

Pupil Premium Strategy Document 2020 – 2021

School Overview			
School Name	Grendon Primary	Number of Pupils	365
Proportion of Disadvantaged Pupils	188 = 52%	Pupil Premium Allocation	£252,860
Publish Date	April 2020	Review Date	April 2021
Pupil Premium Lead	H Ridley	Governor Lead	Joanne Baker

Performance Data – Disadvantaged Pupils (July 2019)						
Key Stage and Measure	Reading		Writing		Maths	
	School	National	School	National	School	National
EYFS (at least expected)	63%	79%	63%	76%	67%	84%
Phonics Screening (pass)	62%	84%				
KS1 (at least expected)	59%	78%	59%	73%	59%	79%
KS2 (at least expected)	63%	78%	63%	83%	75%	84%
KS2 Progress Score	1.13	-0.62	-0.32	-0.5	0.98	-0.71

	Barrier to Raising Attainment for Disadvantaged Pupils	Strategy to Address Identified Barriers	School Improvement Plan Links
A	Pupils entering Reception working significantly below age related expectations	Accelerate progress and increase percentages working at or above the expected standard at the end of each year in reading, writing and maths through high quality first teaching and effective use of targeted intervention.	1.1.5,6,7,8,9 1.2.1,2,3 1.4.1,2
B	Progress of disadvantaged SEND pupils from their starting points	Accelerate progress by ensuring pupils can access the curriculum and through the use of effective targeted intervention. Work with families and outside agencies to remove barriers and close gaps in learning.	1.1.5,6,7,8,9 1.2.1,2,3 1.4.1,2
C	Poor communication skills	Maximise opportunities to pupils to develop communication skills across the curriculum. Ensure high quality staff CDP with a focus on teaching communication skills. Work with specialist support and outside professionals to improve speech and language skills.	1.3.1,2,3
D	Limited opportunities and life experiences for pupils	Plan and implement a whole school enrichment programme. Ensure 'wow' opportunities in quality first teaching. Ensure enrichment opportunities inspire and reward success.	2.2.2 3.2.1,2
E	High levels of persistent absence	Work with families and outside agencies to remove barriers to attendance. Use whole school strategies to improve attendance, including Fast-Track process.	1.1.8 2.1.1,2,3,4,5,6

Pupil Premium Medium Term Plan April 2020 – April 2021

Barrier	Action	Personnel	Time	Resources	Cost	Monitored by	Expected Impact
Strand 1: Improving Teaching and Learning for all Pupils							
A,B,C,D	Lead practitioner in reach work to focus on making further improvements to the quality of teaching and learning	AN, LP	Aut 20 – Spr 21	2/10 of salary Cover for 0.5 day each week	2(0.2x49815) = £19926 2(16 x 200) = £6400	LP report to Leadership Team	Standards in teaching and learning improve throughout the year because all targets for improvement are met as a result of effective support.
A,B	Maintain staffing levels to ensure class sizes are kept as small as possible	Class Teacher	Sum 20 – Spr 21	Salary for additional teacher	£34233.70	HT report to Governing Body	Data shows that the majority of children make good progress and more reach the expected standard.
D	Improve the curriculum by ensuring enrichment is planned and embedded including <ul style="list-style-type: none"> • Implementing the Grendon Passport of Challenges • Planning and running junior leadership days and whole school days • Increasing after school clubs and activities 	BW Leadership Team and Subject Leaders	Aut 20-Spr 21	Passport Days Whole School Days Junior Leadership Team Days External Providers for before and after school clubs	£1000 £1000 £2000	SC reports to Leadership team	Conversations with children reveal that they are excited by and engaged in their learning and playing an active role in school life. The curriculum is exciting and engaging and offers real life, first hand opportunities and experiences.
A,B	Improve standards in English and Maths by <ul style="list-style-type: none"> • Purchasing and implementing Achieve 100 revision scheme • Read, Write Inc Phonics Reading Books in EYFS & KS1 • Renewal Read, Write, Inc Spelling • Providing quality texts and resources linked to curriculum subjects 	AD LF LF/SC	Jan 21 Aut 20 Sum 20 Aut 20	Revision Scheme Spelling Scheme Phonics Scheme Resources Curriculum Resources	£2000 £1500 £500 £2500	AD/LF/SC evaluate short term plans	More children are on track to reach the expected level by the end of the year.
TOTAL =					£71,059.70		
Strand 2: Targeted Academic Support							
A,B	Plan and implement a programme of one to one tuition with a focus on moving children to expected standard.	Teaching Staff	Aut 20- Spr 21	Staff salary 10 x 1 hour sessions per child	£2690 (topped up with Catch – Up funding)	Intervention data reported to Leadership	More children are working at the expected standard as gaps in learning are closed and progress is accelerated.
A,B,C,E	Implement Emotional Literacy Support Intervention	TA	Aut 20 – Spr 21	0.3 x Salary	0.3 x 24415 = £7324.50	LS reports evaluation for short term plans	Data from intervention tests show that children make good progress
A,B,C	Implement Talk boost Intervention in EYFS and KS1	TA	Aut 20 – Spr 21	0.5 x Salary	0.5 x £24414 = £7617	LS reports evaluation for short term plans	Data from intervention tests show that children make good progress
A,B	Implement Direct Phonics Intervention across KS2	TA	Aut 20 – Spr 21	0.3 x Salary	0.3 x 24415 = £7324.50	LS reports evaluation for short term plans	Data from intervention tests show that children make good progress

