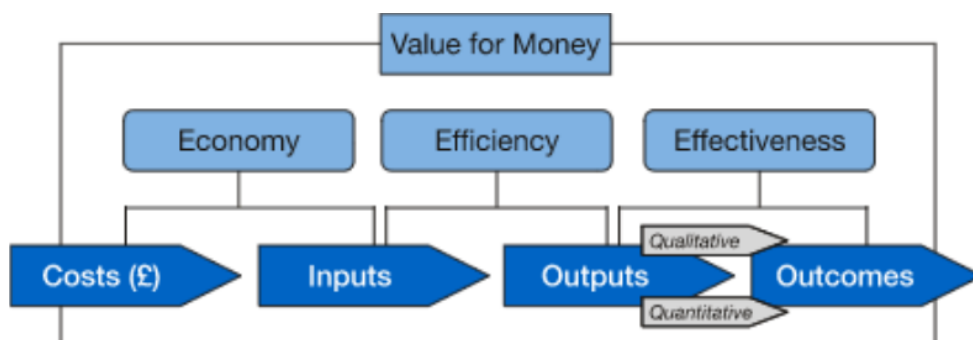


**Acklam Grange School**  
**Pupil Premium Report to Parents**  
**2020-21**



At Acklam Grange School we have embedded a 'Value for Money' culture across all areas of spending. Senior leaders use the model below to ensure that funding is used wisely to ultimately have a positive impact on student outcomes and increase the life chances of all of the young people in our care.

Leaders at all levels have a focus on the expected impact on student outcomes that their daily spending decisions may have.



Our pupil premium funding is very important for those young people in our care who are eligible. Our student tracker enables us to gather data and use it in a meaningful and strategic way to ensure our spending decisions impact positively on the outcomes of our pupil premium students, narrowing the gap between our pupil premium students and their non-pupil premium counterparts.

This report details the **inputs** (costs) and **outputs** (interventions made to bring about achievements) of our pupil premium spending for 2019-20 and shows the positive impact on student **outcomes** for these students. All figures are correct at the time of publication, but some are subject to change.

<b>Number of students and pupil premium (PP) funding received Financial year 2020-21</b>	
Total number of students on roll	1,440
Total number of students eligible for PP <ul style="list-style-type: none"> <li>• PP and Ever 6</li> <li>• Service Children</li> <li>• Post LAC</li> </ul>	594 5 17
Amount of PP received per student <ul style="list-style-type: none"> <li>• PP and Ever 6</li> <li>• Service Children</li> <li>• Post LAC</li> </ul>	£955 £310 £2,345
Indicative PP Grant	£608,685

## Context of Acklam Grange School

- Large and popular comprehensive school on South-West edge of Middlesbrough
- Co-educational 11-16 school
- Large and diverse catchment area with mix of private and council housing from the town centre in the north to suburban areas in the south
- Student cohorts with an extremely wide range of backgrounds from areas of high unemployment and deprivation to more affluent areas on the edge of town
- Approximately a quarter of AGS students live in the lowest 0-10% of IDACI defined communities
- 39% students are Pupil Premium
- 23 CLA Students
- 237 Students with SEN needs of which 63% are Pupil Premium
- 38% of EAL students are Pupil Premium

## Barriers to future attainment (for pupils eligible for PP)

There is a range of academic and additional barriers which impact on some of our PP student's ability to be able to fulfil their potential. We have developed a large number of successful strategies to overcome the following common barriers for our school:

- Poor Literacy Skills
- Poor Numeracy Skills
- Low levels of resilience/independence
- Aspiration levels
- Low Self Esteem
- Social and Emotional Barriers
- Low Attendance rates

Our Pupil Premium action plan includes further detail on specific strategies and barriers in the context of individual students and cohorts.

