

Grendon CE Primary: 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 CE Primary
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	30 th September 2022
Date on which it will be reviewed	31 st July 2023
Statement authorised by	John Wayland
Pupil premium lead	John Wayland
Governor	Julia Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5540
Recovery premium funding allocation this academic year	£2580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£8120

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The school understands that whilst the Pupil Premium can support a wide range of needs amongst disadvantaged children (including attendance, participation, academic achievement and positive well-being) it's allocation is not solely for eligible pupils and it can be used to benefit other children with identified needs.

High-quality teaching is at the heart of our approach as the school believes that this is, overall, the most effective way of supporting pupils' academic achievement. It is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to individual needs and rooted in robust assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have low prior attainment in reading, writing and maths and, although progress is satisfactory overall, gaps exist in attainment in these areas.
2	School's Pupil Mentoring initiative demonstrates that some pupils' mental health and well-being has been negatively impacted by the global pandemic (school closures, reduced social interactions, associated anxieties relating to Covid-19)
3	Some disadvantaged pupils' acquisition of phonics and spelling is slow, possibly as a consequence of school closures. This is negatively impacting on their development as readers.
4	Access to curriculum enrichment opportunities has been limited during the global pandemic.

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	Challenge	Success criteria
Improved attainment in reading, writing and maths for disadvantaged pupils	1	All PP pupils make at least expected progress in core subjects and are narrowing the gap with their peers
Pupils' mental health and well-being is good and supports effective learning	2	<p>Pupil Mentoring programme is fully embedded, with data analysed at an individual and whole school level</p> <p>Pupil Mentoring outcomes demonstrate that the vast majority of children, including disadvantaged pupils, have a positive image of themselves and a positive attitude towards education and their wider development</p> <p>Pupil Mentoring identifies emerging individual and group needs and these are successfully supported by specific interventions</p>
Updated whole school approach to the systematic teaching of phonics and spelling	3	Systematic teaching of phonics and spelling supports rapid progress in acquisition of skills, such that progress in reading and writing is at least expected for all PP pupils
To increase opportunities for PP pupils to access enrichment activities	4	PP pupils participate fully in extra-curricular opportunities

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

Budgeted cost: £320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline assessment of all pupils in core subjects Detailed data analysis Personalised Pupil Profiles	Initial assessments conducted at the beginning and throughout curriculum themes enable teachers to deliver work that is well-matched to individual needs. Targeted, first-wave teaching has a marked, positive impact on their progress and attainment as evidenced by school tracking data. Where gaps are identified in learning, prompt intervention supports good pupil progress	1
Updated approach to the systematic teaching of phonics and spelling across school	Research based project on pupils' acquisition of phonics and spelling skills identified gaps in provision and preliminary data indicates that the revised approach is already having a positive impact on pupil outcomes in this area This area formed the prime focus for class teacher's NPQSL	3

Targeted academic support

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group interventions	Fully costed Provision Maps indicate that targeted interventions to support pupils, including disadvantaged pupils, represent good value for money and are working well to ensure that that pupils make good academic progress	1

Wider strategies

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Mentoring programme embedded across Key Stage 1 and 2</p> <p>Peer Tutor training for Year 6 pupils</p>	<p>Detailed data analysis of Pupil Mentoring outcomes supports the view that the vast majority of pupils have positive mental health and good well-being</p> <p>Small minority of pupils will receive additional support to manage their well-being as a result of their Pupil Mentoring responses</p> <p>Meetings with older pupils show that they are keen to be involved in supporting younger pupils in the school with their well-being and on raising the profile of mental health in the school</p>	<p>2</p>
<p>Clear communication with carers to promote the use of PP funding to support trips, visits and clubs</p>	<p>PP pupils participate fully in enrichment activities, including residential visits – pupil feedback and observations indicate that these activities enhance social development, curriculum engagement and enjoyment</p>	<p>4</p>

Total budgeted cost: £ 8120

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.

In 2021-22, school attainment in statutory assessments at KS1 and KS2 was significantly higher than national data in all areas. Internal tracking data over the same period shows good progress for the vast majority of pupils, cohorts and groups. Pupil Mentoring outcomes throughout the 2021-22 academic year suggest that measures to monitor and support pupils' mental health and well-being are effective. Enrichment opportunities are frequent, including residential for Years 2, 4 and 6, with no pupils are omitted on financial grounds. In 2021-22, a new, whole school spelling/phonics approach has contributed to the strong pupil performance in the Year 1 Phonics Screening Check and in KS1 and KS2 statutory assessments in reading.