

## Grendon Underwood Pupil Premium Strategy Statement

### Summary Information

School	Grendon Underwood Combined School		
Academic Year	2016 - 2017	Total PP budget	24,300
Total number of pupils	183	Number of pupils eligible for PP	19

### Attainment End of Academic Year 2015-6 (25 PP children in total across the school)

#### Early Years Foundation Stage Profile Results

	School Trend				
	2014	2015	2016	Movement	Change 2014-2016
Number of Disadvantaged Pupils	0	4	0	↑↓	0
% Good Level of Development	N/A	100%	N/A	□	N/A
Gap Disadv (sch) - Others (Nat)	N/A	N/A	N/A	□	N/A

National data for "Other" pupils		
School Disadv	National (2016)	Difference
-	-	-
N/A	N/A	N/A
-	-	-

#### Phonics Check Results

	School Trend				
	2014	2015	2016	Movement	Change 2014-2016
Number of Disadvantaged Pupils	2	1	5	↓↑	3.0
% Yr1 working at expected level	50%	100%	60%	↑↓	0.1
Gap Disadv (sch) - Others (Nat)	N/A	N/A	-23%	□	N/A

National data for "Other" pupils		
School Disadv	National (2016)	Difference
-	-	-
60%	83%	-23%
-	-	-

#### Key Stage 1

	School Trend				
	2014	2015	2016	Movement	Change 2014-2016
Number of Disadvantaged Pupils	5	2	2	↓→	-3
% at least Exp level Reading	N/A	N/A	100%	□	N/A
Gap Disadv (sch) - Others (Nat)	N/A	N/A	22%	□	N/A
% at least Exp level Writing	N/A	N/A	50%	□	N/A
Gap Disadv (sch) - Others (Nat)	N/A	N/A	-20%	□	N/A
% at least Exp level Maths	N/A	N/A	50%	□	N/A
Gap Disadv (sch) - Others (Nat)	N/A	N/A	-27%	□	N/A

National data for "Other" pupils		
School Disadv	National (2016)	Difference
-	-	-
100%	78%	22%
-	-	-
50%	70%	-20%
-	-	-
50%	77%	-27%
-	-	-

## Key Stage 2

	School Trend				
	2014	2015	2016	Movement	Change 2014-2016
<b>Number of Disadvantaged Pupils</b>	6	6	8	→↑	2
Reading Ave Scaled score	N/A	N/A	103.0	□	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	N/A	-0.8	□	N/A
Maths Ave Scaled score	N/A	N/A	101.0	□	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	N/A	-3.1	□	N/A

National data for "Other" pupils		
School Disadv	National (2016)	Difference
-	-	-
103.0	103.8	-0.8
-	-	-
101.0	104.1	-3.1
-	-	-

	School Trend				
	2014	2015	2016	Movement	Change 2014-2016
Disadvantaged Read Prog Score	N/A	N/A	0.9	□	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	N/A	0.6	□	N/A
Disadvantaged Writ Prog Score	N/A	N/A	-4.1	□	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	N/A	-4.2	□	N/A
Disadvantaged Maths Prog Score	N/A	N/A	-1.1	□	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	N/A	-1.3	□	N/A

National data for "Other" pupils		
School Disadv	National (2016)	Difference
0.9	0.3	0.6
-	-	-
-4.1	0.1	-4.2
-	-	-
-1.1	0.2	-1.3
-	-	-

Barriers to future attainment for pupils eligible for Pupil Premium	
In – school barriers	See analysis grid
Poor home learning environment	See analysis grid
Communication difficulties	See analysis grid
External barriers	See analysis grid
Poor attendance	See analysis grid

Outcomes	Success Criteria
Improve outcomes at end of KS1 and for Year 3 children	At least 60% at end of KS1 achieve age related expectations across all subjects (3 out of 5. 3 have significant learning SEN so we are targeting 1 out of these 3) % of Year 3 children achieve age related expectations = to national
Improve outcomes at end of KS2	At least 75% at end of KS2 achieve age related expectations across all subjects
Improve attendance for PP children	PP children attendance matches non PP children

Planned Expenditure for 2016 -2017					
Quality of teaching for all					
Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Quality feedback supports children to make good progress in all subjects	-Teachers to give immediate feedback -Teachers to mark PP books first -Teachers to address misconceptions immediately -Training for new staff £1500	Evidence base of research suggests quality feedback enables children to make good progress (John Hattie)	Regular work scrutinises by SLT Regular lesson observations by SLT Half termly data analysis	Kevin Morrissey Amy White Jones	Half termly
Improve the % of children working at greater depth by improving children's quality of discussion and self-questioning	Introduce P4C – training by Will Ord £800 Purchase resources to support teachers in its implementation £760 Teachers to target PP children during sessions	Evidence base of research suggests that good classroom discussion and self-questioning has a positive impact on outcomes (John Hattie)	Staff training and review of its effectiveness Lesson observations	Kevin Morrissey Amy White Jones	Termly
<b>Total budget cost for quality teaching for all</b>					<b>£3060</b>
Targeted Support					
Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Improve the progress and of KS2 children in RWM	Brains for Breakfast interventions. 25 perhour X5 x 38 = £4000	The identified children are below age related expectations.	Internal monitoring	Kevin Morrissey Amy White Jones Sheila Martindale Fiona Adams	
Improve the % of Y2 children achieving the phonics screening	Additional phonics intervention booster. Small group basis (10 mins per day) £1000 (staffing and resources)	The identified children are below age related expectations.	Tracking children's phonics progress	Emma Jones Louise Sherley	Half termly
Improve % of KS1 children working at age related	1stClass@Number for appropriate children (3 x	Identified children are below age related expectations .	Internal monitoring	Emma Jones Louise Sherley	Half termly

