

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	47.8% (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 2 of 3 Current year 2025 - 26
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Lucy Berry (Executive Headteacher)
Pupil premium lead	Sarah Harrison (Head of School)
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: Total number of SEND children in school – 27.5 % v 18.3% (national) SEN Support: 23.2% v national 14.8% EHC Plan 3.7 % v national 3.0% Total Number of Accepted EHCNA referrals 10/189 = 5.2% If all agreed would take us to 17/189 = 8.9% ↑3.9% above National 56.8% of our pupils with SEND have a primary broad area of need of Social, Emotional and Mental Health difficulties thus impacting on their academic achievement and social development. Mental health and well-being also has a direct correlation to lower attendance averages.
2	Leadership Structure Develop a leadership and office management structure which meets the needs of our disadvantaged pupils with a focus on pastoral leadership, SEND and robust early identification. There is a discrepancy between the numbers of identified disadvantaged children from Reception to Year 6 (75) and those in receipt of pupil premium in nursery (9). George Grenville Academy has above National statistics for disadvantaged pupils: 47.8% v National 25.7% An improved leadership structure will positively impact outcomes for our disadvantaged children as it will drive consistency, accountability, and targeted support by - Sharing a Clear Vision and Key Priorities Leaders have set a clear focus on closing attainment gaps and improving equity. Resources and interventions are directed where they have the greatest impact for disadvantaged pupils. - Better Coordination of Support A distributed leadership model ensures responsibilities for SEND, safeguarding, and pupil premium are well-defined. Early identification of needs and timely interventions become more systematic. - High-Quality Teaching and Professional Development Leaders will assure Quality First Teaching and ensure staff receive training to meet diverse needs. Consistent expectations across classrooms reduce variability in teaching quality, which disproportionately affects disadvantaged learners. - Data-Driven Decision Making Strong leadership will ensure regular monitoring of progress and attendance.

	Data will be used to adapt strategies quickly, preventing disadvantaged pupils from falling behind. -Positive School Culture Improved leadership structures designed to support inclusive values and promote emotional wellbeing will improve engagement and reduce barriers linked to poverty or adverse experiences																																				
3	Attendance Information gained from the Inspection Data Summary Report indicates that for all key groups of disadvantaged children, attendance is below that of contextually comparative schools. This is a significant concern and a barrier to both academic progress and wellbeing. It is vital that we recognise and take targeted actions to address this gap, to ensure our pupil premium pupils have equitable access to learning and school experiences All pupils - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr><tr><td>2024/25 (2 term)</td><td>173</td><td>93.4%</td><td>94.8%</td><td>Below</td><td>Relative decline</td></tr></table> FSM6 - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr><tr><td>2024/25 (2 term)</td><td>74</td><td>90.0%</td><td>92.4%</td><td>Below</td><td>Relative decline</td></tr></table> SEN - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr><tr><td>2024/25 (2 term)</td><td>41</td><td>88.0%</td><td>92.4%</td><td>Below</td><td>Relative decline</td></tr></table>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2024/25 (2 term)	173	93.4%	94.8%	Below	Relative decline	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2024/25 (2 term)	74	90.0%	92.4%	Below	Relative decline	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2024/25 (2 term)	41	88.0%	92.4%	Below	Relative decline
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4	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 July 2025 this number had further reduced to 58% 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%).
5	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 40% 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
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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 • The Nest 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 By 2026: • Earlier and more robust identification of disadvantaged children will ensure more proactive approaches to anticipating SEMH linked behaviour. (Evidenced by number of EYPP children) • Regular pastoral meetings will focus on emerging needs and identify therapies. (Notes and schedules) • A culture of high expectations will have been developed so that children are clear on strategies to support their behaviour including improved use of The Nest. (The Nest register) • A clear offer for SEMH in place. • A clear offer for Communication and Language in place.
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 By 2026 there will be - A SENCO in place - An office manager in place - A pastoral team in place. - A member of staff leading on attendance. - An Oracy lead in place.

