'Thrive: The purpose of schools in a changing world' Cambridge University Press https://www.gov.uk/government/publications/sustainability-and-climate-	1,2,4,6,7	£500 for pupil sensory garden project £410 tools

Pupils and families will participate in 'Healthy Roots' - Opportunities to grow on allotments - Forage and cook - Tend to school grounds and local facilities such as the care home and local community garden	change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems Enabling pupils to lead local community projects linked to sustainable living allows pupils to develop a sense of worth and critical engagement with the world. Groves, M and West Burnham J 2022 <i>So what now?</i> Woodbridge: John Catt)		£8360 Leaders £1000 plants
Mental Health and well-being - Support 2.5 qualified staff leading research-based mental health and well-being support, deployed both proactively and reactively in response to pupil needs. - Enable Pupil Mental Health Champions to lead projects around well-being.	The EEF toolkit highlights that this approach has a moderate impact of +4 months' progress at a very low cost. If staff are trained to deliver this effectively. Within our school the support shows a far greater impact than the national statistic and enables pupils to succeed in school and into further life. Positive mental health and well-being is a key determining factor for our pupils' success. Ensuring everyone can access highly trained staff and calming spaces is imperative and pupils say it allows them to access the wider curriculum and develop self-regulation skills. For those who need a higher level, having immediate access prevents an escalation. https://www.youngminds.org.uk/ Our approach reflects the principles of Whitaker, D (2021) <i>'The Kindness Principle: Making relational behaviour work in schools'</i> London: Independent Thinking Press London	6	£4,000 resources £500 pupil budget.
Year of Reading The ongoing teaching of reading skills will be enhanced through CPD and (led by an SLT leader with TLR) and the purchase of resources. AI training will enable staff to create targeted texts around pupil interest.	EEF research shows that a rigorous focus on both phonics and reading comprehension strategies demonstrate high impact (average +6 months). For our pupils, explicit teaching of language and vocabulary is crucial. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5	£1000 resources

100% pupils will be supported to get and use a library card. Purchase class sets of books/ audio books, chosen with pupils.	Research by Clarke and Rombold shows that the more pupils read for pleasure, the greater the benefits. Microsoft Word - Reading for pleasure-Final1.1.doc (ed.gov) Pupils have fed back that they prefer up to date, relevant material so the purchase of pupil chosen engaging resources is crucial. reading_for_pleasure.pdf (publishing.service.gov.uk)		
Continue to purchase a wide range of resources that support the CPA maths approach and engage with coaching from the Maths Hub (the Maths Leader a Maths Specialist Leader). Continue to embed practice including the Mastering Number, improving basic number concept recall and refining stem sentences. This is based on based around Exemplification of ready-to-progress criteria NCETM Buy basic phones for teaching to use finance apps.	Mastery maths approaches are having a positive impact on improving pupil progress both at Grange and nationally, with EEF citing a 5-month progress. Mastery learning EEF (educationendowmentfoundation.org.uk) Five-a-day-poster 1.1.pdf	1, 2, 4, 5	£1500
Develop pupils' ability to self-regulate and gain resiliency skills so they have less reliance on staff to co-regulate. Key staff embed last years' training and roll out the Interoception curriculum Work with an occupational therapist to devise specialist programme for pupils and train staff to implement them.	The National Autistic society advocate developing and awareness of interoception to support the mental health of autistic learners and neurotypical individuals, suggesting the approach can have significant positive outcomes on self-awareness and functioning. https://www.autism.org.uk/advice-and-guidance/professional-practice/interoception-wellbeing Kelly Mahler's Interoception Training: Boost Body Awareness (kelly-mahler.com) Access to specialist support enables accelerated progress. It's essential that OTs are included in SEND reforms RCOT	1, 2, 6	£360 for resources £5000 Jackie O'Connel (leading CPD and assessing pupils to create programmes)

Maintain Best Practice LSA Award and ensure all LSAs can access ongoing CPD linked to appraisal targets and priorities.	EEF highlights that noticeable improvements in pupil outcomes (+ 4 months) can be made by ensuring that LSAs are fully trained and are deployed with a clear purpose and accountability. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 4, 5, 6	£0 (training costs in CPD budget)
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Provide 1:1 or small group tuition so that year 10 and 11 disadvantaged pupils can achieve qualifications. In English, Maths, Science.	Research has shown that tutoring is one of the most effective tools for helping pupils progress. The Education Endowment Fund (EEF) show that this type of tuition can help pupils to make up to 5 months additional progress. One to one tuition EEF (educationendowmentfoundation.org.uk)	1	£500 For bespoke tuition

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

Budgeted cost: £ 20,050.

