



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	355 (October 2020 Census)
Proportion (%) of pupil premium eligible pupils	56% (196 pupils, October 2020 Census)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
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	£ 263,620
Recovery premium funding allocation this academic year	£ 28,420
Pupil premium funding carried forward from previous year	£ 24,180.20
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	£316,220.20

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>Disadvantaged pupils achieve national average progress scores in KS2 Reading by 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>Disadvantaged pupils achieve national average progress scores in KS2 Writing by 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>Disadvantaged pupils achieve national average progress scores in KS2 Maths by 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:</p> <ul style="list-style-type: none"> a) working with families and outside agencies to remove barriers to attendance. 	<p>Gap narrows between school and national persistent absence rates by July 2022.</p>

<p>b) using whole school strategies to improve attendance, including Fast-Track process.</p>	
<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) ensuring 'wow' opportunities in quality first teaching. 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: £121,435.60 Pupil Premium + £6639 Recovery Premium = **£128,074.60**

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	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, implemented and embedded by: <ul style="list-style-type: none"> implementing the Grendon Passport of experiences. planning and running junior leadership days and whole school days. increasing after school clubs and activities. part funding for school based workshops for each year group.	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. purchasing Read, Write Inc Phonics reading books in EYFS & KS1. renewal Read, Write, Inc Spelling. providing quality texts and resources linked to curriculum subjects.	Mastery learning +5 months High impact for very low cost based on limited evidence	A, B, C
Recovery premium: Programme of CPD support for all staff to improve quality first teaching	Metacognition and self-regulation +7 months Very high impact for very low cost based on extensive evidence	A, B, C

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

Budgeted cost: £ 94,044.70 Pupil Premium + £21,756.50 Recovery Premium = **£115,801.20**

Activity	Evidence that supports this approach	Challenges addressed
2.1 Plan and implement a programme of one to one and small group tuition with a focus on moving children to expected standard	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: a) Y6 Maths and English. b) Y2 Maths and English.	Small group tuition +4 months Moderate impact for low cost based on moderate evidence	A, B, C
2.5 Small group interventions for targeted children with EAL in KS1 and KS2.		A, B, C
2.6 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
Recovery Premium: Increase Educational Psychologists hours.		A, B

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

Budgeted cost: **£72,352.80** Pupil Premium

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
		A, B

Total budgeted cost: £316,228.60. Overspend of £8.40

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 2020 to 2021 academic year.

Please see Impact of Pupil Premium Strategy Document 20 – 21 and Impact of Pupil Premium Spending on Data 20 -21 both published on our website.

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