

Pupil premium strategy statement (primary)

1. Summary information					
School	The Grove Primary School				
Academic Year	2018/2019	Total PP budget	£87120	Date of most recent PP Review	September 2018
Total number of pupils	410	Number of pupils eligible for PP	84	Date for next internal review of this strategy	January 2019

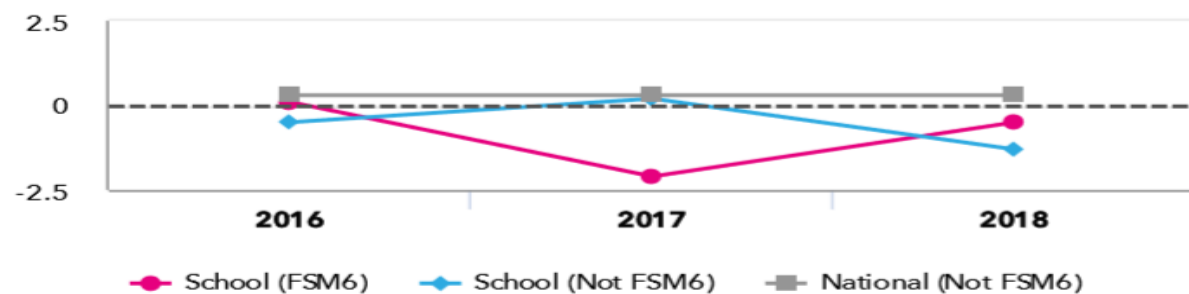
2. Attainment at end of key stages Summer 2018						
KS1	Pupils eligible for PP (our school) 8 (each child= 12.5%)		All pupils (our school)		Pupils eligible for PP (national)	
	ARE+	GDS	ARE	GDS	ARE	GDS
% attaining ARE in reading	67%	50%	77%	37.7%	60%	tbc
% attaining ARE in writing	67%	50%	75%	29%	53%	tbc
% attaining ARE in maths	67%	50%	77%	42%	61%	tbc
Rdg/Wr/Ma combined	67%	50%	75%	27%	tbc	tbc
KS2	Pupils eligible for PP (our school) 12 children (each child = 8%)*		All other pupils (our school)		Pupils eligible for PP (national)	
	ARE+	GDS	ARE+	GDS	ARE	GDS
% achieving in reading, writing and maths	50%	8%	66%	13%		
% attaining ARE in reading	58%	17%	72%	32%		
% attaining ARE in writing	67%	17%	83%	13%		
% attaining ARE in maths	58%	8%	81%	17%		

* Small cohort size should be considered when comparing this group to all others.

In KS2 in 2018 disadvantaged pupils at The Grove attained a lower % at Exs+ than other pupils but made better **progress** from their KS1 starting points.

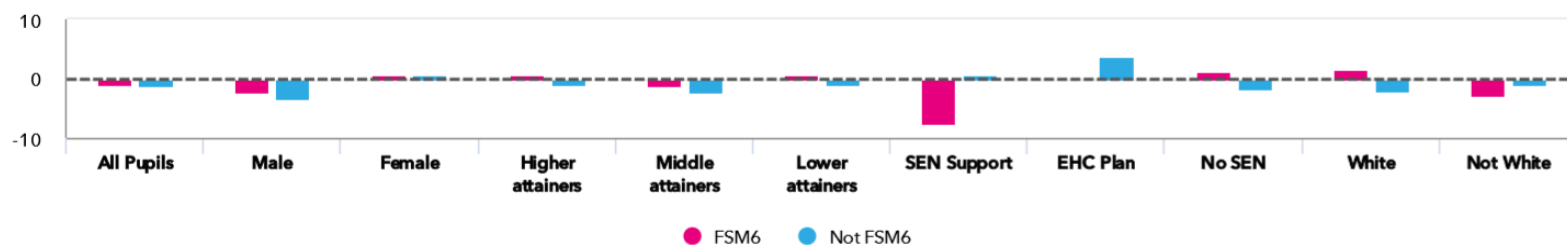
KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



Progress gap

Average Scaled Score (Re, Ma)



