

Great Learners Trust

Pupil Premium Strategy Statement



The Great Learners Trust is committed to providing high-quality education accessible to all and removing all barriers which impact pupils' enjoyment, engagement and achievement.

Great Missenden School



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

In our school, disadvantage is not limited to children currently or historically in receipt of Pupil Premium funding. By disadvantage we include:

- Pupils eligible for Pupil Premium
- Pupils eligible for Free School Meals (especially those experiencing long term eligibility)
- Highly mobile pupils including those whose parents work with the armed forces or who are part of the traveller community
- Pupils who speak English as an Additional Language (EAL)
- Pupils from low income families not eligible for Pupil Premium
- Pupils with long term health conditions
- Pupils whose families need additional support from social care

These issues do not define pupils' educational experiences, but they can influence them. When things in school go well, they reap the greatest benefits; when they don't go to plan, they are impacted most.

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	394
Proportion (%) of pupil premium eligible pupils	6.9% (27)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	J.Magee
Pupil premium lead	R.Marsh
Governor / Trustee lead	P.Kitchings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,822
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£48,822

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all pupils, including those identified as disadvantaged, have the opportunity to enjoy their school experience, make the best progress they can and leave ready to access and engage positively with their community and with the next stage of their learning.

Our pupil premium strategy works towards these priorities

1. That there is little or no attainment gap between disadvantaged and non-disadvantaged in reading, writing and maths for pupils achieving Age Related Expectations
2. To increase the number of pupils achieving above Age Related Expectations in reading, writing and maths
3. To provide emotional, well-being and behavioural support for disadvantaged pupils
4. To ensure that attendance and punctuality of disadvantaged pupils is in line with peers and that persistent absenteeism is low
5. To ensure all children have equal opportunities to enrich and further their interests and experiences

This will be achieved by:

- Knowing and understanding the needs of individual pupils and their families. Using assessment and observations to inform the targeted intervention and support needed and given
- High quality first teaching in every classroom supported by accurate assessment to track progress and timely, high quality interventions
- Identified trusted adults work as key figures for each pupil to support and action actions needed to ensure positive outcomes for pupils' social, emotional and mental health

Challenges

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

Challenge number	Detail of challenge	
	Symptom	Issue
1.	Low attendance and increased lateness	Challenges, distractions and priorities at home e.g. transport issues, childcare issues, children

		not wanting to attend e.g. due to incorrect uniform etc.
2.	Difficulty accessing and poor progress/outcomes across core subjects and the wider curriculum	a. Under-developed oral language and reduced/poor vocabulary b. Poor language comprehension c. Gaps in learning and background knowledge: may be due but not limited to: • Limited travel, life experiences and opportunities to access enrichment both outside of school and in school: clubs, trips etc. • Social isolation d. Gaps in learning due to poor attendance, health, SEMH e. decreased or limited access to learning resources at home such as high quality books, visiting the library and technology and educational apps f. Not engaging with home learning: learning not supported by retrieval practice at home due but not limited to • Family members working • Chaotic home environment • Lack of educational resources: books/technology • Lower academic ability of family members g. Hunger h. Lack of motivation i. Low self-esteem j. Poor self-regulation of cognition and emotions k. Poor or negative dispositions towards learning and overcoming difficult tasks
3.	Poor mental health may be characterised by (But not limited to): • Low engagement • Disruptive behaviour • Self-depreciation • Self harm • Unable to accept praise	a. Low self esteem due to low academic ability, not fitting in b. Poor parental mental health c. Chaotic home environment d. Current and historical trauma e. Disordered attachment

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.

