

George Grenville Academy: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	185 (N-Y6)
Proportion (%) of pupil premium eligible pupils	46.1% (YR-Y6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027 Year 1 of 3 Current year 2024 - 25
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lucy Berry Executive Headteacher)
Pupil premium lead	Sarah Harrison (Inclusion Lead)
Trustee lead	Interim Education Standards Trustee Tanya Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£119,185

Part A: Pupil premium strategy plan

Statement of intent

At George Grenville Academy, every child counts. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive a high-quality education to enable them to become confident, aspiring and respectful citizens. We aim for our children to reflect our school values school values so they can successfully contribute to the wider world and be the best they can be.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Improve outcomes for disadvantaged pupils both within school, locally and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts and as part of a team
- Enable pupils to look after their social, emotional and mental health, developing resilience and improved mental health

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching, informed appropriately by accurate assessment and inclusive practice
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of:
 - small group work, 1:1 tuition
 - targeted funding to ensure that all pupils have access to trips, residential and firsthand learning experiences
 - exposure to a wide range of opportunities for all pupils to participate in, including enrichment activities such as sport and the performing arts
 - appropriate nurture support, from trained adults, to enable pupils to access learning within and beyond the classroom

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health Improve pupil behaviour and create a culture where the school is calm enabling effective teaching and learning to take place. George Grenville Academy has above National statistics for pupils with Special Education Needs: SEN Support 20.4% v National 14.1% EHC Plan 3.9% v National 3.0% We currently have 7 EHCNAs in process with a further 7 to refer over the course of this academic year. 56.3% of our pupils with SEND have a primary broad area of need of Social, Emotional and Mental Health difficulties.
2	Leadership Structure Develop a leadership structure which meets the needs of our disadvantaged pupils, community context and increased levels of safeguarding. We have seen a rise in reported safeguarding concerns following CPD in the Autumn term of 2024: Autumn 1 2024 – 87 logged incidents Autumn 2 2024 – 212 logged incidents George Grenville Academy has above National statistics for disadvantaged pupils: Ever 6 41.1% v National 25.9% Our school requires a review of leadership roles and responsibilities so that rapid improvement can be driven effectively and the schools business needs are met.
3	End of Key Stage Outcomes for KS1 and KS2 Ensure all end of key stage performance results are in line or above National with a focus on disadvantaged pupils. Analysis of end of key stage outcomes for Y1 Phonics, Y2 Reading and all Y6 core subjects highlighted the need to drive improvements so that all pupils, regardless of their backgrounds or starting points, can access a high quality, enriched educational offer which leads to strong outcomes. <u>Our July 2024 results highlighted that:</u> In Y1 our Phonics Screening results (71%) were below National (80%) for Expected.

	In Year 2 our Reading results (67%) were below National (71%). In Y6, Reading (69%), Writing (69%), Maths (66%) and Combined scores (59%) for Expected were all below National (Reading 74%, Writing 72%, Maths 73% and Combined 61%).
4	Disadvantaged Gap in the Early Years Diminish the gap in early years between our disadvantaged and not disadvantaged groups (excluding those pupils who are disadvantaged with special educational needs). Our baseline and Autumn 2 data has highlighted a significant gap of 12% between disadvantaged and 'not disadvantaged' pupils. Tracking key groups across our INSIGHT assessment platform is a key focus this year so that data wisdom informs our targeted intervention for this key group.

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
1. Improve pupil behaviour and create a culture where the school is calm enabling effective teaching and learning to take place.	By 2027: - All pupils understand the school values and are able to show this through their behaviour (evidenced through learning walks, pupil/staff/parent surveys) - There is a reduction in suspensions and exclusion incidences over time By 2025: - Pupil voice demonstrates that 100% of pupils feel safe in school and behaviour is dealt with so they can learn in the classroom - Behaviour Policy is embedded in the school and 100% of staff voice evidences confidence in the system and procedures - Ready to learn room evolves to meet the needs of key pupils so that they learn and attend during time spent in this provision, with leadership monitoring evidencing this progress
2. Develop a staffing structure which meets the needs of our disadvantaged pupils, community context and increased levels of safeguarding.	By 2027 there will be appraisal evidence which demonstrates passion, drive and progress in the areas of: - Safeguarding - Behaviour & Attitudes - Outcomes