Absence was in line with the disadvantaged pupil group nationally (5%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Below average language skills on entry to Early Years
B.	Attendance of PP children, persistent absence rates are higher in this group
C.	Pupils eligible for PP (especially middle-achieving boys) are not maintaining reading for pleasure habits through KS2 and are not meeting ARE in reading and writing. This will

	impacts on progress at the end of KS2 in English	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Parental engagement for some groups of children	
E	Some pupils eligible for PP are limited by family financial constraints and risk being unable to access the breadth of the wider curriculum offer, within and beyond the school day.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Greater parental engagement through the implementation of the Achievement for All programme	80% of the parents targeted for Achievement for All will have greater engagement with the school and will be supporting their children's learning at home
B.	All children eligible for PP will access additional activities and events within and beyond the school day, including priority access to breakfast and after school clubs.	Inclusion will be 100%, with fair and equal access to all. Club membership data will show that membership of clubs for PP children equals that of non PP; aiming for all PP children to be members of at least one club.
C.	Increased attendance, all groups will have similar attendance rates.	School will see a reduction in number of children who are below 90% attendance EWO will record an increase in overall attendance and will see that disadvantaged groups are attending more regularly. There will be a decline in persistent absenteeism.
D.	There will be positive progress for the middle prior attainment and boys groups in progress in July 2019	Middle prior attainment and boys progress for PP children will achieve positive progress, aiming to exceed +0.8
E.	Pupils who speak EAL entering EYFS will be supported through specific intervention programme and provision that enable strong progress in communication and language	Evidence that EAL learners are making accelerated progress from starting points at end of KS1.

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Narrowed gap between middle achieving PP pupils and boys and others	Additional Year 6 teacher 5 mornings a week to allow smaller group teaching	Fewer children in a group allows for more targeted feedback for these children which is proven to accelerate attainment and progress.	Pupil progress meetings which make boys and PP children a focus	JJ/JT/LW	Half termly
	Extending access to	A number of our lower achieving middle PA	Regular reviews of pupil participation	MH	Termly

	sporting provision, especially team sports.	group are boys who enjoy engaging in competitive sport. Raising self-esteem through this means impacts on learning and progress.	numbers Pupil questionnaire		
Engagement in reading for pleasure for all groups raises reading attainment at end of KS2	Subscription to Hampshire Library Service Provision and 'arrive next day' ordering of books to engage and empower readers	Children are not reading for pleasure; popular books are often out on loan at libraries. Amazon Prime orders will engage children instantly; Hampshire Library Service stocks and advice will inform reading choices especially to capture interest of boys. Book stocks need to be attractive and engaging.	Pupil and parent feedback; establishment of library as a thriving source of <i>current</i> children's books.	WD/LW	Spring 2019
Support for phonics teaching in years R, 1 and 2	1:1 input with vulnerable children, particularly those who have little home support	Additional 1:1 support /phonological awareness on top of good quality whole class teaching will enable children to make faster progress and allow us to target specific	Monitoring of teaching / groups	SH/JI/LW	At least half termly
Children's readiness for learning is optimised through strong and supportive relationships	Emotions Coaching training for all staff	Developing approaches that underpin the development of attachment-aware, trauma-informed practice in the school; promotion of healthy brain development.	Support from KCA training/reviews with staff/ monitoring of impact in behaviour records	SH/JI/AB	termly
Total					£43,200
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Greater parental engagement	Implementation of the Achievement for All Programme Year II (new cohort of 40 pupils)	This programme has been used successfully nationally and in other Kite schools and has had an impact on parental engagement and teacher confidence in approaching parents	Monitoring by Achievement for All coach Questionnaires will elicit parent responses to the programme	JT/JI	Termly
Greater parental engagement	Release time for teachers to meet with parents as part of the Achievement for All programme	Teachers will be able to meet with parents at mutually convenient times to emphasis the value of teacher:parent contact	Monitoring of time given to teachers to ensure that it is appropriately used	JT/JI	Termly
Raise attainment and progress in maths for PP group- especially middle ability boys	Third Space Learning 1:1 tuition for pupils in Years 5 and 6	Third Space is a 1:1 online tuition programme that is proven to impact on pupils' confidence and subsequent progress in maths.	Half termly tracking of targeted pupils' progress measured against other groups.	LM/JI/LW	Half termly

