

Pupil premium strategy statement 2019-20



School overview

Metric	Data
School name	The Grove Primary School
Pupils in school	414
Proportion of disadvantaged pupils	13.8%
Pupil premium allocation this academic year	£75,240
Academic year or years covered by statement	2019-20
Publish date	December 2019
Review date	July 2020
Statement authorised by	Jenny Rogers
Pupil premium lead	Lynn Wicksey
Governor lead	Matt Rees

Disadvantaged pupil progress and attainment for last academic year

Progress	
Subject	Pupil Premium
Reading	-1.8
Writing	-4.7
Maths	-3.1
Attainment (% ARE+)	
Subject	Pupil Premium
Reading	45%
Writing	45%
Maths	27%

Disadvantaged pupil performance overview for last academic year

Combined Attainment	Pupil Premium
Meeting expected standard at KS2	18%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 - Curriculum	To ensure that PP children have full access to a curriculum that is designed to meet their needs and continue to develop positive learning behaviours
Priority 2 – Writing and Maths	Closing the gap and improving outcomes. Maths - by embedding the mastery approach to teaching maths and catching all pupils before they slip through the net. Writing – by using Literacy Tree resources to improve outcomes and quality of teaching in writing.
Priority 3 - SEN	Improve outcomes for pupils with additional needs through a range of interventions
Priority 4 – Opportunities and engagement	Ensure increased range of opportunities for children and promote greater parental engagement
Projected spending	£78,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading and to attain above national averages.	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing and to attain above national averages.	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score and attain in line with national averages.	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Enable staff to remap the curriculum so that the wider curriculum reflects the backgrounds and interests of individual (PP) learners. Track progression in knowledge and skills and build on individual starting points to ensure progress
Priority 2	Whole school training from 'The Literacy tree' to enable staff to deliver high quality text based units for writing
Priority 2	Continue to promote a love of learning and the use of texts by subscribing to the Hampshire Library Service
Priority 2	Enable staff to observe best practice in school and across the MAT.
Priority 2	Leaders to attend maths mastery training and cascade training to colleagues. Invest in Power maths books and implement strategy in all classes
Priority 3	SENDSCO will oversee the provision of fix it's, catch up sessions, use of Lexia and Third space learning. Continue to use B-Squared to track the progress of targeted children. Develop ELSA provision and staff

	awareness of attachment issues and strategies to support children
Barriers to learning these priorities address	<p>Poor awareness of language, text and literary structures.</p> <p>Children are not always ready for their learning and need additional support to self-regulate and manage their emotions.</p> <p>Limited attendance leads to gaps in knowledge.</p>
Projected spending	£51,000

Wider strategies for current academic year

Measure	Activity
Priority 4	<p>Continue to prioritise involvement of PP children in after-school clubs and ensure participation in all workshops and a range of activities by fully funding these children. This is within and beyond the school day.</p> <p>This will also include the promotion of participation in team sports and competitions.</p> <p>Promote greater use of outdoor learning in order to provide first hand experiences of the wider world and increase self-confidence and use of language.</p> <p>Monitor attendance and develop understanding of the importance of punctuality and regular attendance</p> <p>Use the pastoral team and FSW to support and work with families in order to guarantee positive outcomes for all children</p>
Barriers to learning these priorities address	Families face financial constraints and this may limit the opportunities for children to participate in all events.
Projected spending	£27,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders. CPD delivered though staff meetings.
Targeted support	Ensuring enough time for school maths and writing leads to support colleagues in strategies to use in class	Time and cover arranged to enable this.

Wider strategies	<p>Engaging the families facing most challenges and who struggle to engage with schools.</p> <p>Ensuring that all children access extra-curricular provision and sports</p> <p>Ensure that there is an increased use of outdoor learning</p> <p>Low attendance</p>	<p>Development of new website and review of communications and workshops for parents inc reporting and use of Dojos.</p> <p>Give priority to targeted children.</p> <p>Monitor attendance and arrange meetings and support for families as appropriate</p>
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Review: last year's aims and outcomes

Aim	Outcome
Greater parent engagement through participation in Achievement for All	There was limited impact on progress by participation in this programme
Children eligible for PP will access additional activities and events	There was an increase in PP participation in clubs and all children were able to access sports events, workshops etc.
Increased attendance	Meetings with EWO identified a decrease in persistent absences. Additional EWO was proactive and had a positive impact.
Positive progress for middle attainment group and boys groups	Positive progress for Middle PA and boys in RWM
EAL pupils will be supported with specific interventions	Pupils were supported in settling into school and made progress. Leadership time was in place and the Bell Assessments were introduced.