To achieve and sustain improved attendance for our disadvantaged pupils	By 2026: - The overall attendance rate for disadvantaged pupils will be at least 94% - The attendance rate for these pupils will be above national average and will compare favourably to similar schools. - The gap in persistent absence between disadvantaged and non-disadvantaged pupils will reduce by 5%. - Pupils who are persistently absent will be identified and supported. - The overall school attendance rate will be at least 96.5%																																												
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 <table><tr><th></th><th>Goal</th><th>WIG</th></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> By 2026 KS2 pupil goals GLD for cohort: 33% (Pupil Premium goal % in blue) <table><tr><td>+</td><td>No in cohort: 32</td><td>KS2 pupil goals 2026</td><td>KS2 pupil WIG 2026</td></tr><tr><td></td><td>Reading</td><td>EXS: 75% <u>(66%)</u> GDS: 34% <u>(25%)</u></td><td>WIG EXS: 84% <u>(83%)</u> WIG GDS: 71% <u>(66%)</u></td></tr><tr><td></td><td>Writing</td><td>EXS: 63% <u>(41%)</u> GDS: 18% <u>(8%)</u></td><td>WIG EXS: 71% <u>(58%)</u> WIG GDS: 28% <u>(16%)</u></td></tr><tr><td></td><td>Maths</td><td>EXS: 69% <u>(12%)</u> GDS: 21% <u>(0%)</u></td><td>WIG EXS: 84% <u>(75%)</u> WIG GDS: 47% <u>(25%)</u></td></tr><tr><td></td><td>Combined</td><td>EXS: 56% <u>(25%)</u> GDS: 6% <u>(0%)</u></td><td>WIG EXS: 71% <u>(58%)</u> WIG GDS: 28% <u>(16%)</u></td></tr></table> GLD in EY <table><tr><td>GLD in 2024</td><td>GLD goal 2026</td><td>GLD WIG 2026</td></tr><tr><td>50%</td><td>62% <u>(37%)</u></td><td>WIG: 76% <u>(37%)</u></td></tr></table> Phonics screening in Y1 GLD for cohort: 54% <table><tr><td>Y1 Phonics 2024</td><td>Y1 Phonics goal 2026</td><td>Y1 Phonics WIG 2026</td></tr><tr><td>60%</td><td>70% <u>(50%)</u></td><td>80% <u>(83%)</u></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%	+	No in cohort: 32	KS2 pupil goals 2026	KS2 pupil WIG 2026		Reading	EXS: 75% <u>(66%)</u> GDS: 34% <u>(25%)</u>	WIG EXS: 84% <u>(83%)</u> WIG GDS: 71% <u>(66%)</u>		Writing	EXS: 63% <u>(41%)</u> GDS: 18% <u>(8%)</u>	WIG EXS: 71% <u>(58%)</u> WIG GDS: 28% <u>(16%)</u>		Maths	EXS: 69% <u>(12%)</u> GDS: 21% <u>(0%)</u>	WIG EXS: 84% <u>(75%)</u> WIG GDS: 47% <u>(25%)</u>		Combined	EXS: 56% <u>(25%)</u> GDS: 6% <u>(0%)</u>	WIG EXS: 71% <u>(58%)</u> WIG GDS: 28% <u>(16%)</u>	GLD in 2024	GLD goal 2026	GLD WIG 2026	50%	62% <u>(37%)</u>	WIG: 76% <u>(37%)</u>	Y1 Phonics 2024	Y1 Phonics goal 2026	Y1 Phonics WIG 2026	60%	70% <u>(50%)</u>	80% <u>(83%)</u>
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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 2026 37% of children who are disadvantaged will achieve GLD. The gap will have reduced from a 10% baseline. GLD in EY <table><tr><td>GLD in</td><td>2024</td><td>GLD in 2025</td><td>GLD goal 2026</td><td>GLD WIG 2026</td></tr><tr><td></td><td>50%</td><td>54% (33%)</td><td>62% (37%)</td><td>WIG: 76% (37%)</td></tr></table> Steps include: - Staff training on Oracy linked to the Voice 21 project - Strong foundations for assessment including the trialling of ‘Little Link’ - The use of Speech & Language Link - A clear offer for SEMH in place. - A clear offer for Communication and Language in place. 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.	GLD in	2024	GLD in 2025	GLD goal 2026	GLD WIG 2026		50%	54% (33%)	62% (37%)	WIG: 76% (37%)
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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
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.	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	4

Refine the use of 'The Nest' (Behaviour support room) to improve teaching & learning in the classroom and provide an adapted approach for our pupils with more challenging behaviour.	EEF research <i>Improving behaviour in schools</i> Use targeted approaches to meet the needs of individuals in your school: - 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	1 & 4
Provide targeted safeguarding, behaviour and SEND CPD through outside agency and SEND consultant x2 days a week, Pupil Referral Unit, Circle Centre, the Local Authority Specialist Inclusion Teacher, 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 & 4
Increase non-teaching staffing capacity for safeguarding through upskilling Pastoral Lead role.	<i>See above</i>	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
Oracy George Grenville Academy is embarking on a three-year oracy project called Voice 21. Throughout this period, the school will identify and train Oracy Champions who will work closely with	The National Literacy Trust suggests that Oracy skills are vital for supporting and improving literacy in KS2 and must be considered integral to any programme. https://literacytrust.org.uk/training-andworkshops/developing-oracy-in-key-stage1-and-key-stage-2/ The importance of oracy is also made explicit through the new Ofsted Toolkit:	1, 2, 4, 5

