

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	358
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2029
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	£47,545.21
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>	£47,545.21

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

- That there is little or no attainment gap between disadvantaged and non-disadvantaged in reading, writing and maths for pupils achieving Age Related Expectations
- To ensure that attendance and punctuality of disadvantaged pupils is in line with peers and that persistent absenteeism is low
- To increase the number of pupils achieving above Age Related Expectations in reading, writing and maths
- To provide emotional, well-being and behavioural support for disadvantaged pupils
- 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 adaptive 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,	a) Mental health and emotional wellbeing

	Persistent absence and lateness	difficulties, including anxiety, low mood or school-based anxiety. b) Negative previous experiences of education resulting in reduced motivation to attend. c) Friendship difficulties or social challenges affecting willingness to come to school. d) Limited understanding of the importance of attendance and punctuality for learning and achievement. e) Low self-esteem or lack of confidence, making pupils reluctant to engage with school. f) Difficulty managing transitions and changes in routine.
2.	Difficulty accessing and poor progress/outcomes across core subjects and the wider curriculum especially writing and maths	a) Difficulties with attention, concentration and sustaining focus during whole class teaching and independent tasks. b) Delayed language and communication skills affecting understanding of instructions, vocabulary and subject specific language. c) Weak working memory, making it challenging to retain and apply new learning. d) Literacy difficulties, including reading comprehension, spelling, handwriting, sentence construction and organising ideas in writing. e) Difficulties with mathematical concepts, number fluency, mathematical reasoning and problem-solving. f) Slow processing speed, leading to difficulties completing work within expected timeframes. g) Gaps in prior learning, resulting in insecure foundational skills across the curriculum. h) Difficulties with executive functioning skills, such as planning, organising, initiating tasks and monitoring work. i) Sensory, emotional or anxiety related needs that impact engagement, confidence and participation in lessons. j) Limited independence and reliance on adult support to access learning and complete tasks.

		k) Difficulties generalising skills and applying learning across different subjects and contexts. l) Low self-esteem and reduced resilience when faced with challenging tasks, leading to avoidance or reduced effort.
3.	Poor mental health may be characterised by (But not limited to): • Low engagement • Loss of Learning time • Self-depreciation • Self harm • Unable to accept praise	a) Adverse childhood experiences (ACEs) or trauma affecting emotional regulation and resilience. b) Family difficulties, including financial, housing instability, parental conflict or bereavement. c) Limited opportunities to develop positive coping strategies and emotional literacy. d) Difficulties forming and maintaining positive relationships with peers and adults. e) Feelings of isolation, exclusion or a lack of belonging within the school community. f) Poor emotional regulation, resulting in g) Withdrawn or challenging Behaviours that result in loss of learning. h) Fear of failure and low confidence, making it difficult to accept praise or recognise successes.

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:

- That there is little or no attainment gap between disadvantaged and non-disadvantaged in reading, writing and maths for pupils achieving Age Related Expectations
- Continue to accelerate writing and maths outcomes for disadvantaged pupils in Upper Key Stage 2.
- Continue close monitoring of disadvantaged pupils with emerging SEND to ensure timely assessment and intervention.
- Sustain high expectations so disadvantaged pupils continue to make strong progress from their individual starting points.

- Increase the attendance of Pupil Premium pupils from the current baseline (90.1%) to at least 95% by July 2029 through targeted family support, regular attendance monitoring, early intervention for emerging concerns, and engagement strategies that reduce persistent absence.
- Pupils will develop the emotional awareness, self-regulation and interpersonal skills needed to engage positively in learning, build supportive relationships, and seek help appropriately when required.

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

Challenge link	Intended outcome	Success criteria
5	- Pupils attendance improves over time with less instances of persistent absence. Pupils report wanting to attend school. - Improved attendance and punctuality for pupils whose mental health has previously impacted school engagement.	All children have attendance exceeding 95% with persistent absence to reduce from 26% of PP children to 15%.
1,2, 3 and 4	- The attainment gap between disadvantaged pupils and their peers in writing and mathematics will diminish. - An increased proportion of disadvantaged pupils will achieve age-related expectations and greater depth across core subjects. - Pupils will demonstrate improved fluency, accuracy and confidence in key writing and mathematical skills. - Gaps in knowledge and understanding will be identified early and addressed through targeted support and intervention. - Teachers will consistently implement adaptive teaching strategies that enable disadvantaged pupils to participate fully and succeed alongside their peers. - Disadvantaged pupils will develop the knowledge, skills and confidence needed to be ready for the next stage of their education.	Reading, writing and maths for PP children increases from 74% (reading) 68% in writing and maths % to 80% across the school. A minimum of 20% GDS combined at End of Key Stage 2 by July 2027.

