

Pupil premium strategy statement (secondary) Annex 1b

1. Summary information					
School	The Grangefield Academy				
Academic Year	2018/19	Total PP budget	£293,590	Date of most recent PP Review	Sept 2018
Total number of pupils	734	Number of pupils eligible for PP	299 (40.74%)	Date for next internal review of this strategy	March 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Basics (4+/5+ in English and Maths) 2017/18	78% / 62%	93.8% / 78.1%
Progress 8 score average 2017/18	+0.36	+0.73
Attainment 8 score average 2017/18	45.63	52.55

3. Rationale

We have been allocated £294,790 for the academic year 2018/19. We will receive this money in regular instalments and these funds are in addition to the main school budget (the general annual grant). At academies within the NET 'family of schools' we have developed many robust intervention strategies over a number of years and all of these are designed to support each individual student to achieve their potential. We are improving our record for 'narrowing the gap' and therefore diminishing the differences in outcomes for specific cohorts of students; this has allowed us to fulfil one of our core aims of raising standards and transforming lives.

At The Grangefield Academy we recognise that some students from disadvantaged backgrounds face a number of barriers to their learning. We are committed to removing these barriers so learning is accessible for all our students. These obstacles include accessing resources including technology at home, having a healthy and balanced diet, costs for uniform, bags and PE kits and support at home with homework or additional tuition.

Our priority:

- To ensure the gap narrows between progress and attainment outcomes for all children entitled to pupil premium support compared to those not receiving such support.
- The use of any available pupil premium monies will cascade our investment to ensure we raise standards for all students, but particularly those children whose families are in receipt of Free School Meals'

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers		
A.	Outcomes for students eligible for PP are lower than those not eligible (Still positive progress)	
B.	Literacy levels for students entering Y7 are lower for PP students which is a barrier to good progress going forward	
C.	Reduce the persistence absentee for all students especially for pupil premium students	
External barriers		
	Within the Grangefield academy catchment area there are high levels of unemployment's, high deprivation indicator and high crime rates.	
5. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		
	Success criteria	
A.	<p>Continue to demonstrate an incline in GCSE outcomes and progress for all students and specially for those eligible for PP</p> <ul style="list-style-type: none"> Tracked at STEP data collections with clear progress for PP students. PP students not making expected progress identified on 4i model and intervention implemented. Students monitored on weekly RAG meetings in particular the PP students in more depth at the weekly vulnerable meetings Following the RAG meetings/inclusion meeting – interventions are implemented straight away following the meeting 	<p><u>Basics: 5+</u></p> <p><u>Basics 4+</u></p> <p><u>Attainment 8</u> PP students PP/SEND students</p>
B.	<p>Raise achievement of year 7 students who are pupil premium and below expected standards on entry in English and Maths</p> <ul style="list-style-type: none"> Tracked at STEP data collections with clear progress for PP students. PP students not making expected progress identified on 4i model and intervention implemented. Students monitored on weekly in particular the PP students in more depth at the weekly vulnerable meetings Interventions implemented - reading programmes, additional literacy and numeracy lessons and Maths ninjas initiative. 	<p>End of Year assessments will show these students are narrowing the gap in line with those who did not meet expected standards at KS2</p>
C.	<p>Sustain and continue to improve the attendance of all disadvantaged students and work to push attendance beyond National Average for all students (currently at NA) Reduce PP PA.</p> <p>Improve attendance of current Y10 and Y11 students who have historically poor attendance</p> <p>Improve the attendance of all disadvantaged KS3 students</p> <ul style="list-style-type: none"> Students monitored on weekly in particular the PP students in more depth at the weekly vulnerable meetings Prioritise home visits and attendance plans to PP first Monitor daily and complete first day response for all students Prioritise rewards for excellent attendance (100) PP first- (Hot chocolate Friday's, reward draws, SLTea and Golden ticket events 	<p><u>Student attendance</u></p> <p>Attendance improves from 94.7% to above 95% moving beyond NA</p> <p>Y11 attendance improves from 93.5% to 94.5% KS3 attendance improves from 94% to 95% PP attendance improves from 93.3% to 95%</p> <p>Reduce PA – 14% - below 10% Reduce PP PA - 20% below 15%</p>
D.	<p>Sustain and continue to Improve (in minority of areas) teaching and learning strategies and ensure teacher prioritise the PP students. Ensure staff pedagogy continually up dated.</p> <ul style="list-style-type: none"> Weekly department meetings Weekly L&P sessions 	<p>100% of Teachers use data to inform planning 100% of planning demonstrates planning for progress 100% of Feedback is timely and meaningful (improvement tasks evident 80% of lessons are judged to be good or better</p>

