

Grendon Underwood School Pupil Premium Strategy Statement

2019-2020

Total Number of Pupils	207
Number of pupils eligible	20
Total PP funding received	£28, 360
Last review	July 2019
Next review	July 2020

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, often there is an Special Educational Need profile. 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 some 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, including poor conduct behaviours, non completion of homework tasks / reading / spelling and social interaction with peers and siblings - all of these impact pupils' progress. Some children are effectively "carers" as they have siblings who are disabled or have additional needs.
- Relationships between children and wider families can be difficult.
- Financial difficulties, affecting availability of nutritious food and additional opportunities given to children.

Strategy

The strategy overview designed to diminish the difference between children entitled to pupil premium funding is very much to develop an individual support plan according to the child's needs. This is a co-ordinated approach between teachers, SENDCo, SLT and families, with an overarching understanding of what solutions might be available. A relationship with the Virtual School in Buckinghamshire enables increased staff knowledge and understanding, as well as allowing child and family specific support to be accessed.

Planned outcomes	Chosen approach / action	Review
Improved conduct behaviour in and outside of school.	Continuation of staff training. Positive behaviour management and individual plans where needed / intervention groups to support development of social skills. Support for families from other agencies where appropriate.	There were no fixed term exclusions during the academic year, reflecting the success of relationship building and planning with families involved. Other agencies, including virtual school, Specialist teaching service and social care, were and continue to be involved for some families, and this is found to be supportive.
School lunches and opportunities to develop skills	Support skill development for children who are	Availability of hot school lunches and, during the pandemic, vouchers for supermarkets, including during holiday time. Some children were offered additional learning opportunities to develop their own confidence and self esteem.
Improved attainment in maths and English	TA / teacher support in class and for focussed interventions.	Children were given targeted support during the time school was open and when closed, this was attempted but only partially successful due to a range of family circumstances. Technology was accessed for some families where this was felt

		<p>appropriate and necessary. Children did not take statutory tests, however Teacher assessment indicates that progress was good during the first two terms and then reasonable for the summer term.</p>
<p>Improved relationship between home and school for families</p>	<p>Regular meetings / conversations between families and school so that families feel supported.</p>	<p>Most families feel supported by school. During the pandemic, children were invited to school from 1st June: before and afterwards, contact and support between school and families was regular, frequent and tailored. With some families, help was given to forge improved relationships with secondary schools also. Virtual school was involved in developing life stories for some children to help them understand complex issues within their family dynamic.</p>
<p>Part / full funding for school trips and out of school clubs</p>	<p>Assessing with individual families the need for this and funding.</p>	<p>The majority of school trips were cancelled as these fell during the summer term and clubs were not available.</p>