3, 5 and 6	- Pupils will be able to identify and communicate their emotions more effectively and access appropriate support when needed. - Reductions in dysregulated behaviours and withdrawn behaviours that act as barriers to learning. - Pupils will develop positive relationships with peers and trusted adults, strengthening their sense of belonging within the school community.	Learning walks reveal that 100% of PP children participate confidently and successfully in school life and learning. Participation in clubs increases from 50% to 75%
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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: £ 12,000

Activity	Evidence supports that this approach	Challenge number(s) addressed
Continue the employment of a Family Support, Attendance and Welfare Officer to provide early intervention and targeted support for vulnerable and disadvantaged pupils. The role will include developing individual attendance action plans, conducting regular parental engagement meetings, undertaking home visits where appropriate and coordinating multi-agency support. Impact will be monitored termly through attendance data, parental engagement records, case studies and reductions in persistent absence.	Buckinghamshire Disadvantaged Handbook for Schools	3,4 and 5

Provide ongoing professional development and coaching to ensure teachers consistently use adaptive teaching strategies that enable disadvantaged pupils to access learning, participate fully and make strong progress across the curriculum. Teachers adapt tasks while maintaining high expectations for all pupils. Use worked examples, visual supports and modelled thinking to support understanding. Break learning into smaller steps for pupils who require additional support. Provide targeted questioning to check understanding and deepen thinking. Use seating plans strategically to maximise support and engagement. The school will also link with their inclusion strategy and begin to implement the use of therapeutic classrooms. Success Criteria: • Adaptive teaching strategies evident in lesson observations and book scrutiny. • Teachers can articulate the barriers faced by disadvantaged pupils and the adaptations made to support them. • Termly monitoring demonstrates disadvantaged pupils are fully engaged in learning and making expected progress.	EEF Guidance: 5 a day, supporting high-quality teaching for pupils with SEND	1,2,3 and 4
Teachers will routinely use pre-teaching, explicit vocabulary instruction and targeted scaffolding to ensure		

disadvantaged pupils can access learning alongside their peers. Pre-teach key vocabulary and concepts before new units of work. Use vocabulary mats, knowledge organisers and word banks in lessons. Model sentence structures before independent writing. Provide scaffolded writing frames that are gradually removed as confidence increases. Use retrieval practice to revisit and embed new vocabulary. Oracy will continue to be embedded across the school. Success Criteria: Pupils can accurately use subject-specific vocabulary in discussion and written work. Book scrutiny shows increasing independence and reduced reliance on scaffolds over time. Pupil voice indicates greater confidence in accessing new learning.		
Teachers will use daily formative assessment and half-termly pupil progress meetings to identify misconceptions promptly and implement targeted interventions to address gaps in learning. Examples:		

• Use mini-whiteboards and targeted questions in every lesson. • Teachers to analyse QLA assessment outcomes to identify misconceptions at pupil, group and class level. • Provide same-day intervention or pre-teaching where misconceptions emerge. • Discuss disadvantaged pupils' progress during half-termly pupil progress meetings and agree specific next steps. • Organise regular core meetings to ensure that actions are met. Success Criteria: • Formative assessment strategies observed in all lessons. • Misconceptions recorded and addressed through intervention planning. E.g. through the use of PiXL therapies/QLA data. • Pupil progress meetings evidence targeted actions for disadvantaged pupils. (core meetings) • Assessment data shows pupils are closing identified gaps in learning over time.		
Teachers will provide high-quality written or verbal feedback on extended writing at least once every two weeks, enabling pupils to understand their next steps and improve the quality of their writing.		

Examples: • Identify one strength and one specific improvement target linked to the writing objective. • Use live marking and verbal feedback during lessons. • Provide dedicated improvement and reflection time for pupils to respond to feedback. • Model improvements using examples of high-quality writing. • Target feedback on vocabulary, sentence structure, organisation and grammar. Success Criteria: • Every pupil receives feedback on writing at least fortnightly. • Evidence of pupil response to feedback in books. • Writing shows improvement over time in accuracy, organisation and vocabulary choices. • Pupil voice demonstrates that pupils understand their targets and next steps.		
Recruit and retain highly effective teachers who can deliver high-quality adaptive teaching and secure strong outcomes for all pupils, particularly disadvantaged learners. • Provide coaching and instructional support to maintain high-quality teaching.	Buckinghamshire Disadvantaged Handbook for Schools	1, 2, 3, 4 and 5