- Use the 4i model to identify students who need intervention and measure the impact Prioritising PP students– every STEP assessment
- Regular T&L reviews, including learning walks, work scrutiny, lesson observations.
- Development plans where necessary

KS4 Achievement	2016 / 2017 Results		2017 / 2018 Results	
	PP	Non PP	PP	Non PP
Year 11 Basics (4+/5+ in English and Maths)	53.2% / 21%	69.5% / 48.4%	78% / 62%	93.8% / 78.1%
Y11 Progress 8	+0.04	+0.50	+0.36	+0.73
Y11 Attainment 8	42.05	49.52	45.63	52.55
% Y11 EBacc	8.1%	11.3%	4.0%	23.4%

Punctuality, Attendance, behaviour & Engagement	2016 / 2017	2017 / 2018
% Whole School Attendance	94.8%	94.7%
% Persistent Absence	11.7%	12.5%
% PP Attendance	93.6%	93.5%
% PP Persistent Absence	14.9%	20.3%
% Y11 Attendance	94.5%	95.4%
% Y11 Persistent Absence	8%	10.4%
No. Fixed Term Exclusions	43	126
No. Fixed Term Exclusions (PP)	10	87

No. Permanent Exclusions	2	1
No. Permanent Exclusions (PP)	0	0

1. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Consistently good or better teaching experience for all students	<p>Timetable adapted to maximise time (5 x 60 minutes)</p> <p>L&P time calendared and high quality delivery</p> <p>High quality recruitment and CPD focused on the needs and areas for development at individual teacher level</p> <p>Sharing good practise</p>	<p>By continuing to improve the quality of T&L across all subject areas will impact on student progress. This has the greatest impact on student progress.</p>	<ol style="list-style-type: none"> Weekly L&P workshops (see L&P calendar) Open door learning walks and drop ins Observation and learning walks as per calendar Line managers to continually monitor quality and report on portfolio weekly: <ul style="list-style-type: none"> 100% of Teachers use data to inform planning 100% of planning demonstrates planning for progress 100% of Feedback is timely and meaningful (improvement tasks evident) 80% of lessons are judged to be good or better 	RME	Every half term
Accuracy of assessment	<ul style="list-style-type: none"> Regular standardised assessment GAP analysis and QLA to be completed after every STEP cycle Moderation by department and Directors Common Trust assessment cycle and assessments 	<p>Accurate assessment and grading is essential so that student knows where they are in their learning and understand what the need to do to improve.</p> <p>Essential for appropriate timely and targeted interventions.</p>	<ul style="list-style-type: none"> Continue with PIN marking and quality L&P sessions Share good practise Analysis of student responses NET subject directors to standardise assessments and moderate marking External standardisation Common assessments STEP calendar 	VPI/KWR	<p>Every assessment and data cycle</p> <p>As per STEP calendar</p>