The overall outcomes for all disadvantaged pupils:

1. That there is little or no attainment gap between disadvantaged and non-disadvantaged in reading, writing and maths for pupils achieving Age Related Expectations
2. To increase the number of pupils achieving above Age Related Expectations in reading, writing and maths

The outcomes below directly or indirectly work towards this overall strategy outcome:

Challenge link	Intended outcome	Success criteria
1 2d 2h 3a 3b	Pupils want to come to school and supported in doing so	All children have attendance exceeding 95% (85% for children with long term health conditions)
2a 2b	Pupils' language is supported by: • Specific assessment which identifies weakness in speech and language aspects • High quality teaching with a focus on talk, vocabulary and comprehension skills • Research-based, targeted and effective short burst interventions • High quality interactions with adults to effectively access the curriculum	Pupil's language and comprehension is not a barrier in them accessing and succeeding in the curriculum Reading, writing and maths for PP children increases from 68% to 85%
2c 2i 2k 3a	Pupil's interests and passions are understood alongside what they have and have not had access/exposure to and why Pupils have opportunity to equal (appropriate) enrichment experiences to non PP both inside and out of school	All pupils access extra curricular trips All pupil premium access at least one extra curricular clubs a week. At least 20 out of 27 children in 2025.
2c 2i 3b	Pupils home background is understood and pupils (/families) at risk of social isolation are identified Risk Factors may include: • No local family • No engagement in community groups including religious • Parental mental health • Language barrier	All disadvantaged pupils are considered whether they are at risk of social isolation and strategies implemented as appropriate. 75% of parents feel supported by the school

	Where social isolation is identified, support and intervention is implemented for the family (if willing) and pupil.	
2e 2f	Pupils have access to resources which will support their learning further at school and at home	Staff will be clear as to the resources pupils may need to access e.g fiction/non-fiction books, paper pencils. Arrangements are put in place for students to access resources which will support and impact their learning
2g	Pupils at risk of being hungry identified and staff work with family to signpost and support	Pupils are not distracted from learning by hunger or food worries
2h 2i 2k 3a 3b	Pupils who lack motivation identified and targeted support put in place to identify causes and work on self-motivation	Pupils want to work and work hard and have self-set ambitious goals Reading – 85% Writing – 85% Maths 85%
2j 2k	Pupils taught specific metacognition skills to support self-regulation of cognition and learning through: • All staff including support staff trained to understand and use metacognition • Embedded strategies through first quality teaching • Specific interventions teaching metacognitive strategies	Pupils use metacognitive to learn and retain knowledge and skills. Learning walks show a variety of metacognition strategies are being used in classrooms.
3j 3k 3a 3b	Pupils identified who are struggling with emotional regulation and strategies explicitly and implicitly taught and modelled to support. Time and places available for pupils to go to support emotional regulation	Pupils are able to be in class, access and engage with learning even when difficult. Learning walks reveal high levels of engagement in class.
3j 3c 3d	Pupils mental health is supported so that it is not a barrier for attendance or engagement	Pupils with poor mental health are identified and supported in a way appropriate for them Attendance for PP children increases to 95%

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: £ 11,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support/attendance and welfare officer for supporting relationships and interventions such as 1:1 or group work.	Buckinghamshire Disadvantaged Handbook for Schools	1, 2 & 3
<i>CPD – step on training</i> <i>Demand avoidance</i> <i>Using language link</i> <i>LSA CPD days</i>	EEF Guidance: develop pupils language capabilities EEF – improving social and emotional learning in primary schools/ Metacognition and self-regulated learning.	2 & 3
<i>Recruitment or retention of high quality teachers</i>	Buckinghamshire Disadvantaged Handbook for Schools	1, 2 & 3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve Language and communication skills on entry by: Provide timely and quality access to intervention programmes to address gaps in	On average, children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy. (EEF) Buckinghamshire Disadvantaged Handbook for Schools	2

learning quickly (e.g. NELI, Talk for reading, VIPERS, Nessy, dyslexia gold, language link), particularly in EYFS and Year 3. Assess children using language link to identify and implement intervention groups in all year groups.	EEF Guidance: develop pupils language capabilities	
• Quality first teaching for all pupils. • LSA CPD is ongoing for Maths and English by leads • Maths and English are high priority on school improvement plan • Targeted maths boosters • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place, especially in maths. Ensure strong transition from Year 2 to Year 3 (and throughout the school) to ensure gaps are identified and addressed as quickly as possible.	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.	2 & 3

