

## Grendon CE Primary: 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 CE Primary
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	31 <sup>st</sup> January 2022
Date on which it will be reviewed	31 <sup>st</sup> July 2022
Statement authorised by	John Wayland
Pupil premium lead	John Wayland
Governor	Julia Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5035
Recovery premium funding allocation this academic year	£3000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8035

## 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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	Possible negative impact of the global pandemic (school closures, reduced social interactions, associated anxieties relating to Covid-19) on pupils' mental health and well-being.
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	<b>1</b>	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	<b>2</b>	<p>Pupil Mentoring programme is fully embedded, with data analysed at an individual and group 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	<b>3</b>	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	<b>4</b>	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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline assessment of all pupils in core subjects</p> <p>Detailed data analysis</p> <p>Personalised Pupil Profiles</p>	<p>Baseline assessments conducted on school reopening and at the beginning of new units of work enable teachers to deliver work that is well-matched to individual needs.</p> <p>Targeted, first-wave teaching has a marked, positive impact on their progress and attainment as evidenced by school tracking data.</p> <p>Where gaps are identified in learning, prompt intervention reverses downward trends in data as reported</p>	<b>1</b>
<p>Updated approach to the systematic teaching of phonics and spelling across school</p>	<p>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</p> <p>This area formed the prime focus for class teacher's NPQSL</p>	<b>3</b>

### Targeted academic support

Budgeted cost: £6535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group interventions</p>	<p>1:1 support has enabled a pupil to maintain their place in our mainstream setting and thrive in their development</p> <p>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</p>	<b>1</b>

\*[93% of pupils report that they feel good about themselves; 96% report that they have good friends; 99% feel that this is a good school; 93% of pupils feel that school is safe]

## Wider strategies

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Mentoring programme embedded across Key Stage 1 and 2  Peer Tutor training for Year 6 pupils	Detailed data analysis of Pupil Mentoring outcomes in Autumn '21* supports the view that the vast majority of pupils have positive mental health and good well-being  Small minority of pupils will receive additional support to manage their well-being as a result of their Pupil Mentoring responses  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	<b>2</b>
Clear communication with carers to promote the use of PP funding to support trips, visits and clubs	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	<b>4</b>

**Total budgeted cost: £ 8035**

## **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.

Internal data analysis demonstrated that progress for all pupils overall, including PP pupils, slowed during periods of school closure in 2020-21. Some PP pupils attended school as vulnerable learners and others were supported with remote learning through the provision of Internet capable devices. Well-being of some PP learners declined during periods of school closure, as did their access to enrichment activities. In the latter part of the 2020-21 academic year, the reopening of school impacted very positively on pupils' progress and Pupil Mentoring outcomes suggest that the well-being of the majority of pupils is good.