	<ul style="list-style-type: none"> Intervention are timely and students are accurately identified with GAPs 				
Targeted questioning	<ul style="list-style-type: none"> Seating plans Random name generators Teacher toolkit Quality L&P sessions 	<p>Research shows that other schools have narrowed The Gap by targeting first and last questions to PP students</p> <p>Open ended questions demand a higher level of thinking into a valid response</p> <p>Scaffolded questioning to develop confidence and secure improved engagement</p>	<ul style="list-style-type: none"> Academy has purchased seating plan information from class charts our behaviour management system (links with SIMs) These then clearly identify PP, MA and HAP students and easier to monitor performance. Easy to change grouping for home and away tables Seating pan required for all lessons and are evidenced in teachers planning files 	RME	As per T&L calendar
High quality marking & feedback	<ul style="list-style-type: none"> L&P introduction of new marking policy PIN marking with focus on Improvement task. P – progress I – Improvement task N- Next steps <p>Peer PIN marking also implemented.</p>	<p>Effective feedback recognised by Hattie and Sutton Trust as having a positive impact on progress.</p> <p>EEF toolkit puts the size effect of feedback at 8+ and very low cost.</p> <p>Feedback can be verbal or written but emphasis on improvement.</p> <p>Feedback can be delivered through teacher, other adult or peers.</p>	<ul style="list-style-type: none"> High quality L&P Effective marking policy QA calendar work scrutiny Observations Learning walks Line manager QA 	KWR	As per QA calendar
Improve literacy. Spelling, grammar, punctuation and improved vocabulary	<ul style="list-style-type: none"> Introductions of spelling bee weekly for Y7&8 Differentiated spelling tests and activities Lesson '0' to be used to deliver literacy and then develop through curriculum areas. 	<p>PP students lower literacy levels impact on their accessing the curriculum and therefore making progress within it.</p> <p>THA PP students enter the academy with low literacy levels which has an impact across curriculum subjects.</p>	<ul style="list-style-type: none"> CPD Regular weekly meeting Director of inclusion to monitor QA, book scrutiny, lesson planning, learning walks. Compliance checks 	LBI	
Total budgeted cost					£192,363

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for PP students in English by targeted intervention	<p>Year 11 English:</p> <ul style="list-style-type: none"> • Small group work to focus on areas of misunderstanding and weakness in skills. • NET director of subject to lead small group of Y11 students • Progress clubs Lesson 7 • Easter revision sessions • Buy all students effective revising guide • Additional revision packs for PP students 	<p>Small group work enables the teacher to focus exclusively on a small number of learners EEF +4 months PP student require a greater level of support because their language on the whole is impoverished.</p>	<ul style="list-style-type: none"> • Use of half termly data and gap analysis. • Lesson observations and learning walks • Book looks and scrutinies. • Planning scrutinies • Seating plans with PP names highlighted for the teachers` benefit and support teachers` ongoing planning 	HOD/KWR	April 2019
Improved outcomes for PP students in Maths by targeted intervention	<p>Year 11 Maths:</p> <ul style="list-style-type: none"> • Small group work to focus on areas of misunderstanding and weakness in skills. • NET director of subject to lead small group of Y11 students • Progress clubs Lesson 7 • Easter revision sessions • Buy all students effective revising guide • Additional revision packs for PP students 	<p>Small group work enables the teacher to focus exclusively on a small number of learners EEF +4 months PP student require a greater level of support because their language on the whole is impoverished.</p>	<ul style="list-style-type: none"> • Use of half termly data and gap analysis. • Lesson observations and learning walks • Book looks and scrutinies. • Planning scrutinies • Seating plans with PP names highlighted for the teachers` benefit and support teachers` ongoing planning 	HOD/KWR	April 2019
Improved attendance of PP students and reduce PA	<ul style="list-style-type: none"> • Dedicated attendance team to track, support and intervene with PP students` attendance. • Targeted support and increased incentives used to encourage improved attendance 	<p>Nationally the attendance of PP students is lower than non-PP students. Students` progress and attainment cannot improve if they are not accessing learning.</p>	<p>Daily monitoring of whole school attendance; Home visits by attendance officer; Letters sent out to parents; meetings held in school with parents and to include either tutor, Director of upper school/lower school and attendance officer Vulnerable meeting</p>	KWR	April 2019

