

# Grendon Primary School 2023



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	361 (370 October 22 census)
Proportion (%) of pupil premium eligible pupils	54% (51% October 22 census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£274,995
Recovery premium funding allocation this academic year	£27,405
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£302,400

# 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 though:</p> <ul style="list-style-type: none"> <li>a) high quality first teaching.</li> <li>b) improved access to the curriculum through effective targeted intervention.</li> <li>c) working with families and outside agencies to remove barriers and close gaps in learning.</li> </ul>	<p>More children are working at or above the expected standard by July 2026 than were doing so in July 2023.</p>
<p>Accelerated progress increases percentages working at or above the expected standard at the end of each year in writing though:</p> <ul style="list-style-type: none"> <li>a) high quality first teaching.</li> <li>b) improved access to the curriculum through effective targeted intervention.</li> <li>c) working with families and outside agencies to remove barriers and close gaps in learning.</li> </ul>	<p>More children are working at or above the expected standard by July 2026 than were doing so in July 2023.</p>
<p>Accelerated progress increases percentages working at or above the expected standard at the end of each year in maths though:</p> <ul style="list-style-type: none"> <li>a) high quality first teaching.</li> <li>b) improved access to the curriculum through effective targeted intervention.</li> <li>c) working with families and outside agencies to remove barriers and close gaps in learning.</li> </ul>	<p>More children are working at or above the expected standard by July 2026 than were doing so in July 2023.</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"> <li>a) ensuring high quality staff CDP with a focus on teaching communication skills.</li> <li>b) maximising opportunities to pupils to develop communication skills across the curriculum.</li> <li>c) working with specialist support and outside professionals to improve speech and language skills.</li> </ul>	<p>Targets for interventions are met.</p>

<p>Persistent absence reduces by implementing our new Attendance Policy in order to:</p> <p>a) working with families and outside agencies to remove barriers to attendance.</p> <p>b) using whole school strategies to improve attendance, including Fast-Track process.</p> <p>c) improve monitoring, evaluation, reward systems and communication around attendance.</p>	<p>Gap narrows between school and national persistent absence rates by July 2026.</p>
<p>Children engage in rich learning experiences through:</p> <p>a) planning and implement a whole school enrichment programme.</p> <p>b) maximising 'chocolate chip' opportunities throughout our academic curriculum.</p> <p>c) ensuring enrichment opportunities inspire and reward success</p>	<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: **£93,738.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.1 Lead practitioner in reach work to focus on making further improvements to the quality of teaching and learning (EEF 5-a-day focus)	EEF 5-a-day approach to high quality teaching and learning programme.	<b>A, B, C, D</b>
1.2 Maintain staffing levels to ensure class sizes are kept as small as possible (no mixed age range classes).	EEF Toolkit: Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.	<b>A, B</b>
1.3 Improve the curriculum by ensuring enrichment is planned and embedded including	The DfE Working Together to Improve Attendance guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. If learning is	<b>D, E</b>

<ul style="list-style-type: none"> <li>planning and running junior leadership days and whole school days.</li> <li>increasing after school clubs and activities.</li> <li>part funding in school workshops.</li> </ul>	exciting and engaging, children are more likely to attend.	
<p>1.4 Improve standards in English and Maths by</p> <ul style="list-style-type: none"> <li>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> <p>Subscribing to online learning - first news, TT Rock Stars, spag.com</p>	<p>EEF Toolkit: Mastery Learning.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<b>A, B</b>

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

Budgeted cost: £128,120.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2.1 Supplement cost (50%) of school led tutoring intervention - See Recovery Strategy Document</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<b>A, B</b>
<p>2.2 Improve communication skills through a whole school tiered approach:</p> <p>a) Implement Talk boost Intervention in EYFS and KS1.</p> <p>b) Implement Speech and Language small group intervention in EYFS and KS1.</p> <p>c) Employ specialist speech and language therapist to support identified individuals.</p>	<p>EEF Toolkit: Oral Language Interventions</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	<b>A, B, C</b>
<p>2.3 Implement Direct Phonics Intervention across KS2.</p>	<p>EEF Toolkit: Phonics</p>	<b>A, B</b>