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

Budgeted cost: £ 27,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Track the attendance and punctuality of PP pupils Follow up attendance concerns immediately. Provide support where needed such as wrap around care, transport (including taxi, bus pass or bike) to improve attendance/punctuality.	‘Overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome’. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf	1
WAC planning days to ensure cultural capital Provide all PP with the opportunity to attend one funded extra-curricular activities. Provide opportunities	• Learning is contextualised in concrete experiences and language rich environments. • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. • EEF – sports participation increases educational engagement and attainment.	2 & 3

for PP to attend all trips and visitor sessions, alongside the residential activities held. Sports events promoted to PP are encouraged to attend Outdoor learning encouraged	EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. Buckinghamshire Disadvantaged Handbook for Schools	
Implement a tailored programme for mental health and well-being to support PP pupils in particular to have self-regulation and well-being strategies e.g. jigsaw, ELSA	• Providing emotional wellbeing support enables children to feel acknowledged and supported by important people in their lives and helps them to interact with others and form positive relationships. It also enables children to feel free to express ideas and feelings and cope with new or stressful situations. • Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. (EEF) EEF – improving social and emotional learning in primary schools/ Metacognition and self-regulated learning.	3

Total budgeted cost: £ 48,822

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of 2026

During 2025-2026, Pupil Premium funding was strategically targeted to improve academic outcomes, strengthen communication and language skills, enhance attendance, and support the emotional wellbeing of disadvantaged pupils. Baseline assessments were used to identify gaps in learning and inform tailored interventions, including phonics catch-up, mathematics support and spelling interventions.

Whole school

2025-2026 ARE	PP Children (34) – needs 3 from reception
Reading	(27) 79%
Writing	(24) – 70%
Maths	(24) 70%

End of KS2

2025-2026 ARE	PP Children (10)	All children (73)
Reading	60%	
Writing	50%	
Maths	50%	

Children who have additional needs and are PP = 32%

Pupil Premium attainment improved across most core subjects during the year.

	July 2025	July 2026
Reading	68%	74%
Writing	68%	68%
Maths	65%	68%

Developing spoken language and communication skills was a key priority throughout the year. NELI and Speech Link interventions continued in Pre school and Reception, providing structured support for pupils requiring additional language development. These programmes have had a significant impact on pupils' confidence, vocabulary development and ability to participate successfully in classroom learning.

The school's continued focus on oracy has resulted in pupils becoming increasingly confident speakers, enabling them to articulate ideas, discuss learning and engage more effectively with peers and adults.

Wellbeing and Pastoral Support

Supporting pupils' emotional wellbeing remained a high priority throughout 2025-2026. Nurture groups and tailored wellbeing programmes were implemented to help disadvantaged pupils develop self-regulation strategies, resilience and emotional literacy. The Family Support Worker's role further strengthens early intervention and targeted support.

Feedback from pupils indicates that nurture groups have been particularly valuable in providing safe spaces to discuss emotions, problem solve and develop coping strategies. As a result, pupils have been better equipped to engage positively with both learning and social situations.

Pastoral baking sessions continued throughout the year, combining practical English and mathematics skills with opportunities for pupils to talk about their feelings and build positive relationships with staff and peers.

Attendance and Inclusion

Attendance remained an ongoing focus. Pupil Premium attendance was 90.1%, with all persistent absence cases closely monitored and supported. Where concerns arose, families were offered additional support and external agency involvement where appropriate, including EOTAS package.

The school continued to work proactively with families to remove barriers to attendance and participation, ensuring disadvantaged pupils remained engaged in school life.

Enrichment and Wider Opportunities

Ensuring equitable access to enrichment opportunities remained a key priority. Financial support was provided to families for residential trips and all FSM families were offered vouchers through the school's voucher scheme. This support enabled pupils to participate fully in school experiences and ensured that financial hardship did not become a barrier to inclusion.

Pupil Premium pupils were given priority access to extra-curricular clubs, resulting in 90% of Pupil Premium pupils participating in at least one club during the year. This has contributed positively to pupils' confidence, social development and sense of belonging within the school community.

Sports participation was also actively promoted through extensive advertising and encouragement, ensuring disadvantaged pupils had access to a wide range of sporting opportunities and competitions.