	<ul style="list-style-type: none"> Discuss all students in vulnerable meeting 		Regular contact/meetings with outside agencies, Fixed Penalty Notice warning Prosecution Weekly, Termly and Annual rewards for 100% attendance			
Total budgeted cost						£110,000
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Improved attendance of PP students and reduce PA	<ul style="list-style-type: none"> Dedicated attendance team to track, support and intervene with PP students' attendance. Targeted support and increased incentives used to encourage improved attendance Weekly vulnerable meetings 	Nationally the attendance of PP students is lower than non-PP students. Students' progress and attainment cannot improve if they are not accessing learning.	Daily monitoring of whole school attendance; Home visits by attendance officer; Letters sent out to parents; meetings held in school with parents and to include either tutor, Director of upper school/lower school and attendance officer, Regular contact/meetings with outside agencies, Fixed Penalty Notice warning Prosecution Weekly, Termly and Annual rewards for 100% attendance	KWR	April 2019	
Total budgeted cost						£50,500

2. Breakdown of Planned Expenditure

Academic Year – 2018/19

Action	Pupil Premium Allocation	Measurable Impact	Date of Review	Lead teacher – responsible for evaluation of action
Lexia reading scheme including staffing	£27,223	Student reading ages improve and increase	April 2019	LRE
Attendance Rewards	£5,000	Student attendance will continue to improve beyond NA especially for PP students and PA will reduce.	January 2019	KWR
Option English	£17,530	From the RAG meetings and STEP assessments across other year groups – students will be identified for option Eng or Maths or both. Impact will be that the progress in the next STEP assessment will be evident through improved test scores or grades. Improvement in grades at end of the academic year	Every STEP cycle	NG/KWR
Option Maths	£22,622	From the RAG meetings and STEP assessments across other year groups – students will be identified for option Eng or Maths or both. Impact will be that the progress in the next STEP assessment will be evident through improved test scores or grades. Improvement in grades at end of the academic year	Every STEP cycle	NG/KWR
Revision sessions	£3,500	Students will be identified by subject teachers to attend revision sessions, holiday sessions and enrichment/progress clubs. Impact will be that the progress in the next STEP assessment will be evident through improved test scores or grades. Improvement in grades at end of the academic year	Every STEP cycle	HOD/JBR/KWR

catering for revision sessions	£15,000	Students will be identified by subject teachers to attend revision sessions, holiday sessions and enrichment/progress clubs. Impact will be that the progress in the next STEP assessment will be evident through improved test scores or grades. Improvement in grades at end of the academic year	Every STEP cycle	JBR
Holiday revision session	£5,000	Students will be identified by subject teachers to attend revision sessions, holiday sessions and enrichment/progress clubs. Impact will be that the progress in the next STEP assessment will be evident through improved test scores or grades. Improvement in grades at end of the academic year	Every STEP cycle	JBR
121 Maths	£25,000	From the RAG meetings and STEP assessments across other year groups – students will be identified for 121 Eng or Maths or both. Impact will be that the progress in the next STEP assessment will be evident through improved test scores or grades. Improvement in grades at end of the academic year	Every STEP cycle	NG/KWR
121 English	£25,000	From the RAG meetings and STEP assessments across other year groups – students will be identified for 121 Eng or Maths or both. Impact will be that the progress in the next STEP assessment will be evident through improved test scores or grades. Improvement in grades at end of the academic year	Every STEP cycle	NG/KWR
Revision resources - guides / calculators	£6,000	To enable students to have access to the latest technology and revision guides aiding them to access revision and exams or assessments. Removing any potential barriers.	December 2018	JBR