	- Inclusion (focus on SEND & Disadvantaged) By 2025 leaders will have a sound understanding of the staffing structure required to meet the needs of our disadvantaged pupils and safeguarding levels through: - Review of staffing structure taken place and business case presented to meet the emerging needs of the school - Clearly defined roles and responsibilities from September 25												
3. Ensure all end of key stage performance results are in line or above National with a focus on disadvantaged pupils.	By July 2027 all end of key stage outcomes will be in line or above National; with data evidencing year on year improvements for all pupils and those who are disadvantaged. By July 2025 (all pupils): <table><tr><td></td><td>Goal</td><td>WIG</td></tr><tr><td>GLD outcomes</td><td>58%</td><td>62%</td></tr><tr><td>Y1 Phonics</td><td>58%</td><td>74%</td></tr><tr><td>Y6 Outcomes</td><td>R: 53% W: 41% M: 47% Combined: 37%</td><td>R: 69% W: 78% Maths: 72% Combined: 65%</td></tr></table>		Goal	WIG	GLD outcomes	58%	62%	Y1 Phonics	58%	74%	Y6 Outcomes	R: 53% W: 41% M: 47% Combined: 37%	R: 69% W: 78% Maths: 72% Combined: 65%
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4. Diminish the Good Level of Development (GLD) gap in early years between our disadvantaged and not disadvantaged groups (excluding those pupils who are disadvantaged with special educational needs).	By 2027 the GLD gap in our Reception class will show a year on year reduction, evidencing effective targeted intervention and impactful Early Years Pupil Premium (EYPP) expenditure. By 2025 60% (3/5) of children who are disadvantaged will achieve GLD. The gap will have reduced from 40%. Leadership will be able to evidence a targeted EYPP action plan. <table><tr><td></td><td>July 24 GLD</td><td>Gap</td></tr><tr><td>Disadvantaged without SEND</td><td>33%</td><td rowspan="2">40%</td></tr><tr><td>Not Disadvantaged without SEND</td><td>73%</td></tr></table>		July 24 GLD	Gap	Disadvantaged without SEND	33%	40%	Not Disadvantaged without SEND	73%				
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 73,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
Second Trust School Improvement Director 1x day a week to provide robust challenge, support and teacher development with end of key stage outcomes.	EEF Leadership Research: <i>Reviewing the evidence base on school leadership, culture, climate and structure for teacher retention</i> Leadership for teacher development attends to improve support and opportunities for teachers' professional growth. The approach of prioritising teacher growth and development involves the following domain of practices: • providing instructional support • providing professional development opportunities; and • cultivating leadership potential in teachers	3
Appoint an additional and experienced Y6 class teacher for 2x days a week to improve Y6 pupil outcomes and drive professional development with teaching and learning.	See above	3
Increase teaching staff in YR so class can be split in to 2x mixed ability teaching groups and more intensive teaching can be prioritised.	EEF research <i>Small group tuition</i> Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	3 & 4

Implement a 'Ready to Learn' room to improve teaching & learning in the classroom and provide an adapted approach for our pupils	EEF research <i>Improving behaviour in schools</i> Use targeted approaches to meet the needs of individuals in your school:	1 & 3
with more challenging behaviour.	- Universal behaviour systems are unlikely to meet the needs of all your students - For pupils with more challenging behaviour, the approach should be adapted to individual needs - Teachers should be trained in specific strategies if supporting pupils with high behaviour needs	
Provide targeted safeguarding, behaviour and SEND CPD through outside agency and Trust support (School Improvement Director x2 days a week, Pupil Referral Unit, Circle Centre, Local Authority, Educational Psychologist) following research based evidence approach.	EEF research <i>Importance of professional development</i> Three key recommendations: - When designing and selecting professional development, focus on the mechanisms. - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. - Implement professional development programmes with care, taking into consideration the context and needs of the school.	1 & 3
Increase non-teaching staffing capacity for safeguarding through upskilling Pastoral Lead role.	See above	2

Provide clear monitoring schedule which holds staff to account for impact.	EEF research <i>Monitoring the impact of approaches</i> Monitoring the effectiveness of an approach will help you understand whether it is being delivered with high quality and success, or whether (and how) it might need to be changed to improve processes and outcomes. To support effective monitoring, you should think about the outcomes you want to achieve and develop an appropriate set of measures. Data collection processes need to fit with school routines and be sustainable for staff to use in a busy working environment.	1, 2, 3 & 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review, target and protect Y1 phonic outcomes through timetabled Sounds~Write intervention & upskilling of HLTA.	EEF research <i>Phonics</i> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.	3
Sharper focus on monitoring implementation & impact of SEN Support within the classroom.	EEF research <i>Monitoring the impact of approaches</i> See previous quote linked to this	1 & 3

Focused timetabling's for pupils with EHCP building predictable routines and building relationships with key staff to improve outcomes.	Gov uk blog <i>The importance of relationships when providing SEN support</i> When providing SEN support, whether in the classroom or across the whole school, the most important aspect of support is being able to create key relationships for children. They often have higher anxiety levels and lower tolerance levels than neurotypical children. Building relationships with members of staff helps the child to feel safe and challenge themselves to make progress.	1 & 3
Priority offer of Social and Emotional learning for key pupils and prioritised SEMH interventions e.g. Zones of Regulation and Lego Therapy.	EEF Press Release <i>Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes</i> Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.	1
Baselining of inclusive learning environment and those classrooms that can be used as a model for effective practice to improve inclusivity in the classroom.	Buckinghamshire County Council <i>Ordinarily available provision</i> 'Ordinarily Available Provision' promotes a consistent ethos to supporting children receiving SEND Support.	1 & 3
Increase coaching, training, monitoring and parent engagement with SEN Support Plans, including (where applicable) in the Ready to learn room with key pupils and 2x TA resource.	Department for Education documentation <i>Special educational needs and disability code of practice:0 to 25 years</i> This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.	3