expectations to 75% in Maths	30mins per week) £1000 Additional early work focusing on number skills (3 x 10 mins per week) £600 Targeted adult support in lessons	Previous intervention has been effective in raising standards			
Improve % of KS2 children working at age related expectations in Maths	1stClass@Number for appropriate children (3 x 30mins per week) £1000 Additional early work focusing on number skills (3 x 10 mins per week) £600 Targeted adult support in lessons	Identified children are below age related expectations. Previous intervention has been effective in raising standards	Internal monitoring	Subject Lead	Half termly
Improve % of KS2 children working at age related expectations in Reading and Writing	Talk 4 Writing programme and T4R Intervention £2500	Identified children are below age related expectations. Previous intervention has been effective in raising standards	Internal monitoring	Subject Lead	Half termly

**Total budget cost for targeted support**

**£10,750**

**Other Approaches**

<b>Desired outcome</b>	<b>Chosen Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation?</b>
Children home learning is completed to a high standard	Set up lunchtime Homework Club targeted to PP identified children (twice a week for one hour £1140)	Some PP children's homework is not as effectively completed as non PP children. Evidence shows that supporting study skills improves outcomes (John Hattie).	Work scrutiny comparing PP and Non PP children Monitoring completion of homework and when completed. Pupil voice of PP children Parent voice of PP children	Kevin Morrissey Amy White Jones	Termly

Children's self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being is increased.	Weekly outdoor hourly sessions at Forest School. One hours a week £750	Research backs up that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	Lesson observations Sessions evaluated by adults and children Parent voice of PP children	Kevin Morrissey Amy White Jones Susan West	Half termly
Children's self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being is increased.	Mentoring programme £1500		Session observations Sessions evaluated by adults and children Parent voice of PP children	Kevin Morrissey Amy White Jones	Half termly
Children's self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being is increased.	Stationery Shop management £260		Success of Stationery Shop Sessions evaluated by adults and children Parent voice of PP children	Kevin Morrissey Amy White Jones Vicki Gardiner	Half termly
Children's emotional wellbeing is improved	Young Carers support for PP children. One hours a week £1900	PP often identified as vulnerable children with chaotic home lives	Weekly sessions planned Sessions evaluated by adults and children	Kevin Morrissey Amy White Jones Nathan Ladyman Carrie Smythe	Weekly
All children to participate in enrichment activities	Invite PP children to 'Change for Life' lunchtime club. Financially support individual children to access enriched curriculum activities by ensuring PP parents are aware of financial support. (£3000)	To ensure equality of opportunity for all children	Monitoring club uptake. Monitoring music lesson uptake. Targeting any PP child or vulnerable child that is not in a club.	Kevin Morrissey Amy White Jones Sophie Stainer	Termly
Children's attendance	Notify all parents of	PP Attendance is not as high as	Monitoring of attendance	Kevin Morrissey	Weekly

improved to match non PP children	attendance procedures. Discuss with parents if attendance drops below 95% for PP children. Involve EWO as necessary. Incentives for children £2000	non PP children in two classes (Reception and Year 3).	data half termly.	Amy White Jones Emma Mitchell	
<b>Total budget cost for other approaches</b>					<b>£10,550</b>
<b>Total allocated budget for other two areas</b>					<b>£13,810</b>
<b>Total unallocated budget for support as identified through the remainder of the academic year</b>					<b>£0</b>

<b>Review of Expenditure</b>				
<b>Previous Academic year</b>	<b>2015-2016</b>			
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Individual support for 1 child in EYFS in order to access the FS curriculum	1:1 support implemented through the year	Child made progress in all areas of the EYFS curriculum with the exception of the managing behaviour aspect of the curriculum. She moved from the entering 30-50 month band in most areas to leave FS secure in the 40-60 month band before moving onto special school	The targeted support was needed and enabled the child to make progress in order to access the curriculum at an appropriate level.	£5200
Additional staffing to support in classrooms during the afternoons in order to improve outcomes for all pupil premium children through targeted support linked to individual needs	This has meant that there are a variety of programmes available to the children such as daily reading, comprehension groups, social skills groups, access to Young Carers material and time to talk.	This has had a positive impact in terms of attitude and approach to learning. Over 2015-16 81% of the PP children made at least expected progress regardless of their starting points.	Teachers reported that this benefited children, however the lack of very specific targets due to the introduction of the new curriculum and raised expectations meant it was more difficult to track. In 2016-7 much more specific targets have been set for cohorts, which will make tracking of the effectiveness of this intervention much more effective.	£22,000
PP children's attendance improved to match non PP children	Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for PP children. Involve EWO as necessary	Support from EWO has meant that parents are aware of the importance of having their children in school daily. Where appropriate parents have engaged in a parental contract agreement. If parents have not engaged the school has used	This is a sensitive area for some families and there needs to be continued open dialogue	£2000