	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	
2.4 Plan and carry out targeted support interventions to accelerate progress and raise standards in Y6 Maths and English and Y2 Maths and English.	EEF Toolkit: Small Group Tuition Small group tuition has an average impact of four months' additional progress over the course of a year	A,B
2.5 Plan and carry out Project X Code intervention to improve standards in reading.	EEF Toolkit: Reading Comprehension Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	A,B

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

Budgeted cost: **£53,136 (pupil premium)+£27,405 (recovery premium)**

Activity	Evidence that supports this approach	Challenge addressed
3.1 To improve attendance through embedding good practice in Working Together to Improve Attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	D,E
3.2 Top up Recovery Premium Funding for additional Teaching Assistant to join pastoral team to support implementation of updated Attendance Policy	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	D,E
3.3 Employ school nurse to remove specific barriers to learning for identified children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	A,B,E
3.4 Increase support staff in identified year groups in order to provide 1-1 support for identified children.	EEF Toolkit: Behaviour Approaches Both targeted interventions and universal approaches have positive overall effects (+ 4 months)	A,B
3.5 External care and control guidance for staff and 1-1 support for targeted children.	EEF Toolkit: Behaviour Approaches Both targeted interventions and universal approaches have positive overall effects (+ 4 months)	A,B,E
3.6 Work with Sweet Project to remove barriers to learning for identified children and families.	EEF Toolkit Social and Emotional Approaches Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	A,B,E

**Total budgeted cost: £302,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2022-2023

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. 100% of parents who responded to our questionnaire, said that their child was happy and enjoyed school.
- Y6 Maths: 100% made good progress during the intervention. Although only 53% (8 children) were on track to reach the expected standard at the start, KS2 SATs results showed 100% achieved this in May 2023.
- Data from the 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.
- External Send Review reports that sufficient time has been allocated for SENDCo to fulfil the role. As a result, pupils make secure progress from their starting points.
- While school has been proactive and taken all action it can to improve attendance, this remains a priority for whole school development. Overall absence remains below the national average, and persistent absence at 25% for the academic year, remains too high. This has been driven by increased authorised illness, leave during term time requests, changing parental attitudes towards school, reduced timetables.
- 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.
- Support has proved effective in reducing suspensions 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. Despite this, rates of suspension remain high and reflect challenging needs of pupils.
- Sweet project is effective in accessing support and removing barriers to learning for identified children.

As a result of effective pupil premium spending:

- Data shows that the majority of children made good progress, 57% in Maths, 55% in Writing and 56% in Reading. Underachievement has fallen consistently term on term from 27% in July 21 to 9% in July 23. As a result, more children reached the expected standard at the end of the year in almost all year groups.
- More children are on track to reach the expected level by the end of the year, in Writing for all year groups and in Reading and Maths for 5 out of 7 year groups in Reading, Writing and Maths in Reception and Years 2, 3, 5 and 6. Year 4 have been impacted by significant changes to the cohort as a result of pupil mobility.
- For 10/12 classes in Writing, and 8/12 class for Maths, gaps between disadvantaged and non-disadvantaged have closed or remained the same between July 22 and July 23 as a result of effective pupil premium spending.
- For reading, gaps have not closed quickly enough, with gaps only closing or staying the same for 7/12 classes.
- Where gaps widened, this is as a result of changes to cohort and there was a high proportion of children with SEND where progress was less than for other children. Accelerating progress for pupil premium SEND pupils is an area for further development.
- At the end of Reception, gaps closed, with disadvantaged children outperforming their peers on 3 out of 7 scales and gaps on almost all scales being smaller than the Birmingham average.
- In Phonics at the end of Year 1, disadvantaged pupils outperformed their peers, with a 7 point gap in attainment.

Despite this, gaps remain. At the end of KS1 and KS2, attainment for disadvantaged children remains below that of their peers and their progress is not yet good enough. School continues to focus on narrowing these gaps through effective spending of pupil premium and recovery premium grants.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
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