



Grendon Underwood Combined School Pupil Premium Strategy 2017 – 2018

1. Summary Information

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|-------------------------------|-----------------------------------|---|---------|-----------------------------------|----------------|
| School | Grendon Underwood Combined School | | | | |
| Academic Year | 2017 - 2018 | Total PP budget | £23,320 | Date of most recent review | September 2017 |
| Total number of pupils | 190 (R – Yr 6) | Number of pupils eligible for PP | 18 | Date of next review | September 2018 |

2. Current Attainment – September 2017

| | Number of PP children | Pupils eligible for PP reaching expected standard | National average of pupils not eligible for PP reaching expected standard |
|--|------------------------------|--|--|
| % achieving GLD at the end of EYFS | 1 | 100% | 71% |
| % achieving age-related expectation in Year 1 phonics | 0 | 0% | 84% |
| % achieving age-related expectation (ARE) or above in reading at the end of KS1 | 5 | 40% | 79% |
| % achieving age-related expectation (ARE) or above in writing at the end of KS1 | 5 | 40% | 72% |
| % achieving age-related expectation (ARE) or above in maths at the end of KS1 | 5 | 40% | 79% |
| % achieving age-related expectation (ARE) or above in reading at the end of KS2 | 2 | 100% | 53% |
| % achieving age-related expectation (ARE) or above in writing at the end of KS2 | 2 | 100% | 64% |
| % achieving age-related expectation (ARE) or above in maths at the end of KS2 | 2 | 100% | 53% |
| % achieving age-related expectation (ARE) or above in GPS at the end of KS2 | 2 | 100% | N/A |
| % achieving age-related expectation (ARE) or above in Reading, Writing and Maths at the end of KS2 | 2 | 100% | 39% |

3. Barriers to future attainment for pupil eligible for Pupil Premium

| Internal barriers | |
|-------------------------------|--|
| Learning & low attainment | 55% (10 children) have low attainment, of which, 7 have SEN needs. |
| Behaviour, social & emotional | 44% (8 children) have behaviour, social and emotional barriers. |
| Language & communication | 33% (6 children) have language and communication barriers. |
| Confidence & self-esteem | 55% (10 children) have low self-esteem. |
| External barriers | |
| Lack of opportunity | 77% (14 children) have financial barriers. |
| Poor attendance | Attendance for 2016 – 2017 for PP children was ___ compared to non PP children at ___. |
| Parent, family or home | 83% (15 children) of PP children have a poor home learning environment. |

4. Outcomes

| | Desired outcomes and how they will be measured | Success criteria |
|-----------|--|---|
| A. | All children eligible for pupil premium will make at least if not more than expected progress in reading, writing and mathematics. | Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned. The progress of these children will be monitored at pupil progress meetings. |
| B. | More able children eligible for pupil premium will make better than expected progress in reading writing and mathematics. | Increase understanding of how best to meet the needs of more able children will enhance provision within Quality First Teaching. Action plans outlining additional opportunities to enhance learning and raise aspiration will ensure children experience a range of opportunities designed to maximise their potential. |
| C. | To improve the opportunities and well-being of all children eligible for pupil premium funding. | To allow children to develop new relationships and encourage children to develop their self-esteem and confidence. EEF- Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. |

5. Planned expenditure

Academic year | 2017 - 2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve class pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcomes | Chosen actions | What is the description /rationale for this? | How will you ensure it is implemented well? | Staff lead | Cost | Review date |
|--|--|---|--|------------|------|--|
| <ul style="list-style-type: none"> Quality of provision across the school and in EYFS is good to outstanding. To apply spelling and grammar into their writing Number of children meeting ARE for RWM at KS1 and KS2 increases to at least in line with National Greater depth increases | I pads for children | Evidence from Bucks Learning Trust and Pie Corbett show positive results in using this writing process | <p>Monitoring Cycle, learning walks, pupil voice surveys and book scrutiny.</p> <p>Observations/Book scrutiny will show that all teaching is good or better at next review.</p> <p>Staff lead time out to share/observe and impact on lessons.</p> <p>Whole school training and regular refreshing sessions.</p> <p>More children will be working at greater depth or mastery.</p> <p>Team teach in classes for staff to develop mastery skills.</p> | KM LM | 900 | <ul style="list-style-type: none"> Ongoing and... Termly Pupil Progress Meetings Staff Meetings Gov Meetings |
| | Enrich Science Across the curriculum | Sutton Trust 'What is good teaching?' shows that there is strong evidence that the Quality of instruction in teaching has an impact on student outcomes. | | AWJ EJ | 270 | |
| | Moderating across schools with a focus on PP | | | KM AWJ | 630 | |
| | Greater Depth Reading CPD | New approach to teaching spelling across the school. Research shows that children respond well to RWI approach | | AWJ | 90 | |
| | Forest School Participation | | | AWJ SW | 264 | |
| | Talk 4 Writing CPD | | | AWJ KM | 306 | |
| | CPD for staff – ASD Training | Targeted support for children identified in classes who need to have extra support for these areas. EEF research shows the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. | | TR | 100 | |