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Enhance cultural capital by linking with specialists such as artists, chefs, Equaliteach and scientists. Widen experience Including visitors to school and trips to local facilities such as dance studios, theatre, Hazard Alley, resident artists etc.	Cultural capital is understood to contribute to 'getting on in life' or 'social status', i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing further education and being successful in work. By exposing pupils to diverse experiences and education around equity and culture we are enabling them to succeed in Modern Britain. Cowley, S. (May 2019) Defining 'cultural capital' in terms of best practice	1, 2, 3, 4, 5, 6	£2,000 (including £240 for Formula 1 experience)

Host weekly drama Act UP workshops developing: - Oracy - Confidence - Stage skills - Script reading - Stage management - Hospitality	At Grange we believe in applying these skills to ensure that pupils can make a significant difference by advocating locally and leading a range of projects. (see feedback from local groups e.g. Kempston East) Access to expert led drama can enhance a range of outcomes, both participating in drama, learning through it and observing performances. The effect of drama in education on students' academic achievement and socio-affective characteristics: a meta-analysis study - NATIONAL DRAMA	1,5,6	£4900 drama and £750 productions
Raise cultural capital by funding clubs and residential trips including Caldecott (match funded by Happy Days Grant)	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost Pupils feedback that they enjoy clubs and would like to experience a greater range (see above research on cultural capital and school trips survey).	2, 6	£2500
Offer a range of personalised opportunities to develop life skills: budgeting, banking, shopping, engaging in work experience, travel training, road safety.	Developing life skills is imperative. Many of our disadvantaged pupils are not able to access this beyond school. Accessing community-based work experience placements is challenging at present, although we now access a widening range, so creating real life experiences to prepare pupils for adult life is crucial and makes a difference. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel Training for Autistic People (verywellhealth.com)	1, 2, 4,	£500
Provide healthy snacks Complete the Food for life Gold award, illustrating the impact of healthy lifestyles.	Many pupils have limited understanding of a healthy lifestyle, this can have a negative impact on their mood, their ability to concentrate in lessons and their overall progress. Many of our disadvantaged pupils face financial difficulties. although they have a free lunch, many also need the provision of breakfast and snacks. Maslow's Hierarchy of Needs in Education - Education Library	4	£1500 (£50 per class)
1:1 music lesson to support wellbeing, creativity and	Many pupils have had reduced exposure to musical experiences but have expressed a desire for lessons. This is a key aspect of cultural capital.	2, 6	£6500

achieve qualifications. Invite orchestra and multicultural musicians in to support across the curriculum.	Several pupils have anxieties, and music is a way to overcome this. The EEF toolkit highlights that participating in a variety of arts can accelerate progress by 3 months at a moderate cost. Arts participation EEF (educationendowmentfoundation.org.uk) Music Education impacts positively on mental health, cognitive functioning and overall wellbeing (Ashraf and Mohanty 2023) Interdisciplinary Perspectives on Sustainable Development		
Train a variety of pupil mentors (anti bullying, wellbeing and curriculum).	Empowering pupils to support their peers via mentoring is a high impact method of engaging both mentors and their peers. The EEF toolkit highlights that social and emotional teaching around peer support has a moderate impact of +4 months' progress at a very low cost. Using links with national and international schools supports pupils in making a meaningful difference. Accessing international schemes to support this, broadens experience and Pupil Premium eligible pupils are ambassadors of tomorrow. The Ambassador of Tomorrow Programme - Schools of Tomorrow Mental Health Champions are crucial for supporting long term well-being amongst peers. Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	1, 2, 4, 6	£300
Provide a set of rewards to improve the attendance of disadvantaged pupils.	Our attendance leader ensures that the large majority of our pupils have good attendance. EEF research shows that poor attendance impacts on achievement and increases the likelihood of pupils being involved in violence, crime and being marginalised so we seek to prevent this. Many of our actions will ensure that pupils are engaged and wanting to come to school. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	3	£300
Provide help and assistance with school uniform to ensure a sense of	Sometimes, due to financial issues, parents find it hard to replace uniform. As a school, we ensure that no pupil who is experiencing financial hardship is made to look or feel different.	3,6, 7	£100

belonging and inclusion.	Although the EEF shows minimal impact for this strategy, for our cohort of pupils, we see the negative self-esteem associated with no having appropriate clothing, so will eradicate this.		
Provide pupil parliament with a budget.	Ensuring that pupils can see that their voices are heard, and they feel involved in shaping and developing policies creates a sense of belonging and supports well-being. Pupil voice: Mentally Healthy Schools	2, 4, 6	£250
Purchase additional sensory playground equipment and information boards to enhance social skills and communication.	Our internal evidence shows that developing outdoor sensory support has helped pupils to achieve EHCP targets, regulate mood and is a vital part of the curriculum especially for pupils with sensory differences. The EEF indicates a +5 impact on progress as a result of play-based learning.	2, 6	£200
Lead monthly parent workshops to support families feeling confident in supporting their children's life skills, E-safety, simple cooking and supporting positive behaviour	The EEF research shows that empowering families can add +5 months progress within a year, it also reduces some types of safeguarding concerns. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Engaging families also raises attendance. Children with special educational needs and disabilities (SEND) NSPCC Learning	3, 7	£250

Total budgeted cost: £ 67,680. Leaving a contingency of £1025.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aims and impact: 24/25

The progress of disadvantaged pupils is at least in line with non-disadvantaged pupils.