senior leaders to embed high-quality oracy skills and strategies across the curriculum. This work will strengthen pupils' ability to articulate their ideas confidently and develop a deeper understanding of their learning.	https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information	
Quality first teaching - A carefully sequenced CPD programme will provide regular training to support quality first teaching	Evidence demonstrates that Quality First Teaching (QFT) is considered the most effective lever for improving outcomes for disadvantaged children because it ensures that the core classroom experience is strong and accessible. Underpinning the inclusive classroom, QFT teaching meets the needs of all learners from the outset, rather than relying heavily on additional interventions later. It emphasises strong planning, clear explanations, effective assessment, and adaptive strategies to ensure every child can access the curriculum. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	4

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 Little Wandle 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 & 4
Increase coaching, training, monitoring and parent engagement with SEN Support Plans, including (where applicable) in The Nest 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.	4

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
Implementation of a new Attendance policy - that is fully understood by all stake holders.	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	3

	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.	
Increased leadership capacity with monitoring impact of attendance on our vulnerable pupils through Head of School, SENDCO, Pastoral Lead & office manager with a focus on building relationships.	As above	2, 3
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

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 for 2025

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.
- Poor attendance of key groups of children impacted the results in all areas. Evidence shows that Year 6 pupils with 95-100% attendance are 30% more likely to reach expected standards in RWM than those with 90-95% attendance.
- Persistent Absence: Those missing 10% or more of school days are less than half as likely to achieve expected KS2 results as those with no absences, with severe absence dropping attainment even further.

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)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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.

Challenge 3 – Details of challenge



Pupil Goals 2025-2026

School name: George Grenville Academy

Date: 06/10/25

KS2 pupil goals

GLD for cohort: 33%

(Pupil Premium goal % in blue)

No in cohort: 32	KS2 pupil outcomes 2025	KS2 pupil goals 2026	KS2 pupil WIG 2026
Reading	EXS: 54% (38%) GDS: 19% (8%)	EXS: 75% (66%) GDS: 34% (25%)	WIG EXS: 84% (83%) WIG GDS: 71% (66%)
Writing	EXS: 58% (48%) GDS: 10% (0%)	EXS: 63% (41%) GDS: 18% (8%)	WIG EXS: 71% (58%) WIG GDS: 28% (16%)
Maths	EXS: 48% (31%) GDS: 19% (0%)	EXS: 69% (12%) GDS: 21% (0%)	WIG EXS: 84% (75%) WIG GDS: 47% (25%)
Combined	EXS: 38% (23%) GDS: 6% (0%)	EXS: 56% (25%) GDS: 6% (0%)	WIG EXS: 71% (58%) WIG GDS: 28% (16%)

KS1 pupil goals

GLD for cohort: 50%

Y1 Phonics screening: 71%

No in cohort: 17	KS1 pupil outcomes 2025	KS1 pupil goals 2026	KS1 pupil WIG 2026
Reading	EXS: 76% (67%) GDS: 20% (0%)	EXS: 71% (67%) GDS: 24% (11%)	WIG EXS: 76% (67%) WIG GDS: 29% (22%)
Writing	EXS: 76% (60%) GDS: 8% (0%)	EXS: 53% (44%) GDS: 12% (0%)	EXS: 70% (67%) GDS: 23% (11%)
Maths	EXS: 64% (67%) GDS: 8% (0%)	EXS: 71% (67%) GDS: 12% (11%)	EXS: 82% (77%) GDS: 23% (11%)
Combined	EXS: 60% (60%) GDS: 0% (0%)	EXS: 53% (44%) GDS: 0% (0%)	EXS: 70% (66%) GDS: 23% (11%)

GLD in EY

GLD in 2024	GLD in 2025	GLD goal 2026	GLD WIG 2026
50%	54% (33%)	62% (37%)	WIG: 76% (37%)

Phonics screening in Y1

GLD for cohort: 54%

Y1 Phonics 2024	Y1 Phonics 2025	Y1 Phonics goal 2026	Y1 Phonics WIG 2026
60%	71% (60%)	70% (50%)	80% (83%)

Phonics screening in Y2

GLD for cohort: 50%

Y1 Phonics screening: 71%

Y2 Phonics 2024	Y2 Phonics 2025	Phonics goal 2026	Phonics WIG 2026
93%	88%	88% (90%)	88% (90%)