

Grendon Underwood School Pupil Premium Strategy Statement **2020-2021**

Total Number of Pupils (including nursery)	177 (207)
Number of pupils eligible	20 including looked after children and previously looked after children.
Total PP funding received including PP+	£28, 360 + £7587 supplement from Virtual School - total £35947
Total spend by School	£47387 (£11440 provided by school budget)

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 the 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 at home for families, including poor conduct behaviours, non completion of homework tasks / reading / spelling and social interaction with peers and siblings.
- Some children are effectively “carers” as they have family members who have health difficulties, are disabled or have additional needs.
- Relationships within families can be difficult and sometimes need support from other agencies.
- Financial difficulties, affecting availability of nutritious food, technology 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	Cost	Review of Impact
Improved conduct behaviour in and outside of school.	Continued professional development for staff, including zones of regulation roll out across school. Individual plans where needed / intervention groups to support development of social skills, this includes during unstructured transition time. Support for families from school and other agencies where appropriate.	£22400	Zones of regulation programme and visual timetables are embedded in school and this was supplemented by "Window of Tolerance" training for staff. Agencies are involved with several families and transition for Y6 children has been well supported, with family visits to secondary schools accompanied by senior teacher, Head or SENDco. Provision of adult support to enable children to have time away from class as needed has been key this academic year and the PP funding has been supplemented by the school budget to enable this to happen. SLT time and support for families where needed
Nutritious lunches available to help children to be ready to learn	Offer free school lunches	£9300	Availability of hot school lunches and, during the pandemic, vouchers for supermarkets or hampers, including during holidays.

Improved attainment in maths and English	TA / teacher support in class and for focussed interventions.	£9400	Children were offered places in school during times of remote learning, most took this up and children were provided with technology at home where they did not attend school due to wider family health concerns. In school individual and small group support for children in maths and English (including phonics and acquisition of receptive language and vocabulary) has enabled them to move on academically, including those who are more able.
Improved relationship between home and school for families; provision of technology to enable remote schooling.	Regular meetings / conversations between families and school so that families feel supported, including and especially during remote schooling. Technology provision for remote schooling	£1200	Families have felt supported by school. Laptops and support from school IT provider to families.
Part / full funding for trips and visits, out of school clubs and for additional experiences, eg music lessons.	Assessing with individual families the need for this and funding.	£4587	Funding was allocated to this where needed according to individual family requirements. Some children were offered additional learning opportunities, for example, music lessons, to develop their own confidence and self esteem.
Attendance to be at least 97% to enable continuity of learning	Targeted support for families	£500	Together with secondary school, enabling children to be transported as needed to access school during remote learning. Attendance for most families was above 95%.