additional reprographic costs English & Maths	£5,000	To enable students to have access to the latest exam materials or practice papers aiding them to access revision and exams or assessments. Removing any potential barriers.	January 2019	JBR
Network meetings across Trust for HoD	£5,000	Sharing good practice, common resources and assessments. Keep up to date with new initiatives. Students can access high quality resources including teacher knowledge to aid progress.	Every half term	KWR
Director support English, Maths and History	£71,171	Y11 students access high quality teaching in key areas of the curriculum including one area where support is required. Students will make more rapid progress due to the high-quality T&L.	Every STEP cycle (based on need)	KWR
Uniform	£5,000	No barriers for students in relation to uniform as it can be provided. This ensures all students can access the academy and attend all lesson therefore allowing g them to make maximum progress.	January 2019	EDR
Careers guidance	£6,000	Students access high quality careers guidance which will reduce NEETS and also inform student well with next steps. All students to access guidance and meeting. DLE in school lead and SLA through local authority –youth direction.	Termly	DLE
Rewards	£5,000	Academy prides itself on positive praise – reward students who demonstrate good learner habits and good attendance Students that attend regularly and engage in leaning will make maximum progress. PP students access fully range of rewards – Golden ticket event, SLTea, attendance awards, reward assemblies.	Half termly	HOS
Academy Pastoral Team	£161,958	Team key in providing wrap around support for our most vulnerable – PP students. Monitor attendance behavior, safeguarding, progress.	Daily	KWR

Year 11 Prom	£2,500	Used as incentive for year 11 students to still focused in learning and achieve best possible grades. PP students places subsidized or free for good attendance and effort.	March 2019	JBR
Extra allowances to attract specialist English & Maths	£10,000	High quality recruitment and additional teaching to allow students to access high quality T&L. Students make maximum progress and grades improve.	January 2019	JTY
Total	£544,789			

3. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Intervention	Cost	Cohort	Projected Impact	Monitoring
Use of recruitment and retention monies to secure Maths and Science specialists	£10,000	All pupil premium students from Years 7-11.	The Progress 8 score of PP students is within 0.1 points of all students' rate of progress nationally. The typicality of teaching is at least Good or better	NG, DPA
5 PDL Posts	£154,000	All pupil premium students from Years 7-11.	The Progress 8 score of PP students is within 0.1 points of all students' rate of progress nationally. Improved attendance, motivation, engagement and progress of all students in Y7-Y11	NG, DPA, MBL, SHA, JB, AOS, SBL
Termly external reviews commissioned to ensure high quality teaching, learning and assessment (led by a senior practicing ofsted inspector)	£5,000	All pupil premium students from Years 7-11.	The typicality of teaching is at least good or better	NG, VPI, DPA,
Appointment of a Level 3 Teaching Assistant with a focus of literacy development and English targeted intervention	£1,500	PP students underachieving in English or identified as having difficulties with literacy in Y7-11	The Progress 8 score of PP students in English is at least in line with all other students nationally. Increased reading ages.	NG, VPI, LBI
Appointment of a Level 3 Teaching Assistant with a focus of numeracy development and Maths targeted intervention	£24,500	PP students underachieving in Maths in Y7-11	The Progress 8 score of PP students in Maths is at least in line with all other students nationally	NG, LDN
Appointment of a Level 4 Teaching Assistant - KS4 targeted intervention	£1,500	PP students in Y10 & 11	Improved attendance, motivation, engagement and progress of target group of students. Attendance is at least 95%	NG, DPA, SHA
Total	£196,500			

