

Pupil Premium Strategy Statement

2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan (Year 2 of 3) 2023-2024
Date this statement was published	December 31st 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jayne Myers/ Governing Board
Pupil premium lead	Sophie Stainer
Governor / Trustee lead	Kirsty Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,340
Recovery premium funding allocation this academic year	£1482.19
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,822

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 and recognise that Pupil Premium is not the only indicator of disadvantage. 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 with an awareness that this may be different for every child.

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 (therapies) where necessary and we use PIXL, an assessment and staff development programme to ensure that continual assessment 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 to ensure children access full curriculum.

Items of uniform, equipment and materials to support learning

Targeted access to extra-curricular clubs to ensure mental health and well-being including sports and music.

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 our 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 4 our approach needs to be individualised. "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, that develops a love of learning, 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	Parental engagement varies between disadvantaged families and those in receipt of PP funding.

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
<p>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.</p>	<p>Interventions are individualised and mapped out to address gaps in learning.</p> <p>Key marginal children are identified and personalised learning and weekly core meetings ensure the progress of every child.</p> <p>Therapies are time sensitive showing impact.</p> <p>All children make progress against their starting points.</p> <p>Pixl therapies are delivered by a trained teacher.</p>
<p>Children's SEMH needs are met allowing them to access the full curriculum.</p>	<p>Pupil wellbeing action plan evidences steps towards supporting areas identified.</p> <p>Pupil wellbeing survey conducted termly to measure impact and target specific groups.</p> <p>Targeted Forest school sessions to build resilience and problem solving skills.</p> <p>Opportunities to attend extra curricular clubs such as Young Voices choir to ensure access for all.</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>Targeted ZoR intervention is run in each class.</p> <p>Regular whole school zones recaps through assembly and PSHE lessons.</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>Attendance data is reported to Governors so all stake holders have an overview.</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> <p>Bottom 20% of readers identified in each class and intervention delivered to target access to daily reading.</p> <p>Love of reading is promoted throughout school using initiatives such as North Pole book stop, book fair and mystery reader.</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: £3652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff are given a range of development opportunities including Forest school and mental health which will raise the quality of teaching and learning that all children receive.</i>	DFE'S recruitment and retention strategy.	1,2,3,6
<i>Strategic programme of CPD throughout the year targeted to address school's development priorities and effective teaching and learning.</i>	Rosenshine Principles of Instruction.	3,5,6
<i>RWI is adopted as the structured phonics programme across the school with regular opportunities for CPD.</i> <i>Years 2- 6 use the RWI spelling programme to explicitly learn spelling rules with assessment opportunities.</i>	EEF evidence of the impact of phonics.	1,3,6
<i>All school leaders are given release management time to ensure that progress of children and delivery of curriculum is examined forensically and that disadvantaged children are making good progress.</i>	DFE'S recruitment and retention strategy.	1,2,3,6

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

Budgeted cost: £ 13,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of Pixl to support teachers to assess and plan targeted interventions.</i>	Pixl 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
<i>SEMH interventions</i>	Targeted support for emotional literacy, regulation and self esteem is being addressed through regular intervention led by a pastoral lead. EEF evidence of behaviour interventions.	3,4,5
<i>PIXL Lead interventions</i>	As well as class based PIXL interventions, children also access interventions run by designated PIXL lead.	1,3,5,6

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

Budgeted cost: £12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School opportunities to develop children's motivation to learn and attitudes towards school and themselves as successful learners.</i>	Children's self esteem - Forest School	1,2,3,4,5
<i>All staff use CPOMS to ensure a central method of reporting safeguarding, spot patterns and vulnerable families so that all children can access learning. Staff record</i>	EEF Toolkit Parental engagement Barriers for disadvantaged pupils DfE guidance for attendance May 2022 Building blocks of success - NFER	1,3,4,6

<i>attendance, nurture, parent conversation and behaviour to give a holistic view of the child.</i>		
<i>Targeted attendance at extra curricular clubs - sports and the arts.</i>	After school club evidence from the EEF suggest an impact on educational outcomes.	2,4,5
<i>Funded wrap around care to support vulnerable families</i>	EEF's guide - PP funding to support attendance	5

Total budgeted cost: £29772

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 2022 to 2023 academic year.

Intended outcome	Success criteria
<p>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.</p> <p>Pixl continues to be used across all year groups. Pupil progress meetings are held termly between attainment lead, SENDCo and class teachers. Interventions are evidence-based and support children's academic attainment (Pixl) as well as holistic interventions to support emotional regulation and aid focus.</p>	<p>Interventions are individualised and mapped out to address gaps in learning. Therapies in place.</p> <p>Key marginal children are identified and personalised learning and weekly core meetings ensure the progress of every child.</p> <p>Therapies are time sensitive showing impact.</p> <p>All children make progress against their starting points.</p>
<p>Children's SEMH needs are met allowing them to access the full curriculum.</p> <p>Two members of staff are trained mental health first aiders. Mental health lead has complete Dfe mental health lead training. All classes deliver interventions to support nurture and staff are aware weekly of any children needing extra nurture (10% kinder). Staff receive regular CPD regarding wellbeing and mental health. Children's SEMH needs are monitored using a range of tools including CPOMs and SDQ.</p>	<p>The pupil wellbeing action plan evidences steps towards supporting areas identified.</p>

	<p>impact of initiatives to notice when children have done well and raise the profile of kindness. Pupil voice evidences children are happy.</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>Zones is used as a whole class tool where all children attend sessions at least once a half term. Targeted intervention is run in most classes where needed. Calming Cats has also been implemented into our nursery in order to equip children in the Early years to co-regulate.</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>Staff follow the attendance policy “What do you need?” to support parents with punctuality and attendance. Attendance is recorded on CPOMS and analysed termly where parents of persistently absent children are invited in for a meeting with the Head teacher.</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>RWI scheme embedded and 86.6% of Year 1 passed phonics test. Catch up therapies in place for those not met. Further phonics intervention is planned for KS2 using RWI intervention programme. All staff have received full day phonics training.</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>

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
PIXL	
CPOMS	
Read, Write, Inc	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.