

Grendon Underwood School Pupil Premium Strategy Statement **2018-19**

Total Number of Pupils	204
Number of pupils eligible	15
Total PP funding received	£22, 540
Last review	July 2018
Next review	July 2019

Identified barriers to educational achievement

In School Barriers

- A number of pupils who are in receipt of PP have complex learning needs which directly impact their ability to retain their learning. Difficulty with receptive language and / or social / emotional difficulties affect ability to follow the increasingly high expectations of the language use and understanding in the classroom. Anxiety and attachment disorders mean that time is missed from learning.
- Conduct behaviour - observations of these pupils indicated that a number of them struggle with positive conduct and we have also found that fixed mindset of these pupils can cause difficulties in accepting support and progressing.
- Lower attainment and starting points in reading, writing and maths - requiring extra support to access the curriculum.

External barriers

- Low attendance - some of our eligible pupils have attendance of 95% or less. Continuity of learning and support is greatly affected, resulting in further knowledge gaps and increased anxiety.
- Home learning and other difficulties - non completion of homework tasks / reading / spelling and social interaction with peers and siblings all impact pupils' progress.

Planned outcomes	Chosen approach / action	Review
Improved conduct behaviour	Staff training. Positive behaviour management and individual plans where needed / intervention groups to support development of social skills	Staff were trained and behaviour policy adjustments demonstrated consistency of application across all classes. Overall conduct behaviour improved in key areas for all

		<p>children, who were also motivated by general school based awards (clean and tidy, house points, lining up cup, celebration stars) and individual awards (dojo). Numbers of exclusions dropped during the year from previous two years and work being done with Specialist Teaching Service and revision of SEN strategy approach in staff teams resulting in increased positive behaviour management and response for children with complex needs.</p>
Improved attainment in maths and English	TA / teacher support in class and for focussed interventions.	All PP children at the end of KS2 achieved ARE in maths, and 80% in Reading and writing: based on starting points, this was very good progress and attainment. In KS1 and in other year groups, PP children's attainment was more variable, however based again on starting points, good progress was made.
Improved relationship between home and school for families	Regular meeting / conversations between families and school so that families feel supported.	School teams developed approaches with families to improve relationships and this was developed during the year, led by HT. Overall, families felt supported (Parent survey Summer 2019 following reports). Attendance was also improved for several children and families.
Part / full funding for school trips and out of school clubs	Assessing with individual families the need for this and funding.	Funds were made available to families for half of the residential trip in Y6 and for up to 50% of other trips, enabling children to access these opportunities as well as funding for holiday clubs in

		some individual cases, enabling respite for families needing it.
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