Staff Development

Literacy Gold and Times Tables Rock Stars subscriptions were renewed and login details shared with families to support learning beyond the classroom.

Staff professional development remained a priority, with teachers and learning support assistants receiving training in adaptive teaching, scaffolding techniques, behaviour, SEND support, Talk for Writing, phonics and mathematics. In addition, staff were provided with WAC planning days to further enhance curriculum design and teaching quality.

Additional Needs and Transition Support

Effective transition arrangements were implemented between previous settings and year groups to ensure continuity of support. Where necessary, SEND referrals and Education, Health and Care Plan assessments were pursued, alongside ongoing liaison with Specialist Teachers, Speech and Language Therapists and Occupational Therapists. This multi-agency approach ensured that pupils with complex needs received appropriate and timely support.

Peer mentors were introduced and trained during the year. The initiative has been highly valued by pupils and is already helping to develop leadership skills and support the resolution of minor playground conflicts.

Overall Impact

Pupil Premium funding has enabled the school to provide extensive academic, emotional and pastoral support for disadvantaged pupils. Improvements in reading and mathematics attainment, strong rates of progress, high participation in enrichment activities and continued investment in wellbeing support demonstrate the positive impact of the strategy. The school's holistic approach has helped ensure that disadvantaged pupils feel included, supported and able to access the full range of opportunities available, while continuing to close gaps in attainment and improve outcomes for all learners.

End of 2025

Whole school

2024-2025 ARE	PP Children (41)
Reading	68%
Writing	68%
Maths	65%

End of KS2

2024-2025 ARE	PP Children (11)	All children (73)
Reading	55%	85%
Writing	64%	85%
Maths	73%	82%

Children who have additional needs and are PP = 30%

Baseline data was used to identify gaps and interventions needed such as phonic catch up, maths and spelling interventions.

All areas showed an increase in attainment over the year. 85% made at least 4-point progress on their raw scores in both reading and maths.

	Sep 2024	July 2025 (30)
Reading	54%	68%
Writing	39%	68%

Maths	56%	65%
Oracy has been introduced across the school in the form of talk tactics. This will continue to be a focus for next year. NELI & speech link have continued in Year R to year 2. This has had a great impact on their language ability in class. Pastoral baking sessions were introduced where children have the opportunity to explore their feelings whilst using their English and maths skills in a practical sense. Financial support continues to be given to families for residential trips this year. All FSM families were offered vouchers as part of the voucher scheme. This support enabled pupils to feel included in school and not miss out on extra-curricular activities because of financial hardship. All PP children were offered the first choice of extra-curricular clubs this year to ensure as many PP children as possible joined at least one club. 90% of PP children joined a club this year. WAC planning days have been provided to teachers. We have given another year of very high priority emotional wellbeing. A tailored programme for mental health and well-being to support PP pupils in particular to have self-regulation and well-being strategies has been implemented through nurture groups. This has ensured that every child has access to support with mental health. We have trained our family support worker to become the mental health lead and trained in nurture. Majority of children have found the nurture groups in particular very useful to discuss their emotions and problem solve. Sports events have been given a high priority this year and have been advertised widely. Transition meetings were carried out with previous settings and between teachers to ensure the most relevant support was given. Parents workshops have been offered in behaviour, SEND support, talk for writing, phonics and maths. CPD delivered for step on training to parents and staff across the school Peer mentors were introduced and received training. The children have really valued being a peer mentor and are beginning to help solve small conflicts on the playground. Literacy gold and TTRS were repurchased and logins sent home to parents as well. LSA and teachers have received training in questioning, regulation strategies and scaffolding.		

PP attendance 91.9% - All persistent absences were chased and offered extra support. One child is currently being monitored by attendance team at county.

SEND support has also been requested where necessary including EHCP requests. Liaison with Specialist teachers, SALT and OT to gain advice as to how best to support.

