

Grendon Primary School 2024



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	340 (361 October 23 census)
Proportion (%) of pupil premium eligible pupils	55% (52% October 23 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sam Lewis 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	£279,720
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£279,720

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 may be 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 have met *Grendon's Goals* and 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 pastoral curriculum, academic curriculum and *Grendon's Goals* to become the vehicle to close it. 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 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 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 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 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 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"> 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> <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 2026.</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>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: **£15,533.62**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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)</p>	<p>EEF 5-a-day approach to high quality teaching and learning programme.</p>	<p>A, B, C, D</p>
<p>1.2 Improve the curriculum by ensuring enrichment is planned and embedded including</p> <ul style="list-style-type: none"> planning and running junior leadership days and whole school days. increasing after school clubs and activities. <p>part funding in school workshops</p>	<p>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 exciting and engaging, children are more likely to attend.</p>	<p>D, E</p>
<p>1.3 Improve standards in English and Maths by</p> <ul style="list-style-type: none"> Read, Write Inc Phonics reading books in EYFS & KS1. renewal Read, Write, Inc Spelling. providing quality texts and resources linked to curriculum subjects. <p>Subscribing to online learning - first news, TT Rock Stars, spag.com</p>	<p>EEF Toolkit: Mastery Learning. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>A, B</p>

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

Budgeted cost: £145,674.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1 Small group interventions for targeted children with EAL in KS1 and KS2.	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
2.2 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.	EEF Toolkit: Oral Language Interventions On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	A, B, C
2.3 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. 	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
2.4 Plan and carry out <ul style="list-style-type: none"> • Project X Code intervention to improve standards in reading. Success at Arithmetic (KS1 Maths)	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 Additional teacher to ensure Non class based SENCo.	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

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

Budgeted cost: **£118,512**

Activity	Evidence that supports this approach	Challenge addressed
<p>3.1 To improve attendance through:</p> <p>a) Pastoral Manager to run Fast Track Programme and effective pastoral support and intervention.</p> <p>b) incentives including trips, visits and prizes are planned and implemented termly to reward good attendance for individuals.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	D,E
3.2 Class based cover for 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
3.7 Elsa intervention for targeted groups and individuals.	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: £279,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023-2024

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. KS2 SATs results showed 100% achieved the expected standard despite only 50% being on track to do so at the start of the intervention.
- Y2 Maths: 100% made good progress during the intervention. By the end of Year 2, all children met the required standard, with none
- Data from the x-code intervention showed that children made good progress. Children's phonics age by 8 months on average during the 3-month intervention.
- School Led Tutoring has been effective in accelerating progress and closing gaps in learning. It is clear that there has been an increase in attainment directly related to these interventions. See Recovery Strategy for detailed evaluation.
- 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.
- Behaviour and children's access to learning improves as a result of effective support, although rates of suspension, particularly repeat suspension for a small number of children remains too high.
- Sweet project is effective in accessing support and removing barriers to learning for identified children. The impact of this support on children's attendance is clear to see.
- The school nurse is effective in accessing support and removing barriers to learning for targeted children. The impact on attendance is clear to see.
- Overall attendance improved and persistent absent reduced significantly and consistently across the year for all pupil and for all groups of pupils. Persistent absence reduced from 26% in 22/23 to 17.9% in 23/24 and overall attendance improved from 91.51% in 22/23 to 94.26% in 23/24. Challenges remain and attendance needs to continue to improve, but school has demonstrated a capacity to improve.

As a result of effective pupil premium spending:

- Whole school data that shows rates of strong progress increased consistently throughout the year: 61% in Maths (38% in Dec 23), 60% in Writing (44% in Dec 2023) and 65% in Reading (38% in Dec 2023). Underachievement has continued to fall consistently and significantly from 27% in all subject in July 21 to 7% in Reading, 6% in Writing and 5% in Maths by July 2024.
- More children are on track to reach the expected level by the end of the year in Reading and Maths. Across the school, percentages improved from 64% to 65% in Maths, and from 63% to 66% in Reading.
- In Writing percentages fell slightly from 59% to 57%. These percentages have been impacted by significant changes to the cohort as a result of pupil mobility.
- For 11/13 classes for Reading and 10/13 classes for Maths and 9/13 classes for Writing, gaps between disadvantaged and non-disadvantaged have closed or remained the same between July 23 and July 24 as a result of effective pupil premium spending.
- 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.
- Percentages making at least expected progress were not significantly different from whole school performance in all subjects.
- All underachievers feature on action plans to accelerate progress during Autumn 24.

- At the end of Reception, gaps closed, with disadvantaged children outperforming their peers on 5 out of 7 scales and gaps on almost all scales being smaller than the Birmingham average.

Despite this, gaps remain:

- in Phonics at the end of Year 1, there was a big gap between disadvantaged children and their peers, however, this was much reduced by the end of KS1.
- at the end KS2, attainment for disadvantaged children remains below that of their peers

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.

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