Aim met

Impact of strategies: Data indicates that disadvantaged pupils progressed well and were broadly in line or exceeded peers, particularly in terms of making greater than expected progress.

Pupils making expected or better progress		
	Disadvantaged	Non-Disadvantaged
Reading	97%	98%
Writing	95%	98%
Maths	97%	95%

Pupils making better than expected progress		
	Disadvantaged	Non-Disadvantaged
Reading	28%	24%
Writing	29%	29%
Maths	19%	12%

- In year 11 24/25 there were 14 pupils, of which 7 were PP eligible. Out of 268 certificate qualifications, 125 were achieved by these pupils and all of them progressed to their chosen post 16 placement.
- In 24/25 100% of lessons were good or better. As a result of targeted interventions identified gaps were closed and pupils made the progress mentioned above.

All pupils learn about the 'Green Thread' of climate guardianship and have opportunities to be change makers, leading 'green theme projects' within our local community and internationally. *Aim met*

Impact:

- Pupils have participated in a range of projects around sustainability including the launch of our community food share, creating and locating bat and bird boxes around the locality, developing our farm and growing food. As a result, they can explain the improvements they have created for our community. They have shared these confidently with local officials such as MPS. They have also led outreach projects linked to these for local community groups such as

Kempston Guild (a group for older locals) who said, 'pupils are polite, knowledgeable about the animals and planet, we love coming'.

The quality of curriculum and learning experiences is consistently good or better; evidence shows a positive impact on pupils' progress, cultural capital and their ability to apply skills to real life situations. *Aim met*

Impact:

- Training around the following areas mean they are a strength of the school; Continuous provision curriculum design, Adverse Childhood Experiences (ACES), Autism, Embedding Talk for Writing, Phonics and Vipers CPD, Mastery Maths. Strong practice in these areas combined with intensive curriculum development have impacted progress evidenced in EHCP reviews, feedback and pupil work.
- Pupils led x6 café events and half termly outreach events for the local community such as a war time tea dance for local care home residents. They undertook all aspects of planning, entertaining and serving, evaluating their service.
- 15 pupils led farm experience open days for the community.
- 100% pupils accessed careers fayres (including those in Birmingham, whereas in 23/24 only 6 were confident enough to go).

As a result of teaching linked to our schools' cultural context, pupils will demonstrate progress in financial and other life skills, positively impacting their local community ensuring they are ready for adult life. *Aim met*

Impact:

- Pupils now access regular sessions with the Job Centre plus advisors.
- Pupil Curriculum leaders created a banking project and invited various banks to speak to them, they asked staff to increase financial literacy teaching and acquire debit cards for learning. This has been actioned.
- 88 Pupils engaged in enterprise projects led businesses and raised £774.45, used to support charities and fund experiences/ resources for the school.
- Our horticulture options group worked to develop a garden area for a local care home, increasing the residents' pleasure.

All pupils will have access to quality support for mental health and wellbeing ensuring they are able to access the curriculum without any emotional barriers. *Aim met*

Impact:

- Pupil feedback consistently highlighted the difference the support made to them. Over the year 128 pupils accessed regular slots of support, 64 of whom were pupil premium eligible. The impact of all support was tracked and led to positive outcomes in all cases: increased attendance, reduced anxiety and more willingness to engage proactively in all areas of the curriculum.
- Music therapy was funded but will not be continued as it had less demonstrable impact than other interventions.
- Pupils fed back that they valued the opportunities to talk with a trusted adult. Having ringfenced time to deal with issues allowed them to focus on learning when they are in lessons. Families have also reported that these sessions have helped to reduce incidents at home.

Profile of reading for pleasure will be raised, with a focus on equipping children with higher level comprehension skills, positively impacting outcomes. *Aim met*

Impact:

- Reading data shows exceptional progress and pupils are proactive choices about texts they wish to read. Pupil K had been a 'reading refuser' but now requests anime and other texts, seeking a new book most days. A pupil joined the school not able to read CVC words in Year 8 but left in Year 11 as an adult reader with GCSE grade 2 in English.
- 40% pupils made over 1 year's progress in reading with significant cognitive needs. 22% made over 2 years' progress on 24/25.

