



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grendon Primary School
Number of pupils in school	342 (October 2021 Census)
Proportion (%) of pupil premium eligible pupils	55% (188 pupils, October 2021 Census)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Baker Chair of Governors
Pupil premium lead	Helen Ridley Headteacher
Governor / Trustee lead	Vicky Cameron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 260,380
Recovery premium funding allocation this academic year	£ 27,260
Pupil premium funding carried forward from previous year	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£287,640

Part A: Pupil premium strategy plan

Statement of intent

National benchmarks show that, on entry to *Grendon*, attainment is significantly below age related expectations. Children are likely to live in an area of high deprivation, communication skills are below those expected for their age and the majority attract pupil premium funding. It is likely a range of support will be needed in order to remove barriers to learning.

Our school ethos is clear: *We Can*. Our vision is for children to leave *Grendon* with the skills, knowledge and strength of character to be successful, unlock their future and believe 'We Can'.

There is a clear gap between where our children are and where we want them to be. It is our intent for our Pupil Premium Strategy to minimise gaps, remove barriers to learning, address pastoral needs and ensure equality of provision and access in order to close this gap. By developing each child as a whole, we provide the skills, knowledge and self-belief that are espoused in our ethos and vision.

Our focus will be on ensuring high quality teaching and learning and effective intervention that will accelerate progress, raise standards and remove barriers to learning; thus closing learning gaps for identified groups of children.

Our focus is on pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who receive free school meals will be socially disadvantaged, but also that not all pupils who are socially disadvantaged will be eligible for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil, groups of pupils or whole classes that the school has identified as being socially disadvantaged and in need of intervention and support. We allocate Pupil Premium following a needs analysis by senior leaders which will identify priorities and will form part of the School Improvement Plan. Therefore, not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Challenges

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

Challenge	Detail of challenge
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.

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
<p>Accelerated progress increases percentages working at or above the expected standard at the end of each year in reading through:</p> <ul style="list-style-type: none"> 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. 	<p>More children are working at or above the expected standard by July 2023 than were doing so in July 2022.</p>
<p>Accelerated progress increases percentages working at or above the expected standard at the end of each year in writing through:</p> <ul style="list-style-type: none"> 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. 	<p>More children are working at or above the expected standard by July 2023 than were doing so in July 2022.</p>
<p>Accelerated progress increases percentages working at or above the expected standard at the end of each year in maths through:</p> <ul style="list-style-type: none"> 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. 	<p>More children are working at or above the expected standard by July 2023 than were doing so in July 2022.</p>
<p>Gap narrows between school and national results in the Phonics Screening Check compared with the gap at the end of EYFS.</p>	<p>Gap narrows between school and national results in the Phonics Screening Check compared with the gap at the end of EYFS.</p>
<p>Communication skills improve through:</p> <ul style="list-style-type: none"> 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. 	<p>Targets for interventions are met.</p>
<p>Persistent absence reduces by implementing our new Attendance Policy in order to:</p>	<p>Gap narrows between school and national persistent absence rates by July 2023.</p>

<ul style="list-style-type: none"> a) working with families and outside agencies to remove barriers to attendance. b) using whole school strategies to improve attendance, including Fast-Track process. c) improve monitoring, evaluation, reward systems and communication around attendance. 	
<p>Children engage in rich learning experiences through:</p> <ul style="list-style-type: none"> a) planning and implement a whole school enrichment programme. b) maximising 'chocolate chip' opportunities throughout our academic curriculum. c) ensuring enrichment opportunities inspire and reward success 	<p>Monitoring and evaluation shows that children are involved in and engaged by the learning experiences offered.</p>

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: £88,502 Pupil Premium

Activity	Evidence that supports this approach (EEF Toolkit)	Challenges addressed
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).	Feedback +6 months Very high impact for very low cost based on extensive evidence Mastery learning +5 months High impact for very low cost based on limited evidence Metacognition and self-regulation +7 months Very high impact for very low cost based on extensive evidence	A, B, C
1.2 Maintain staffing levels to ensure class sizes are kept as small as possible (no mixed age range classes).	Reducing class size +2 months Low impact for very high cost based on very limited evidence	A, B, C
1.3 Improve the curriculum by ensuring enrichment is planned and embedded including <ul style="list-style-type: none"> • planning and running junior leadership days and whole school days. • increasing after school clubs and activities. • part funding in school workshops. 	Collaborative learning approaches +5 months High impact for very low cost based on limited evidence	A, B, C, D
1.4 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. • Subscribing to online learning - first news, TT Rock Stars, spag.com 	Mastery learning +5 months High impact for very low cost based on limited evidence	A, B, C

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 122,476.40 Pupil Premium

Activity	Evidence that supports this approach	Challenges addressed
2.1 Supplement cost (40%) of school led tutoring intervention - See Recovery Strategy Document.	One to one tuition +5 months High impact for moderate cost based on moderate evidence	A, B, C
2.2 Improve communication skills through a whole school tiered approach: a) Implement Talk boost Intervention in EYFS and KS1. b) Implement Speech and Language small group intervention in EYFS and KS1. c) Employ specialist speech and language therapist to support identified individuals	Oral language interventions +6 months Very high impact for very low cost based on extensive evidence	A, B, C
2.3 Implement Direct Phonics Intervention across KS2.	Phonics +5 months High impact for very low cost based on very extensive evidence	A, B, C
2.4 Plan and carry out targeted support interventions to accelerate progress and raise standards in: <ul style="list-style-type: none"> Y6 Maths and English. Y2 Maths and English 	Small group tuition +4 months Moderate impact for low cost based on moderate evidence	A, B, C
2.5 Plan and carry out Project X Code intervention to improve standards in reading.	Reading comprehension strategies +6 months Very high impact for very low cost based on extensive evidence	A, B, C
2.6 Additional teacher to ensure Non class based SENCo		A, B, C

