

# Pupil Premium Strategy Document



## School overview

Metric	Data
School name	Grendon Primary School
Pupils in school	355 (October 2020 Census) 353 (July 2021)
Proportion of disadvantaged pupils	196 (October 2020 Census) = 56% 201 (July 2021) = 57%
Pupil premium allocation this financial year	£263,620 + £24,180.20 (carried forward from 20-21 as a result of lockdown school closures) = £287,800.20
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	Helen Ridley
Pupil premium lead	Helen Ridley
Governor lead	Vicky Cameron

### 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

## Disadvantaged pupil progress scores for 2020/2021

Measure	Score
Reading	No progress scores due to Covid-19 pandemic and no SATs test taking place.
Writing	
Maths	

## Pupil performance overview for 2020/2021

Measure	All Pupils (46)	Disadvantaged Pupils (30)
<b>Meeting expected standard at KS2</b> (Teacher assessments - Covid-19)	43%	40%
<b>Achieving higher standard at KS2</b> (Teacher assessments - Covid-19)	11%	10%

## Strategy aims for disadvantaged pupils

Aim	Target	Date
<b>Progress in Reading</b>	Accelerate progress in order to increase percentages working at or above the expected standard at the end of each year in reading though: a) high quality first teaching. b) improved access to the curriculum through effective targeted intervention. c) working with families and outside agencies to remove barriers and close gaps in learning.	July 2022
<b>Progress in Writing</b>	Accelerate progress in order to increase percentages working at or above the expected standard at the end of each year in writing though: a) high quality first teaching. b) improved access to the curriculum through effective targeted intervention. c) working with families and outside agencies to remove barriers and close gaps in learning.	July 2022
<b>Progress in Maths</b>	Accelerate progress in order to increase percentages working at or above the expected standard at the end of each year in maths though: a) high quality first teaching. b) improved access to the curriculum through effective targeted intervention. c) working with families and outside agencies to remove barriers and close gaps in learning.	July 2022
<b>Phonics</b>	Narrow the gap between school and national results in the Phonics Screening Check compared with the gap at the end of EYFS.	July 2022
<b>Other</b>	Improve communication skills by: a) ensuring high quality staff CDP with a focus on teaching communication skills. b) maximising opportunities to pupils to develop communication skills across the curriculum. c) working with specialist support and outside professionals to improve speech and language skills. Reduce persistent absence by: a) working with families and outside agencies to remove barriers to attendance. b) using whole school strategies to improve attendance, including Fast-Track process. Ensure children engage in rich learning experiences by: a) planning and implement a whole school enrichment programme.	July 2022

	b) ensuring 'wow' opportunities in quality first teaching. c) ensuring enrichment opportunities inspire and reward success.	
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### Teaching priorities for current academic year

Measure	Activity
Priority 1	1.1 Lead practitioner in reach work to focus on making further improvements to the quality of teaching and learning (maths, mastery and feedback focus).
Priority 2	1.2 Maintain staffing levels to ensure class sizes are kept as small as possible (no mixed age range classes).
Priority 3	1.3 Improve the curriculum by ensuring enrichment is planned, implemented and embedded by: <ul style="list-style-type: none"> <li>• implementing the Grendon Passport of experiences.</li> <li>• planning and running junior leadership days and whole school days.</li> <li>• increasing after school clubs and activities.</li> <li>• part funding for school based workshops for each year group.</li> </ul>
Priority 4	1.4 Improve standards in English and Maths by <ul style="list-style-type: none"> <li>• purchasing and implementing Achieve 100 revision scheme.</li> <li>• purchasing Read, Write Inc Phonics reading books in EYFS &amp; KS1.</li> <li>• renewal Read, Write, Inc Spelling.</li> <li>• providing quality texts and resources linked to curriculum subjects.</li> </ul>
Barriers to learning addressed	A. Pupils entering Reception working significantly below age related expectations. B. Progress of disadvantaged SEND pupils from their starting points. C. Poor communication skills. D. Limited opportunities and life experiences for pupils.
Projected spending	£122,005.60

### Targeted academic support for current academic year

Measure	Activity
Priority 1	2.1 Plan and implement a programme of one to one tuition with a focus on moving children to expected standard.
Priority 2	2.2 Improve communication skills through a whole school tiered approach: <ul style="list-style-type: none"> <li>a) Implement Talk Boost Intervention in EYFS and KS1.</li> <li>b) Implement Speech and Language small group intervention in EYFS and KS1.</li> <li>c) Employ specialist speech and language therapist to support identified individuals.</li> </ul>
Priority 3	2.3 Implement Direct Phonics Intervention across KS2.
Priority 4	2.4 Plan and carry out targeted support interventions to accelerate progress and raise standards in: <ul style="list-style-type: none"> <li>a) Y6 Maths and English.</li> <li>b) Y2 Maths and English.</li> </ul>

<b>Priority 5</b>	2.5 Small group interventions for targeted children with EAL in KS1 and KS2.
<b>Priority 6</b>	2.6 Plan and carry out Project X Code intervention to improve standards in reading.
<b>Barriers to learning addressed</b>	A. Pupils entering Reception working significantly below age related expectations. B. Progress of disadvantaged SEND pupils from their starting points. C. Poor communication skills.
<b>Projected spending</b>	£118,644.30

### Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
<b>Priority 1</b>	3.1 To improve attendance through: a) Senior Learning Mentor to run Fast Track Programme and effective pastoral support and intervention. b) incentives including trips, visits and prizes are planned and implemented termly to reward good attendance for individuals.
<b>Priority 2</b>	3.2 Employ school nurse to remove specific barriers to learning for identified children.
<b>Priority 3</b>	3.3 Implement Emotional Literacy Support Intervention
<b>Priority 4</b>	3.4 Increase support staff in identified year groups in order to provide 1-1 support for identified children.
<b>Priority 5</b>	3.5 External care and control guidance for staff and 1-1 support for targeted children.
<b>Priority 6</b>	3.6 Work with Sweet Project to remove barriers to learning for identified children and families.
<b>Barriers to learning addressed</b>	A. Pupils entering Reception working significantly below age related expectations. B. Progress of disadvantaged SEND pupils from their starting points. C. Poor communication skills. D. Limited opportunities and life experiences for pupils. E. High levels of persistent absence.
<b>Projected spending</b>	£68,052.80

### Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Further periods of school closure or covid isolation. Sufficient time for staff professional development.	Continue to develop Remote Education Strategy. Facilitate leadership and management non-contact time and plan inset and teacher days with priorities in mind.

	Staff workload.	Address staff well-being through school well-being strategy.
Targeted support	Quality of implementation: high quality training, attendance of staff and children, realistic timetabling expectations, financial commitment.	<p>Ensure training is planned, costed and actioned for all interventions.</p> <p>Address staff well-being through school well-being strategy.</p> <p>Address pupil attendance by taking action through school improvement plan.</p> <p>Ensure financial commitment is identified, prioritised and planned at budget setting.</p>
Wider strategies	<p>Absence of key staff.</p> <p>Quality of support accessed.</p>	<p>Develop contingency plans for covering absence and ensure good communication and sharing of information.</p> <p>Monitor performance and impact of outside agencies.</p> <p>Ensure access to effective training - see above.</p> <p>Develop strategies for recruitment - build links with agencies, other settings including higher and further education.</p>

### Review: last year's aims and outcomes

Aim	Outcome
See attached plan evaluated as not written in this format in previous years.	