HR: Key appointments and personnel changes
Focus: 3+LOP in English and Maths

	Intervention	Cost	Cohort	Projected Impact	Monitoring
English and Maths Progress Key Resources/Materials & Intervention	English Residential (joint with Maths), Programme - Paper 1 Focus - how writers achieve effects sessions from TGA. Additional Resources focus on Paper 2 - imaginative writing. Staff costs, accommodation costs and resources including photocopying and stationery	£5,000	Target group of Year 11: Key PP students who are not securely reaching 3LOP target	Progress 8 score across all 8 subjects to achieve at least 0.15, with non PP students achieving at least 0.1	NG, DPA Weekly monitoring at SLT level
	Resources for English GCSE Target student (4/5+ boundary) Revision - Revision books, iPad/iPod/iPhone Apps, Android Apps, DVD resources	£3,000	Target group of Year 11: Key PP students who are not securely reaching 3LOP target		NG, DPA Weekly monitoring at SLT level
	Lexia Reading& Accelerated Reader Programme - including staff costs and licence	£26,430	All PP students Y7-11 for 'official' assessment	Increase the reading of targeted students to be inline or above their reading age	VPI, LRE
	Additional funding for reprographics for English/ Maths with a major focus on assessments	£2,000	All PP students Y7-11 for 'official' assessment	Increase the % of PP students who are on track to make at least a Progress 8 score of 0.2 above the 2016 results in English and Maths.	NG
	Rewards for Target Students in English/Maths - based on learning and progress - rewards linked with English - Theatre Tickets, Cinema tickets, DVDs, DVD players, book tokens, Maths - Equipment, ICT software, games, vouchers	£2,000	PP students making good progress at all levels	Increase in attendance, engagement, and motivation. An increase in rewards points	HOS, LDN, LBI

Holiday schools (October, Feb, Easter, May) for PP students targeted in both English and Maths	£3,000	Year 10 & 11 English and Maths PP target students	Progress 8 score across all 8 subjects to achieve at least 0.15, with non PP students achieving at least 0.1	MBL, DPA, JCR, LAR
Resources for Maths to support the enhanced delivery in each school including iPads, text books, visualisers	£2,000	All PP students in Y7-Y11	Increase in the A*-C % of PP students in Maths, There is <5 percentage points between PP and Non-PP students	NG, LDN
Extended school day to facilitate breakfast clubs and after school revision sessions Extended working hours for the site management team, technicians and support staff	£4,000	All PP students in all year groups After school sessions target KS4 PP students	Increased tuition time with a smaller ratio of students to staff.	NG, DLE, JTA
PiXL membership to increase availability of online resources and examination support	£3,000	Targetted PP students in Y11	Targetted and specific support to improve standards in GCSE Maths for PP students	NG, LDN, LBI
121 tutors employed above what has been granted by NET central team	£15,000	Targetted PP students in Y11	Targetted and specific support to improve standards in GCSE Maths for PP students	NG, LDN, LBI
Targetted careers advice	£7,500	PP students in Years 9, 10 and 11	Group and individual careers advice to improve engagement, motivation and aspiration amongst target group	JTA, HOS
Total	£72,930			

	Intervention	Cost	Cohort	Projected Impact	Monitoring
Continuing Professional Development Focus: Improvements in Maths & overall increase in the Quality of Teaching	Outpost group - Northumbria University M.Ed	£4,500	4 members of staff	Increase in knowledge and enthusiasm for teaching AND support staff.	VPI
	Whole Academy PP CPD	£500	Middle Leaders	Strategies for raising aspiration and achievement, monitoring and tracking	NG, DPA, RME
	Cognitive Therapy training	£1,950	PDL	Individualised approach to improving attendance, behaviour and self esteem	DPA, ACI
	Key leaders to attend senior leadership training	£1,500	Key middle leaders	Increase strategic focus on improving achievement of PP students.	NG, DPA
	Total	£8,450			

Reporting

It will be the responsibility of the Principal to produce regular reports for the Governing body:

- How the money has been allocated
- The progress made towards narrowing the Gap by year group for socially disadvantaged students
- An outline of the provision that was made since the last meeting and the impact of such provision

The Governors of the academy will ensure that there is an annual statement on how pupil premium funding has been used published on the academy website. The use of pupil premium funding will be carried out within statutory requirements published by the DFE.