		EWO to start legal proceedings.		
All children to participate in enrichment activities	Enriched curriculum	Funding has been used to fund places on extra-curricular clubs, fund music lessons, fund residential places and educational visits. This has ensured that all children are fully included and has helped to develop social and emotional skills.	This approach ensures equality of access for all children.	£2500
<b>Total expenditure</b>				<b>£31,700</b>

**The impact of these interventions are as follows – July 2017**

**Use this to inform 2017 - 2018**

**Early Years Foundation Stage Profile Results**

	School Trend				
	2015	2016	2017	Movement	Change 2015-2017
<b>Number of Disadvantaged Pupils</b>	4	0	1	↓↑	-3
<b>% Good Level of Development</b>	100%	N/A	100%	↑	0%
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	N/A	N/A	-	N/A

National data for "Other" pupils		
School Disadv	National (2017)	Difference
-	-	-
100%	N/A	N/A
-	-	-

**Phonics Check Results**

	School Trend				
	2015	2016	2017	Movement	Change 2015-2017
<b>Number of Disadvantaged Pupils</b>	1	5	0	↑↓	-1.0
<b>% Yr1 working at expected level</b>	100%	60%	N/A	-	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	-23%	N/A	-	N/A

National data for "Other" pupils		
School Disadv	National (2017)	Difference
-	-	-
N/A	84%	N/A
-	-	-

## Key Stage 1

	School Trend				
	2015	2016	2017	Movement	Change 2015-2017
	School Trend				
	2015	2016	2017	Movement	Change 2015-2017
<b>Number of Disadvantaged Pupils</b>	2	2	5	→↑	3
% at least Exp level Reading	N/A	100%	40%	↓	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	22%	-38%	↓	N/A
% at least Exp level Writing	N/A	50%	40%	↓	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	-20%	-30%	↓	N/A
% at least Exp level Maths	N/A	50%	40%	↓	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	-27%	-37%	↓	N/A

National Comparisons		
School	National (2017)	Difference
National data for "Other" pupils		
School Disadv	National (2017)	Difference
-	-	-
40%	79%	-39%
-	-	-
40%	72%	-32%
-	-	-
40%	79%	-39%
-	-	-

## Key Stage 2

	School Trend				
	2015	2016	2017	Movement	Change 2015-2017
** scaled score 110+	School Trend				
	2015	2016	2017	Movement	Change 2015-2017
<b>Number of Disadvantaged Pupils</b>	6	8	2	↑↓	-4
Reading Ave Scaled score	N/A	103.0	109.0	↑	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	-0.8	4.0	↑	N/A
Maths Ave Scaled score	N/A	101.0	105.0	↑	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	N/A	-3.1	0.0	↑	N/A

National Comparisons		
School	National (2017)	Difference
National data for "Other" pupils		
School Disadv	National (2017)	Difference
-	-	-
109.0	105.0	4.0
-	-	-
105.0	105.0	0.0
-	-	-



## Key Stage 1 to Key Stage 2 Progress

	School Trend				
	2015	2016	2017	Movement	Change 2015-2017
	School Trend				
	2015	2016	2017	Movement	Change 2015-2017
Disadvantaged Read Prog Score	N/A	0.9	0.9	→	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	<i>N/A</i>	<i>0.6</i>	<i>0.6</i>	<i>→</i>	<i>N/A</i>
Disadvantaged Writ Prog Score	N/A	-4.1	-1.9	↑	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	<i>N/A</i>	<i>-4.2</i>	<i>-2.1</i>	<i>↑</i>	<i>N/A</i>
Disadvantaged Maths Prog Score	N/A	-1.1	-2.3	↓	N/A
<i>Gap Disadv (sch) - Others (Nat)</i>	<i>N/A</i>	<i>-1.3</i>	<i>-2.6</i>	<i>↓</i>	<i>N/A</i>

National "Sufficient Progress"		
School	National (2017)	Difference
National data for "Other" pupils		
School Disadv	National (2017)	Difference
0.9	0.3	0.6
-	-	-
-1.9	0.2	-2.1
-	-	-
-2.3	0.3	-2.6
-	-	-

There is a high level of staffing in EYFS to ensure quality first teaching.

The three pupils who did not achieve age related expectations all have specific needs and are receiving appropriate support at the end of KS1. Ensure these are a focus for Year 3 next year.

Key Stage Two disadvantaged pupils scaled score in Reading and Maths is in line with school and above national in Reading. Increase progress at the end of KS2.