## Nature of support and spending for 2019-20 (inputs and outputs)

**Total Spend: £617,753**

**Allocation (from 2019-20 report): £622,170**

**21% (£130,000)** was allocated to actions focussed on Covid-19 response

- Supporting students achievement, social, emotional and behavioural needs during summer 20 **£130,000**

**14.5% (£90,103)** was allocated to actions focussed on learning in the curriculum

- Extended Learning**

	<b>Inputs (£66,103)</b>	<b>Outputs</b>
<b>Year 7</b>	11,307	107 PP students accessed 3,046 sessions
<b>Year 8</b>	10,465	119 PP students accessed 2,906 sessions
<b>Year 9</b>	9,248	132 PP students accessed 2,538 sessions
<b>Year 10</b>	8,770	116 PP students accessed 2,365 sessions
<b>Year 11</b>	26,312	108 PP students accessed 7,290 sessions

- Developing good and outstanding teaching and learning - **£9,000**
- Supporting literacy and reading across the curriculum **£15,000**

**6% (£36,582)** was allocated to actions focussed on social, emotional and behavioural

**Attendance**

	<b>Inputs (£12,842)</b>	<b>Outputs</b>
<b>Year 7</b>	2,309	30 PP students benefited from intervention and support
<b>Year 8</b>	4,376	40 PP students benefited from intervention and support
<b>Year 9</b>	2,120	30 PP students benefited from intervention and support
<b>Year 10</b>	2,120	27 PP students benefited from intervention and support
<b>Year 11</b>	1,917	18 PP students benefited from intervention and support

**Reflect (behaviour support)**

	<b>Inputs (£22,006)</b>	<b>Outputs</b>
<b>Year 7</b>	4,296	43 PP students benefited from support with their behaviour
<b>Year 8</b>	4,391	44 PP students benefited from support with their behaviour
<b>Year 9</b>	6,020	56 PP students benefited from support with their behaviour
<b>Year 10</b>	4,522	44 PP students benefited from support with their behaviour
<b>Year 11</b>	2,777	32 PP students benefited from support with their behaviour

**Counselling Service**

	<b>Inputs (£1,680)</b>	<b>Outputs</b>
<b>Year 7</b>	90	3 PP students benefited from counselling sessions
<b>Year 8</b>	120	4 PP students benefited from counselling sessions
<b>Year 9</b>	570	11 PP students benefited from counselling sessions
<b>Year 10</b>	360	4 PP students benefited from counselling sessions
<b>Year 11</b>	540	9 PP students benefited from counselling sessions

**0.5% (£3,017)** was allocated to actions focussed on enrichment beyond the curriculum

**Enrichment**

	<b>Inputs (£3,017)</b>	<b>Outputs</b>
<b>Year 7</b>	848	50 students benefitted from enrichment opportunities
<b>Year 8</b>	562	46 students benefitted from enrichment opportunities
<b>Year 9</b>	507	30 students benefitted from enrichment opportunities
<b>Year 10</b>	752	30 students benefitted from enrichment opportunities
<b>Year 11</b>	348	12 students benefitted from enrichment opportunities

**36% (£223,981)** was allocated to actions focussed on families and communities

**PP Champion, ARC Services and Pastoral Care**

- £223,981

**22% (£134,070)** was allocated to actions focussed on alternative learning pathways and curricula

**In-house off-site education provision (Resolution and Discovery)**

- £80,646
- ARC Services Connect**
- £26,712
- ARC Services Advance**
- £26,712

## Impact of Pupil Premium spending on student outcomes for 2019-20

### Year 7

#### Academic Progress:

- 96% of all PP students are working towards or at their target grade in English (Gap 2%)
- 94% of PP students are working towards or at their target grade in Maths (Gap 0%)
- 87% of PP students are working towards or at their target grade in Science (Gap 8%)
- 89% of all PP students targeted for additional Numeracy support are now working towards or working at their target grades