Total budget cost for quality teaching for all | £2560

ii. Targeted support

| Desired outcomes | Chosen actions | What is the description /rationale for this? | How will you ensure it is implemented well? | Staff lead | Cost | Review date |
|--------------------|----------------|--|---|------------|------|-------------|
| • PP children will | ICT Learning | EEF evidence shows that streaming | Regular feedback to TA/teacher and | KM | 756 | • Ongoing |

| | | | | | | | | |
|---|---|--|--|----------------|------------------|--|--|--|
| <p>be provided with specific interventions to meet and improve their learning outcomes.</p> <ul style="list-style-type: none"> To develop more self confidence and communicate well in social groups | Resources | does not appear to be an effective strategy for raising the attainment of disadvantaged pupils. | <p>SENCO.</p> <p>Evaluations with teacher on how they are performing in the interventions and data analysis.</p> <p>Pupil progress meetings every term to ensure progress is being made in these groups and interventions. Half termly PP meetings.</p> <p>Focus upon Year 3 PP children as three SEN PP children did not achieve ARE at the end of KS1.</p> | | | <p>and...</p> <ul style="list-style-type: none"> Termly Pupil Progress Meetings Staff Meetings Gov Meetings | | |
| | Social Skills Groups | <p>EEF- There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>EEF National evidence that the grouping of children into small groups with good/outstanding teaching will help children progress quicker and help to fill gaps that perhaps cannot be focused on as much during whole school lessons.</p> <p>EEF- the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p> <p>EEF suggests that timely interventions undertaken by skilled teachers or TA's that are appropriately targeted have a significant impact on children's attainment and progress.</p> <p>Nurture groups allow children to develop new relationships and encourage children to develop their self-esteem and confidence. EEF- Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself</p> | | KM TR JM | 1098.75 | | | |
| | Place2Be Counselling / Nurture | | | CS AWJ | 500 | | | |
| | Greater Depth Maths 1:1 | | | FA | 1520 | | | |
| | 1:1 interventions | | | TR | 2377 | | | |
| | Story teller workshops | | | AWJ | 90 | | | |
| | Specific Reading Books / Schemes | | | AWJ | 2122 | | | |
| | Sports & extra Curricular Activities | | | KM BM | 2237.78 | | | |
| | Total budget cost for Targeted Support | | | | £10701.53 | | | |
| | iii. Other approaches | | | | | | | |

| Desired outcomes | Chosen actions | What is the description /rationale for this? | How will you ensure it is implemented well? | Staff lead | Cost | Review date |
|--|---|---|---|--------------|------------------|--|
| <ul style="list-style-type: none"> Parents of PP children engage more with the school in order to help support their child in their learning and understand what level is expected in their development All children to participate in enrichment activities To improve attendance for all children | Music Experiences and Music Lessons (Drumming / Piano / Flute / Trumpet) | <p>Trips are carefully targeted to suit the curriculum but also identify areas where perhaps they need a real life experience.</p> <p>It has been proved that if attendance is low that a child will achieve less well.</p> | <p>Self-esteem of children and confidence on trips and outside the classroom will be monitored by year meetings.</p> <p>Attendance figures will increase. Parents have a better understanding of the importance of being at school.</p> | BW | 1726 | <ul style="list-style-type: none"> Ongoing and... Termly Pupil Progress Meetings Staff Meetings Gov Meetings |
| | Compass for Life - Aspirational | | | KM AWJ | 1746 | |
| | School Trips / Experiences | | | KM LM | 904 | |
| | Swimming – ensure that by the end of KS2 children can swim the recommended distance | | | SS | 240 | |
| | Residentials | | | FA VG | 700 1725 | |
| | Create a Learning Hub – Puzzle Room | | | KM CS | 900 | |
| | Home Learning Resources for Individual children | | | KM AWJ | 820 | |
| | School Uniform | | | EM | 230.47 | |
| | Improve attendance initiatives | | | KM AWJ EM | 51 | |
| | HT to meet parents x2 year | | | KM | 0 | |
| Total budget cost for Other Support | | | | | £ 9042.47 | |
| Total budget cost for all 3 sections | | | | | £ 22,304 | |
| Total allocated budget cost | | | | | £ 23,320 | |



Total unallocated budget for support as identified through the remainder of the academic year **£ 1016**

“Knowing who your Pupil Premium children are and what their barriers are is so important. Only then can you begin to think of creative ways to support and help them” Jo Moore, Primary Dep Headteacher, Bucks.

Practical Guide to Pupil Premium, Marc Rowland. Good CPD for middle leader, outstanding teacher – “Middle Leaders should be championing the cause for disadvantaged pupils every day” Marc Rowland.

All research in to closing the gap, or diminishing the difference, including John Dunford’s report on Evidence Based Approach to Closing the Gap 2014, makes it very clear that relentless focus on quality teaching and learning, sharing and researching good practise from with other schools and using research and EEF toolkit are areas that Middle Managers can focus on.

EEF - (Education Endowment Foundation)