A,B,C	Implement Speech and Language small group intervention in EYFS and KS1	TA	Aut 20 – Spr 21	0.3 x Salary	0.3 x 24415 = £7324.50	LS reports evaluation for short term plans	Data from intervention tests show that children make good progress
A,B	Plan and carry out targeted support interventions to accelerate progress and raise standards <ul style="list-style-type: none"> Y6 Maths and English Y2 Maths and English 	HR LF	Aut 20 – Spr 21	0.2 x salary 0.5 x salary	0.2 x £89678 = £17,935.60 0.5 x £57154 = £28577	TSP evaluations to Leadership Team	More children are on track to reach the expected standard because they make good progress against TSP targets
A,B	Small group interventions for targeted children with EAL in KS1 and KS2	AWW	Aut 20 – Spr 21	salary	£15,000	AWW report progress to HR	Most children make good progress against TSP targets
A,B	Plan and carry out Project X Code intervention to improve standards in reading	2 x TA	Aut 20 – Spr 21	2(3/10 x salary)	0.3 x 30539 = £9161.70 0.3 x 24415 = £7324.50	TA report data to HR	Data from the intervention shows that children are making good progress
A,B,C	Employ specialist speech and language therapist to support identified individuals	Speech therapist	Sum 20 – Spr 21	Speech Therapist	£14000	Speech therapist reports to LS	Assessments made by WMISLT shows that most children meet their targets for intervention

TOTAL = £124,279.30

Strand 3: Wider Pastoral Support

E	Senior Learning Mentor to run Fast Track Programme and effective pastoral support and intervention	SJ	Aut 20-Spr 21	Salary Difference between Pastoral Manager and Senior Learning Mentor	£14,276	SJ reports to Leadership Team	Fast Track is run effectively and persistent absence is reduced
D,E	Incentives including trips, visits and prizes are planned and implemented termly to reward good attendance for individuals	SJ	Apr 19 – Apr 20	Coach hire, cinema visits, book prizes	£5000	SJ reports to Leadership Team	Numbers of children achieving reward trips increase and therefore attendance improves
A,B,E	Employ school nurse to remove specific barriers to learning for identified children	School nurse	Sum 20– Spr 21	School nurse	£7000	School Nurse reports to SJ	The school nurse is effective in accessing support and removing barriers to learning for targeted children.
A,B	Increase support staff in identified year groups in order to provide 1-1 support for identified children	TA	Sum 20 – Spr 21	salary	£24,245	SJ reports to HT	Support is effective in improving behaviour of and access to the curriculum for targeted children.
A,B,E	External care and control guidance for staff and 1-1 support for targeted children	Steve Brown	Sum 20 – Spr 21	Steve Brown	£3000	SJ report to HT	Behaviour and children's access to learning improves as a result of effective support.
A,B,E	Work with Sweet Project to remove barriers to learning for identified children and families	Project Workers	Sum 20 – Spr 21	Project funding	£4000	Project worker reports to SJ	Sweet project is effective in accessing support and removing barriers to learning for identified children.

TOTAL = £57,521

PUPIL PREMIUM TOTAL = £252,860