

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	Helen 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	Evaluation
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	Monitoring and Evaluation showed teaching and learning improved 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 from July 2021 shows that overall Reception Good Level of Development was 52%. This compared with 21% in Apr 21, 19% in Dec 20 and 6% in Oct 20. Performance was not significantly below previous year's performance by the end of Reception and results showed strong progress in in all areas of learning across the year as a result of effective implementation.
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 revealed 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. Questionnaire results showed that Questionnaire results show that 83% felt that their ideas changed things compared with 51% in 2020.

A,B	Improve standards in English and Maths by <ul style="list-style-type: none">Purchasing and implementing Achieve 100 revision schemeRead, Write Inc Phonics Reading Books in EYFS & KS1Renewal Read, Write, Inc SpellingProviding quality texts and resources linked to curriculum subjects	AD	Jan 21	Revision Scheme	£2000	AD/LF/SC evaluate short term plans	In reading, across the school, 59% are working at least expected standard, 16% working at greater depth. In writing, across the school, 56% are working at at least expected standard, 14% working at greater depth. In maths, across the school, 61% are working at at least expected standard, 16% working at greater depth. For all subjects, this is slightly above both prior attainment forecasts and results from March 2020 (pre covid). This reflects the impact of the curriculum and interventions this year.
		LF	Aut 20	Spelling Scheme	£1500		
		LF/SC	Sum 20	Phonics Scheme	£500		
			Aut 20	Resources	£2500		
			Curriculum Resources				
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	Spring Lockdown and Covid absence meant that this intervention was not completed. Funding has been carried forward to 21/22.
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	Training was completed during Autumn 20 and Spring 21. Implementation began once children returned to school following the Spring lockdown. 5 children in Y3 and 6 children in Y4 completed the intervention, with all at least partially meeting targets.
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	Spring Lockdown and Covid absence meant that this intervention was not completed. Funding has been carried forward to 21/22.
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 83% of the target group made good progress against targets for intervention.
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 all children made good progress against targets for intervention.
A,B	Plan and carry out targeted support interventions to accelerate progress and raise standards <ul style="list-style-type: none">Y6 Maths and EnglishY2 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	Y6 intervention was not implemented due to restrictions and absence around Covid-19. Y2 Maths 57% are now working at expected levels with the remaining children 0.4-0.5

							away from expected. This compared with 0% at expected prior to intervention.
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	Interventions are effective. Data from Dec 2018 shows only 2% in writing and 3% in reading underachieving. 73% made good progress in reading and 30% in writing.
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	Intervention has been effective; progress has been accelerated. Results for Gp 1 show a 16-month phonics age gain and Gp 2 a 24 month gain in the 3-month intervention.
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	Support has been effective because WMSLT evaluations show 95% have achieved or partially achieved their targets.

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	Working under guidance from BCC, schools were not using fast track procedures until Summer 21. Early help and our pastoral response during the year ensured that Autumn 20 attendance data was not significantly different to schools with similar levels of deprivation. Fast track did begin for 1 family (2 children) during Summer 21. This family left in July 21, although data can be used by the new school.
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	Covid restrictions meant that attendance trips could not take place, however rewards were given at the end of the Autumn and Summer terms. Restrictions due to Covid 19 and procedures that school could use meant that although conversations with children and families reveal children are

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