• Use performance management and professional development to support retention. Success criteria: • All teaching posts filled by appropriately qualified staff. • Lesson observations evidence consistently good or better teaching. • Improved pupil outcomes, particularly for disadvantaged pupils.		
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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
-Deliver targeted small group work (PIXL therapy groups) in reading and mathematics for identified pupils to ensure foundational skills are secure. -Conduct half termly pupil progress meetings to identify pupils requiring additional support and monitor impact. Actions will be recorded and monitored throughout the term. Teachers will analyse QLA data to identify gaps in understanding.	EEF guide to pupil premium – tiered approach	1,2,3 and 4

These gaps will then be closed during small group work and KUNCU. -Implement precision teaching and overlearning activities during morning work at least four times per week for identified pupils with emerging SEND needs, with progress monitored through termly assessments and intervention records. -Increase opportunities for talk and oral rehearsal by incorporating at least two structured speaking activities and explicit teaching of 5-10 key vocabulary words prior to each extended writing task. -Subject leaders will review reading and writing curriculum plans, texts and writing exemplars each term, using pupil voice, book scrutiny and attainment data to ensure disadvantaged pupils are effectively supported through access to high-quality models and challenging texts. -Teachers will plan and use appropriate manip-		
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ulatives and visual representations daily during maths lessons, ensuring pupils can explain mathematical concepts and make connections between concrete, pictorial and abstract representations. -Embed reasoning and problem-solving tasks into morning work at least twice a week, ensuring pupils regularly apply mathematical knowledge and explain their strategies.		
By the end of the academic year, disadvantaged pupils will demonstrate increased engagement and independence in learning through the effective use of technology, contributing to improved attendance, participation and academic progress. • Provide pupils with regular access to laptops, tablets and assistive technology to support learning both in school and at home.	EEF using digital technology	1,2,3 and 4

• Use platforms such as Times Tables Rock Stars, Spelling Shed or Microsoft Learning Tools to reinforce independent practice. • Teachers to teach pupils how to use accessibility features such as Immersive Reader, text-to-speech, speech-to-text and translation tools. • Incorporate technology into lessons at least once per week to enable independent research, retrieval practice and recording of learning.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,545.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Develop a comprehensive understanding of the strengths, needs and circumstances of pupils and their families through regular communication, assessment and information gathering, enabling early identification of academic, social, emotional and SEND needs. • Conduct parent/carer meetings, phone calls or informal check-ins for identified pupils at least once per term. • Use attendance, behaviour, assessment and safeguarding information to build detailed pupil profiles. • Record and review barriers to learning and strengths for targeted pupils. • Evidence impact through improved attendance, engagement, attainment or wellbeing outcomes. • Through parental feedback, staff feedback and pupil progress meetings. Children will be identified early and SLT will meet fortnightly to discuss plans going forward.	‘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	5 & 3
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Continue to create an inclusive classroom environment where all pupils and families feel valued, represented and connected to the school community, resulting in increased engagement, participation and wellbeing. • Explicitly teach and model shared school values. • Facilitate regular opportunities for pupil voice, including class discussions, surveys or leadership roles. • Continue to increase parental engagement through workshops, celebration events, stay-and-play sessions or Social media platforms		
By the end of the academic year, increase the participation of disadvantaged pupils in educational visits, enrichment activities and extra-curricular clubs to at least match that of their peers, as evidenced through termly participation tracking and pupil voice surveys. • Monitor attendance at clubs and visits each half term.	EEF guide to PP	3,5 and 6

• Personally invite targeted pupils to clubs and enrichment opportunities. • Use pupil voice to identify interests and barriers to participation. • Work with families to secure engagement and attendance.		
Increase outdoor learning opportunities by delivering at least one planned outdoor learning session each half term, including activities such as Forest School, nature exploration, outdoor problem-solving and curriculum-linked learning.	EEF Outdoor adventure learning	3, 5 & 6
Develop pupils' self-regulation skills through consistent use of proactive behaviour and emotional regulation strategies, resulting in reduced incidents dysregulated and withdrawn behaviours. • Continue to offer daily regulation opportunities such as check-ins, movement breaks and calm spaces. • Create and monitor individual support plans for pupils requiring additional emotional or behavioural support.		

• Reduce recorded incidents of dysregulated or withdrawn behaviour by at least 20% from baseline data. • Termly behaviour monitoring demonstrates improved engagement and readiness to learn. • Continue to provide ELSA and nurture group opportunities.		
Foster positive relationships between pupils and trusted adults through structured opportunities for connection, collaboration and pupil voice, strengthening pupils' sense of belonging within the school community. • Provide regular restorative conversations and collaborative learning opportunities. • Ensure every identified pupil has a named trusted adult who checks in with them regularly. • Facilitate at least one pupil voice activity each half term to gather feedback on wellbeing and belonging. • Pupil survey data shows pupils reporting that they		

feel safe, valued and included in school.		
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Total budgeted cost: £ £47,545.21

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils