

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name:	Grendon Underwood Combined School
Number of pupils in school:	163
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Harris
Pupil premium lead	Caroline Tomlinson
Governor / Trustee lead	Sarah Harris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,210
Recovery premium funding allocation this academic year	£13,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,970



# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium funding is allocated to children who: are currently or have ever been in receipt of free school meals, children from service families and looked after children, as a tool for addressing a range of potential issues sometimes associated with social disadvantage. We share the Government's aim of identifying and tackling disadvantage in its many forms. As an inclusive school, innovative ways are sought to ensure all children have individualised access to a full curriculum, responding creatively, imaginatively, responsibly and effectively in order to deliver excellent outcomes.

We have high expectations for all pupils, regardless of starting points and work hard to ensure that every child, including those receiving pupil premium funding make good progress from their starting points.

**Aims:** We recognise the importance of reading to access a full curriculum and want our children to be strong readers and plan and deliver a broad and balanced curriculum that motivates and prepares children for their next steps in learning and have devised our strategy based on the [Reading framework](#).

The range of strategies covered in this plan are achieved by creating a learning culture in our school that is [committed to staff development](#), rooted in the latest research, an approach advocated by Ofsted:

Assessments enable the delivery of focused **targeted intervention** where necessary and we use [PIXL](#), an assessment and staff development programme to ensure that continual assessment and is integral to our learning led approach which recognises the impact of staff who continually reflect upon their own practice.

Pastoral care is integral to our approach at Grendon Underwood Combined School and we recognise the impact of **relationships** to support learners and reduce the impact of absence on children's learning.

A calendar of **enriching experiences** that hook children into learning - funded for some.

Funded **IT support** as required

Items of **uniform, equipment and materials** to support learning

**Targeted access** to extra-curricular clubs to ensure mental health and well-being

Our spending plans have been carefully designed with children's wellbeing at the heart to stimulate engagement, broaden horizons, develop skills, improve performance, facilitate participation, raise aspirations and maximise achievement so all pupils are academically, socially and emotionally ready for the next stage in learning.

We keep our offer under continuous review and respond to the changing needs of pupils throughout the year because we are research informed and recognise that children in receipt of pupil premium funding are not a homogeneous group, therefore

our approach needs to be individualised. [Click here to read "The Pupil Premium is not working."](#)

Raised attainment and progress of our most disadvantaged children will be achieved through our pledge to raise the attainment of all children through the creation of a school learning community proactive in staff development opportunities, committed to the highest expectations for all our children.

We believe this to be key to fostering a nurturing school ethos where all can thrive.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some children in receipt of PP funding have low starting points in comparison with their peers.
2	Limited cultural capital and lived experiences inhibits access to the full curriculum without support.
3	Additional complex learning needs of some PP children impacts on their ability to focus and retain new learning.
4	SEMH needs are a barrier in some children to accelerating progress.
5	Poor attendance negatively affects learning behaviours and exacerbates gaps in learning
6	Limited engagement over lockdown has created gaps in key learning.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
A robust assessment system enables all teachers to have accurate information about gaps in learning and plan whole class learning and targeted assessment-led interventions which take prior learning into account and any gaps.	Interventions are individualised and mapped out to address gaps in learning. Key marginal children are identified and personalised learning and weekly core meetings ensure the progress of every child. Therapies are time sensitive showing impact. All children make progress against their starting points.
Children's SEMH needs are met which enables them to access the full curriculum.	Pupil wellbeing action plan evidences the impact of initiatives to notice when children have done well and raise the profile of