### Year 8

#### Academic Progress:

- 95% of PP students are working towards or at their target grade in English (Gap 0%)
- 96% of PP students are now working towards or at their target grade in Maths (Gap 2%)
- 93% of PP students are working towards or at their target grade in Science (Gap 2%)
- 81% of all PP students targeted for additional Numeracy support are now working towards or working at their target grades

### Year 9

#### Academic Progress:

- 91% of PP students are working towards or at their target grade in English (Gap 6%)
- 87% of PP students are working towards or at their target grade in Maths (Gap 4%)
- 88% of PP students are working towards or at their target grade in Science (Gap 1%)

### Year 10

#### Academic Progress:

In the last academic year from September 2019 to April 2020, Y10 students made the following progress and were on track for:

- PP Progress 8 = +0.01
- PP Attainment 8 = 42.8
- 53% of all PP students achieved a good pass E/M Basics (Grade 9-4)
- 28% of all PP students achieved a strong pass E/M Basics (Grade 9-5)
- 16% of PP students were eligible for the Ebacc. 13% achieved a standard and 10% achieved a strong pass
- 67% of PP gained a good English pass (Grade 9-4) and 40% of PP gained a strong English pass (Grade 9-5)
- 63% of PP gained a good Maths pass (Grade 9-4) and 37% of PP gained a strong Maths pass (Grade 9-5)
- 73% achieved 5 9-4 grades with 9% achieving 3+ 7-9 grades
- Progress for PP in English is -0.6 and in Maths was +0.1

## Year 11 outcomes August 2020\*

### Academic Progress:

- PP Progress 8 = +0.83
- PP Attainment 8 = 48.15
- 66% of all PP students achieved a good pass E/M Basics (Grade 9-4)
- 37% of all PP students achieved a strong pass E/M Basics (Grade 9-5)
- 21% of PP students were eligible for the Ebacc. 20% achieved a standard and 12% achieved a strong pass
- 75% of PP gained a good English pass (Grade 9-4) and 73% of PP gained a strong English pass (Grade 9-5)
- 73% of PP gained a good Maths pass (Grade 9-4) and 42% of PP gained a strong Maths pass (Grade 9-5)
- 71% achieved 5 9-4 grades with 28% achieving 3+ 7-9 grades
- Progress for PP in English is +0.37 and in Maths was +0.7

\*CAG and Progress data against 2019 Estimates

### Whole School:

#### Attendance\*:

- Whole school PP attendance was 93.6%
- PP attendance was 2.4% better than the national average for 2018/19.
- The in-school gap for attendance was 2.9%
- PP persistent absenteeism was 15.9% which was 10.5% better than the National

\*Data for Terms 1-4

#### Attitudes to Learning:

- In Year 7 87% of all PP students demonstrated a good or outstanding attitude to learning
- In Year 8 84% of all PP students demonstrated a good or outstanding attitude to learning
- In Year 9 86% of all PP students demonstrated a good or outstanding attitude to learning
- In Year 10 83% of all PP students demonstrated a good or outstanding attitude to learning
- In Year 11 88% of all PP students demonstrated a good or outstanding attitude to learning

#### Exclusions:

- FTE for PP students was 5.02% compared to 11.2% 2018/19 and 16.87% 2017/18
- National for PP FTE 24.93% so AGS PP FTE is 19.91% lower
- National Gap for FTE was 18.77% AGS school gap was 4.1%

Our latest ofsted report recognised the strategic use of PP funding to ensure gaps were closed and these students made rapid progress.

“Through closer monitoring, stronger support and improving teaching, disadvantaged pupils are making better progress.”

“Governors ask challenging questions of leaders to heighten accountability for pupils’ outcomes, especially those supported by the Pupil Premium funding.”

“Gaps in the achievement of different groups of pupils are closing rapidly at KS3 and current progress for pupils in receipt of the pupil premium funding is better than that of those not in receipt of the funding.”

“In 2015, pupils supported by the pupil premium achieved significantly higher value added scores and narrowed the gaps between their achievement and that of their peers.”

**#AGSPride**