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

Budgeted cost: £49,281 Pupil Premium + £27,260 Recovery Premium = **£76,260**

Activity	Evidence that supports this approach	Challenges addressed
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.	Social and emotional learning +4 months Moderate impact for very low cost based on very limited evidence	E
3.2 Employ school nurse to remove specific barriers to learning for identified children.	Social and emotional learning +4 months Moderate impact for very low cost based on very limited evidence	A, B, E
3.3 Implement Emotional Literacy Support Intervention	Social and emotional learning +4 months Moderate impact for very low cost based on very limited evidence	C, D
3.4 Increase support staff in identified year groups in order to provide 1-1 support for identified children.	Behaviour interventions +4 months Moderate impact for low cost based on limited evidence	A, B, C
3.5 External care and control guidance for staff and 1-1 support for targeted children.		A, B
3.6 Work with Sweet Project to remove barriers to learning for identified children and families.	Social and emotional learning +4 months Moderate impact for very low cost based on very limited evidence	A, B
Employ an additional teaching assistant in order to release another teaching assistant to join our pastoral team.		E
Top up Recovery Premium Funding for additional Teaching Assistant to join pastoral team to support implementation of updated Attendance Policy		E

Total budgeted cost: £287,519.40. Underspend of £120.60.

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 2021 to 2022 academic year.

Monitoring and evaluation data shows that:

- Cycle 2 Monitoring and Evaluation feedback shows that the quality of teaching and learning improved during the year. Evaluations of Lead Practitioner Targeted Support Plans show that good progress against targets was made.
- 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.
- Assessments made by Speech Therapist shows that most children meet their targets for intervention. Of the 52 targets for 27 children, 50% of targets were fully achieved, 38% partially achieved. Where targets were not achieved, additional support has been sought as a result of the complexity of need for identified children.
- The school nurse is effective in accessing support for targeted children. She has also attended all attendance review meetings to offer support where needed. However, barriers to learning still remain.
- 1-1 and consultant support has proved effective in reducing exclusions for children with significant and complex needs and in disruption to learning for other pupils. Relationships between school and parents are good as a result of the support in place. Further support is needed to change the challenging behaviour that is displayed.
- Sweet project is effective in accessing support and removing barriers to learning for identified children.
- Emotional Literacy support is highly effective. Targets for intervention have been achieved for all children. There is clear evidence of progress more generally, in terms of significantly improved behaviour, raised self-esteem and accelerated progress across the curriculum. For targeted children 90% made at least expected progress in reading, writing and maths with 60% in reading, 70% in writing and 50% in maths making good progress during the year.
- 127 children, (35%) qualified for end of term reward. While daily and weekly attendance is not significantly different from national data, persistent absence, (25% for the academic year), remains too high. This is as a direct result of both high numbers of covid cases in school, particularly during Spring 21, increased requests for leave during term time and to a lesser degree, the social and emotional impact of the pandemic on families. This remains a priority for 22-23 with the implementation of the new Attendance Policy.
- Data from the Project X Code intervention showed that children made good progress. Children's reading age increased by an average of 6 months during the 2-month intervention and phonics age by 8.2 months.
- EAL support is highly effective. Most children make good progress against TSP targets. Data from April 2022 shows that the majority of children made good progress overall in Reading and Writing, (54% and 56% respectively). This is above overall school percentage for all pupils, (52% and 53%) and a significant increase on EAL data from July 21, (33% and 32% respectively).
- Phonics support for children in Year 3 proved effective. All children made good progress against target for intervention, with 80% exceeding target. Despite this, need is significant and further additional support is needed for children in Year 4.
- Additional support in Years 2 and 6 proved highly effective. More children reached the expected standard because they made good progress. In Year 2, 69% made good progress in reading, 40% in writing and 61% in maths. In Year 6, 68% made good progress in Reading, 78% in Writing and 100% in Maths. This is significantly above school average for all pupils. As a result, the percentage at expected standard increased from 40% to 53% (Y2 Reading), 37% to 47%, (Y2 Writing), 49% to 64%, (Y2 Maths) and from 68% to 82%, (Y6 Reading), 48% to 64%, (Y6 Writing), 68% to 80%, (Y6 Maths).

As a result of effective pupil premium spending:

- More children are on track to reach the expected level by the end of the year in Reading, Writing and Maths in Reception and Years 2, 3, 5 and 6. Year 1 and 4 have been impacted by significant changes to the cohort as a result of pupil mobility.

- Despite the impact of Covid19 and as a result of effective spending, gaps between disadvantaged and non-disadvantaged are closing in the majority of classes for all subjects between July 21 and July 22.
- In Maths and Reading, gaps closed or remained the same for 11 out of 14 classes and for Writing 12 out of 14 classes.
- In July 21, it was identified that gaps were closing more slowly in writing than for reading and maths. It is pleasing that having targeted this subject, gaps closed more quickly than for other subjects during this year.
- At the end of the EYFS and KS1, attainment for disadvantaged children remains below that of their peers, however gaps are smaller than those reported for the Local Authority.
- By the end of Key Stage 2, gaps were smaller than those found nationally in Reading, Writing, Grammar and Reading, Writing and Maths combined at the expected standard. Gaps remain wider at the higher standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Project X Code Phonics and Reading Intervention	Edge Hill University, trained by Services for Education, Birmingham
Direct Phonics Intervention	Trained by Access to Education, Birmingham
Talk Boost Communication Intervention	I Can, trained by West Midlands Speech and Language Therapy
Emotional Literacy Support Assistant Intervention	Trained by Access to Education, Birmingham
Sweet Project	The Sweet Project