	<p>kindness. Pupil voice evidences children are happy.</p> <p>Play therapy</p>
<p>Children are emotionally literate and can use the language of Zones of regulation to recognise trigger points and take appropriate action.</p>	<p>Every class has a Zones of regulation Working wall that children use independently.</p> <p>Pupil voice indicates the impact of zones of regulation on their ability to access the learning.</p>
<p>The attendance policy ensures that parents are aware of the importance of good attendance and processes in place support families whose attendance falls below 95%</p>	<p>The late log indicates key families arriving after 9am and support is offered.</p> <p>CPOMS is used by all staff to seek patterns of non-attendance.</p> <p>Parents feel supported with barriers to attendance.</p>
<p>Structured phonics scheme gives all children foundations for early reading.</p>	<p>Daily phonics teaching ensures children have the skills to meet the phonics check. Interventions are in place to support any children not meeting expected standards.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff are given access to NPQLTD which will raise the quality of teaching and learning that all children receive. Non-contact time	<a href="#">DFE's recruitment and resentment scheme</a>	1,2,3,6
CPD to raise the quality of teaching and learning with a focus on the impact of cognitive load on children's ability to access and retain new learning. TAs paid an hourly rate to attend in addition to contracted hours.	<a href="#">Rosenshine Principles of Instruction to enable children to make connections between prior learning</a>	3,5,6
CPD to evaluate current marking and feedback policy to create a whole school approach where all are skilled in live marking. TAs paid an hourly rate to attend in addition to contracted hours.	<a href="#">EEF Toolkit findings on the impact of feedback on outcomes</a>	1,5
RWI is adopted as the structured phonics programme across the school and a training audit informs schools CPD package. Years 2 - 6 teach the spelling programme which follows the same principle with assessment integral.	<a href="#">EEF evidence of the impact of phonics</a>	1,3,6

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group zones of regulation interventions.</i>	Evidence of the cognitive benefits of behaviour interventions from the <a href="#">EEF Toolkit</a>	3,4,5
<i>Purchase and use of PIXL to support teachers to assess and plan targeted interventions</i>	<a href="#">The use of data to drive standards</a> is recognised by the DfE as a tool to accelerate progress. <a href="#">PIXL</a> is a recognised network of schools nationally committed to using data to raise standards through improving the quality of teaching for all.	1,3,5,6
RWI is adopted as the structured phonics programme across the school. Years 2 - 6 teach the spelling programme which follows the same principle with assessment integral.	<a href="#">EEF evidence of the impact of phonics</a>	1,3,6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff use CPOMS to ensure a central method of reporting safeguarding our families wellbeing, spot patterns and support vulnerable families so all children can access learning; reporting on: attendance, nurture conversations, general appearance, parental conversations and/or behaviour incidences to give a holistic view and pattern seek.	<a href="#">EEF Toolkit parental engagement</a>  <a href="#">Barriers for disadvantaged pupils</a>  <a href="#">Building blocks of success - NFER</a>	2,3,4,5
Forest School opportunities to develop	Impact on children's self esteem and confidence through <a href="#">forest school</a>	1,2,3,4,5

children's motivation to learn and attitudes to school and themselves as successful learners.		
Play therapy	<a href="#">Play therapy</a> is an effective tool used to support the SEMH needs of learners.	1,3,4,6
Targeted attendance at after school clubs - sport and the arts.	<a href="#">After school club evidence</a> from the EEF suggests an impact on educational outcomes.	2,4,5
Funded wraparound care to support vulnerable families	<a href="#">Report into school closures</a> and the disadvantaged's ability to engage with home learning.  <a href="#">EEF's guide to using PP funding to support attendance.</a>	5

**Total budgeted cost: £39,970**





## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

2020-2021

#### **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.  
**TA support and the development of relationships with teaching staff has reduced anxiety levels which is enabling learning to take place. SEND needs remain and these children are working below the expected level for their peers.**
- 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.  
**Structured behavior systems are in place which has reduced the impact of low-level disruption on children's learning.**
- Lower attainment and starting points in reading, writing and maths - requiring extra support to access the curriculum.  
**The use of PIXL has enabled robust assessments of children's understanding which will enable targeted support to better close gaps caused by Covid.**

#### **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.  
**Because of Covid and requiring siblings to work from home, it has been difficult to track and monitor this as robustly as we would normally.**

- 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.  
**This is an ongoing issue with Covid**
- 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.  
**This is no longer an issue**
- Financial difficulties, affecting availability of nutritious food, technology and additional opportunities given to children.

**IT equip offered to all when learning moved remote**

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
CPOMS	
PIXL	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

