



**GRENDON UNDERWOOD SCHOOL**  
**IMPACT OF PUPIL PREMIUM STRATEGY 2017 – 2018**

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Quality of teaching for all			
Desired Outcome	Chosen Action	Impact	Lessons learned
To improve SPaG & writing.	Staff completed Read, Write, Inc training and Talk 4 Writing training and implemented it in order to be qualified to deliver specific interventions.	Feedback from staff and pupils was positive. In 2017, PP children achieving ARE or above in writing has improved and remained the same in SPaG.	Use Read, Write, Inc in Year 1 too. Consider using a range of initiatives and schemes to fully maximise learning and progress.
Number of PP children meeting ARE is in line with National, with a higher percentage of GDS.	1:1 interventions Targeted resources Small group interventions	In 2017 in EYFS, PP children achieving GLD was above National. In 2017 in Year 1, PP children passing phonics screening was 0%, but this was only one child. In 2017 in KS1 there were no PP children. In 2017 in KS2, the PP children achieving ARE or above was significantly higher than national.	Teachers reported that this benefited children. In 2018-9 much more specific targets have been set for cohorts, which will make tracking of the effectiveness of this intervention much more effectively.
Targeted support			
Desired Outcome	Chosen Action	Impact	Lessons learned
PP children will be provided with specific interventions to meet and improve their learning outcomes.	1:1 interventions Targeted resources Small group interventions	This had a positive impact in terms of improving learning outcomes.	Consider timetabling and facilitator for maximum impact of intervention.
To develop more self-confidence and communicate well in social groups.	Place2be Helping Hands Nuture Group Social skills groups 1:1 interventions	Most of these initiatives have had a positive impact on the children's confidence, communication skills and social skills. Teachers have reported a noticeable difference to children's self-confidence, as	Use knowledge of what has worked well this year, to tweak the initiatives to maximise the impact and positive effect they have on the children.



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		well as being able to address any issues/problems immediately.	
<b>Other approaches</b>			
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Impact</b>	<b>Lessons learned</b>
Engage PP parents to support their child's learning.	Adult Education Workshops After school clubs Home learning resources School uniform	Some of the initiatives have been successful, some not as much. Overall, parents support and engagement has definitely increased and improved over the academic year.	Advertise the Adult Education courses more widely and discuss with the parents what they would find most useful.
All PP children to participate in enrichment activities.	After school clubs Holiday clubs Music lessons Trips Enriched curriculum	Funding has been used to fund places on extracurricular clubs, 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.
Improve attendance for all PP children.	Notify all parents of attendance policy. Introduce the late log for parents to fill in if they are late in the mornings. Invite parents in for meetings if attendance drops below 95%. Discuss attendance in all parents evenings and in school reports. Involve County Attendance Team as necessary.	Discussing the attendance as part of the child's progress report has highlighted its importance to many parents. Where necessary, parents have engaged in a home school contract. The support of CAT has meant parents understand the importance of good attendance.	There has been a positive impact however PP attendance is still below non PP attendance. This is an area for continued improvement.



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<b>CURRENT ATTAINMENT</b>	
<i>% PP children achieving GLD at the end of EYFS</i>	100%
<i>% PP children achieving age-related expectation in Year 1 phonics</i>	0%
<i>% PP children achieving age-related expectation (ARE) or above in reading at the end of KS1</i>	n/a
<i>% PP children achieving age-related expectation (ARE) or above in writing at the end of KS1</i>	n/a
<i>% PP children achieving age-related expectation (ARE) or above in maths at the end of KS1</i>	n/a
<i>% PP children achieving age-related expectation (ARE) or above in reading at the end of KS2</i>	100%
<i>% PP children achieving age-related expectation (ARE) or above in writing at the end of KS2</i>	100%
<i>% PP children achieving age-related expectation (ARE) or above in maths at the end of KS2</i>	100%
<i>% PP children achieving age-related expectation (ARE) or above in GPS at the end of KS2</i>	100%
<i>% PP children achieving age-related expectation (ARE) or above in Reading, Writing and Maths at the end of KS2</i>	100%