End of 2024

Whole school

<i>2023-2024 ARE</i>	<i>PP Children (33)</i>
<i>Reading</i>	<i>58%</i>
<i>Writing</i>	<i>52%</i>
<i>Maths</i>	<i>52%</i>

End of KS2

<i>2023-2024 ARE</i>	<i>PP Children (5)</i>	<i>All children (90)</i>
<i>Reading</i>	<i>60%</i>	<i>86%</i>
<i>Writing</i>	<i>60%</i>	<i>83%</i>
<i>Maths</i>	<i>60%</i>	<i>74%</i>

Children who have additional needs and are PP = 30%

Baseline data continues to be used to identify gaps and interventions needed such as phonic catch up, maths, reading and spelling interventions.

An increase in attainment over the year. 91% made at least 4-point progress on their raw scores in maths.

	<i>Sep 2023</i>	<i>July 2024 (30)</i>
<i>Reading</i>	<i>39%</i>	<i>65%</i>
<i>Writing</i>	<i>33%</i>	<i>58%</i>
<i>Maths</i>	<i>32%</i>	<i>61%</i>

Ukrainian funding has been allocated – ipads, wellbeing programme, assessment tools, trips & CPD

Progress towards targets

Teaching is being closely monitored by SLT, GLT review and support is being put into place where needed.

All Reception children have been screened using language link

Interventions are all up and running.

CPD delivered to LSA's in supporting language development, talk for writing and trauma approaches.

All PP children are receiving pastoral support across the school.

Members of SLT attend WAC planning days to ensure PP children remain a priority when planning lessons.

A considerable amount of money has been spent on trips due to the cost of living

Forest School was extended to KS2 in summer term. This helps support social skills as well as problem solving skills/

Literacy Gold has been screening purchased. There have been over 30 screener checks for dyslexia this year.

Family support worker has been employed and is supporting families with attendance as well as increasing the pastoral support across the school. Attendance 92.6%

Referrals have been made to SALT, OT, specialist teachers, EBSNA and EHCP requests have been made. Cognition and learning report purchased.

End of 2023

Whole school

<i>2022-2023 ARE</i>	<i>PP Children</i>	<i>Non – PP Children</i>
<i>Reading</i>	<i>54%</i>	<i>81%</i>
<i>Writing</i>	<i>39%</i>	<i>71%</i>
<i>Maths</i>	<i>56%</i>	<i>75%</i>

End of KS2

<i>2022-2023 ARE</i>	<i>PP Children (9)</i>	<i>Non – PP Children (74)</i>
<i>Reading</i>	<i>67%</i>	<i>81%</i>
<i>Writing</i>	<i>44%</i>	<i>79%</i>
<i>Maths</i>	<i>44%</i>	<i>68%</i>

Pen portraits were produced for PP children and shared with staff.

Baseline data was used to identify gaps and interventions needed. Catch up booster sessions with identified children carried out.

All children are in phonic catch up, maths and spelling interventions. 50% are SEN & PP. 2 children joined late Autumn term. 6 out of 8 are new to the school this September. 1 EHCP working at Reception level.

Children across the school from Ukraine so interventions pastorally and academically in place.

80% of PP children moved up a book band across the years.

NELI & speech link have been implemented in Year R and Year 2 and Little Wandle in year R to Year 4. This has had a great impact on both their phonic scores and their language ability in class.

Financial support has been given to families for residential trips and uniforms this year. All FSM families were offered vouchers as part of the voucher scheme over Easter. This support enabled pupils to feel included in school and not miss out on extra-curricular activities because of financial hardship.

All PP children were offered the first choice of extra-curricular clubs this term to ensure as many PP children as possible joined at least one club.

WAC planning days have been provided to teachers. Both the T & L lead and the SENCO attended as many as possible to ensure the activities were as inclusive as possible and provided cultural capital.

A very high priority has been given to emotional wellbeing. A tailored programme for mental health and well-being to support PP pupils, in particular, to have self-regulation and well-being strategies has been implemented through ELSA and mindfulness. An HLTA has been trained to become an ELSA and has devised programmes of support for children both in groups and individually depending on need e.g., for bereavement and friendship difficulties.

This has ensured that every child has access to support with mental health.

Transition meetings were carried out with previous settings to ensure the most relevant support was given.

PP attendance 92.1% - All persistent absences were chased and offered extra support.