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

Budgeted cost: £ 20,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a new & informed Behaviour Policy.	EEF research <i>Improving behaviour in schools</i> Use simple approaches as part of your regular routine - School leaders should ensure the school behaviour policy is clear and consistently applied	1
Increased leadership capacity with monitoring impact of attendance on our vulnerable pupils through interim Deputy Head & DDSL and focus on building relationships.	EEF Research <i>Supporting school attendance</i> Build a holistic understanding of pupils and families, and diagnose specific needs There is no one-size-fits-all approach to improving attendance. Knowing and understanding your pupils, their families, their influences, and their specific	2
	challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.	
EP assessments for key pupils who are in receipt of Pupil Premium funding and who also have identified SEND.	EEF Research <i>Special Educational Needs in Mainstream Schools</i> Build an ongoing, holistic understanding of your pupils and their needs Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.	1

Targeted CPD for Trauma & Bereavement based on need and safeguarding context(s) of school.	National Children's Bureau <i>Trauma-informed practice in early child Development</i> Models of trauma informed practice, while differing in their implementation depending on context, generally have several common elements: Supporting a shift in organisational culture: a trauma-informed approach must be embedded at all levels of the organisation. This requires buy-in from all staff, in particular from those in a position of leadership.	1
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Total budgeted cost: £ 119,185

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupil premium strategy outcomes

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended Outcome 1: Improve pupil behaviour and create a culture where the school is calm enabling effective teaching and learning to take place.

Success Criteria: By 2025:

- Pupil voice demonstrates that 100% of pupils feel safe in school and behaviour is dealt with so they can learn in the classroom
- Behaviour Policy is embedded in the school and 100% of staff voice evidences confidence in the system and procedures
- Ready to learn room evolves to meet the needs of key pupils so that they learn and attend during time spent in this provision, with leadership monitoring evidencing this progress

REVIEW

1: Pupil Voice -

- Annual Pupil Surveys show 82% of pupils report feeling safe in school.
- Focus Groups with pupils reveal consistent feedback that disruptive behaviour is swiftly and fairly addressed.
- Behaviour Incident Logs show a significant reduction in classroom disruptions, with restorative practices used effectively.

2: Staff Confidence

- Staff Surveys show 100% agreement that the behaviour policy is clear, consistently applied, and effective.
- CPD Records indicate all staff received training on behaviour management and restorative approaches.
- Staff Feedback Forums confirm confidence in leadership support when managing behaviour.
- Lesson Observations show consistent use of behaviour strategies aligned with the policy.

3: Ready to Learn Room

- Provision has evolved to meet needs of key pupils, supporting learning and attendance, with leadership monitoring progress. A change of name to 'The Nest' and change of décor has meant that the room is perceived differently by the children.
- Individual Pupil Plans show tailored interventions and academic targets for pupils using the room.
- Leadership Monitoring Reports highlight successful reintegration into mainstream classes.

Intended Outcome 2: Develop a staffing structure which meets the needs of our disadvantaged pupils, community context and increased levels of safeguarding.

By 2025 leaders will have a sound understanding of the staffing structure required to meet the needs of our disadvantaged pupils and safeguarding levels through:

- Review of staffing structure taken place and business case presented to meet the emerging needs of the school
- Clearly defined roles and responsibilities from September 25

REVIEW:

- Staffing structure for 2025 – 2026
- Retention of experienced staff to provide quality first teaching
- Two Seconded teachers from BMA provide strength in Year 6 and EYFS
- New Leadership Structure includes EHT and HOS to provide strategic capacity

Intended Outcome 3. Ensure all end of key stage performance results are in line or above National with a focus on disadvantaged pupils.

Success Criteria:

By 2025 – all pupils	Goal	WIG	Results 2024-25
GLD outcomes	58%	62%	54%
Y1 Phonics	58%	74%	71%
Y6 Outcomes	R: 53% W: 41% M: 47% Combined: 37%	R: 69% W: 78% M: 72% Combined: 65%	R: 57% W: 58% M: 50% Combined: 40%

REVIEW:

- Year 1 phonics screening check results surpassed the Goal set and was within 3% of the WIG.
- New Phonics SSP in place for 2025 – 2026 to raise standards further
- GLD did not meet Goal by 4%. Seconded teacher in place from BMA for 2025 -2026 • Year 6 outcomes exceeded goal targets.
- While school results were not in line with national averages, there was improvement from starting points and baselines. School continues to work to a Rapid Improvement Plan for 2025 – 2026.

Intended Outcome 4: Diminish the Good Level of Development (GLD) gap in early years between our disadvantaged and not disadvantaged groups (excluding those pupils who are disadvantaged with special educational needs).

Success Criteria:

By 2025 60% (3/5) of children who are disadvantaged will achieve GLD. The gap will have reduced from 40%. Leadership will be able to evidence a targeted EYPP action plan

	July 24 GLD	July 25 GLD
Disadvantaged without SEND	33%	40%
Not Disadvantaged without SEND	73%	61%

REVIEW:

- 40% of children who are disadvantaged without SEN achieved GLD. This is 2/5 children.
- Gap to non-disadvantaged children without SEN has closed to 21%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

<i>Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.</i>