Disadvantaged pupils feel better prepared for education and career progression through mentoring, work experience and opportunity. *Aim met*

Impact:

- 100% pupils engaged in careers advice, attended workshops and some form of work experience (if due to SEND needs, they were not confident to access companies it was arranged internally within school). Our next aim is to continue to generate more external work opportunities which were very difficult to procure this year. 24/25 10 external placements were available, and pupils received extremely positive feedback including suggestions of future job offers.
- 100% Year 10 and 11 pupils could site a realistic aspiration for a career and knew what qualifications they needed, and where they could work.

Improved attendance of disadvantaged students. *Aim met for targeted individuals but remains and ongoing goal.*

Impact:

- Disadvantaged pupils achieved attendance of 94.3% compared to 95.1% attendance for non-disadvantaged. This was a rise of 1% from the previous year. As such, attendance will remain a focus. It is worth noting that this related to 15 pupils, all of whom had robust support packages in place and all improved as the year went on.

Improved parental engagement. *Aim met*

Impact:

- All except one family engaged with recent parent consultations and 100% families have regular updates. 98% parents said they would recommend Grange to other parents.

Impact in the following specific areas of spending:

- **Eco schools** – This curriculum raised awareness of climate issues, empowered pupils to debate views and gave them opportunities to take action to improve their local environment. This has indirectly had a positive impact on behaviour – developing teamwork and leadership skills and communication. Individual pupils led Eco Club and had specific advocacy roles which prepared them for next stages including college. It supported them to grow confidence, for

example one child then became active at community events. As a result, the school achieved the Eco School's Green Flag for the fourth year running (this time with distinction) and is on track to achieve the Platinum award.

- **Healthy snacks:** Not many pupils have participated in breakfast club however, the snack at break times and provision of breakfast in the classrooms has been popular. It has aided concentration and enabled pupils to learn because they are not hungry. As such this provision moved into class-based activities not a club so 100% pupils needing it have immediate access. For those pupils accessing breakfast club, bespoke support has empowered confidence and resilience. Three pupils who found separating from key adults difficult now start the day with minimal anxiety.
- **1:1 Music Lessons:** 24 Pupils have had increased exposure to a range of extra-curricular activities. This has helped their wellbeing and self-confidence as well as significantly reducing anxiety in some pupils. It has also given some pupils the opportunity to gain additional accreditations which has boosted their self-esteem, taking part in concerts both to school and beyond.
- **Peer Anti bullying and SOTO Champions:** 20 pupils have not only developed leadership skills but been able to support their peers in class and also younger peers on the playground. This has helped boost confidence, developed leadership skills and communication skills. Pupil feedback has been positive so this will continue with a specific training package. SOTO champions took part in a national conference around climate change and said they feel really good about this. 100% involved were eligible for pupil premium.
- **Clubs and extra activities:** 100% pupils have been exposed to a range of subjects and learning opportunities that develop cultural capital, character and aspiration. This has included on site camp outs, access to a range of after school clubs, and enrichment sessions (workshops, guest speakers, days out etc). Clubs are all fully subscribed, and places (and transport) funded for those needing it.
- **Pupil parliament budget:** Pupils have taken responsibility for a school project, empowered to seek their peer's views then make changes to their school environment. This has boosted confidence and self-esteem as all suggestions were implemented (see Headteacher letter). This year focused on the school environment and improving areas they identified. Pupils requested a trampoline which is now in place and used daily.
- **Playground equipment:** As a result of new equipment, pupils have been able to access resources that develop their gross motor skills, social skills and self-regulation which has meant that they have been able to achieve their EHCP targets and are calmer to focus on more formal learning. Items purchased were as a result of pupil feedback on learning walks and surveys.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by:

- Working in partnership with local colleges and alternate provisions to provide opportunities such as taster courses, link programmes and mentoring to enable young people to familiarise themselves with the college or post 16 environment and gain some experience of life and study once they leave.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.
- Linking with local charities and farms to support access to day trips such as the zoo or theatre, plus longer-term projects around our farm and allotments.

Planning, implementation and evaluation

When planning our new pupil premium strategy, we

- spoke to staff and pupils about what they need and would like
- evaluated the impact of previous spending to inform current strategy.
- used the EEF's research to look at the performance of disadvantaged pupils in school like ours
- contacted schools with positive outcomes for disadvantaged pupils to learn from their approach.
- analysed reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.
- learnt from a number of studies regarding the impact of the barriers on disadvantaged learners and how to overcome these.

As such we are confident that our planned strategies are founded upon effective practice and research.

In addition to the Pupil Premium funded activity outlined above, we have aspirant expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also highlighted the importance of supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.