Home School Link Worker	HSLW provides targeted family work in addition to Parenting Programmes for vulnerable families	Many vulnerable families need support to ensure children are able to thrive	Supervision from Kite Central	RM/SENDCo	Termly
Total					£24,700
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in language skills through Early Years	Support from EYFS specialist consultant	EYFS consultant to advise new acting phase leader to ensure provision optimises C & L provision from EYFS into Year1	Monitoring of language and provision within EYFS ; opportunities for peer support and good practice visits (including cover staff)	AT/JI/LW	Termly
	Talk Boost In Yr R. EYFS staff ELKLAN trained. 1:1 and small group support	Children need targeted support to catch up. Early language intervention will positively impact on further progress and attainment in all areas of the curriculum. Children need to be confident, happy learners	Intervention tracked through Bluehills Provision mapping tool. LSA 2hrs per week x39	AT	Termly
Vulnerable children are settled in school and 'ready to learn.'	Part-time ELSA 1:1, group work and lunchtime club for vulnerable children- Miles of Smiles and Munch Bunch; additional specialist training	Settled children with high self esteem make better progress	Regular update meetings with ELSA to ensure children are making use of the time appropriately Ongoing training and supervision. Referral process and good liaison with class teachers.	SENCo/PG/SY	Half Termly
Vulnerable children benefit from opportunities offered through attending residential and enrichment trips in years 4, 5 and 6	Funding and part funding places	Extra curricular activities are a huge benefit socially and emotionally for children, particularly those who are disadvantaged	Identify children who would benefit from attending the residential and discuss with parents	JT/GW	For each residential trip
Vulnerable children benefit from opportunities offered through attending after school clubs	Funding of a club for each PP child for the year	Vulnerable children do not always have access to the same range of activities as others. This encourages them to participate and develop sense of well-being.	Monitor children attending clubs. Target individual children where necessary	JC/JI	Termly

Total		£19,600
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6. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children achieve better outcomes at the end of KS2	Additional Year 6 teacher 3 days a week to allow smaller group teaching	Progress of groups was inconsistent; middle to low middle prior attainment groups made insufficient progress	Ability grouping in Year 6 may have led to reduced impact for this group; continue with 3 staff in new academic year but mixed ability groups	£64,262
PP children achieve better outcomes at the end of KS1	Additional teacher 3 mornings per week and additional LSA time	Pupil Premium children at end of KS1 achieved well but this may be attributable to the focus of the staff team and not additional teacher.	Regular pupil progress meetings with strong focus on pupils where differences are at their greatest may have equal impact.	
SENDCO and 2 additional LSA's to support phonics teaching in year 1 and 2	1:1 input with vulnerable children, particularly those who have little home support	Year 1 for this academic year was disrupted by a series of unexpected staffing absences and changes. This was reflected in lower outcomes. In Year 2 a high number of pupils with SEND impacted on phonics outcomes in retakes.	Importance of stable staffing and high quality Wave 1 phonics teaching may be equally as great. Intensive 1:1 phonics teaching has indicated an ability to pass Phonics Check that is not borne out in general reading and writing skills.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Greater parental engagement	Implementation of the Achievement for All Programme	This programme has been used successfully in other Kite schools and has had an impact of parental engagement and teacher confidence in approaching parents	Some parents were very hard to engage throughout the whole year, cancelling meetings, rescheduling or simply not attending. Teachers were tenacious. Support has continued for all children identified within this cohort regardless of whether parents are actively involved or not. Discussion are taking place with current/prospective teacher to identify the new cohort for September 2018. These children will be selected from our more able PP children. We	£5477

Greater parental engagement	Release time for teachers to meet with parents as part of the Achievement for All programme	Teachers will be able to give more quality time to parents if they have the time and space to complete these meetings	need to monitor the percentage of SEN children within the cohort to give us a clearer picture of the progress of the cohort group compared to the whole school population. Many positive comments from parents and children who have been involved in the process but limited evidence of impact on progress of 30% of target group.	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
Improvement in language skills through Early Years	Use of an EYFS specialist consultant	EYFS lead was supported in her second year of the role, led to positive improvement in provision noted by specialist consultant and evident in planning and evaluations.	Continue to employ consultant for a further year focusing on areas for development in C & L and continuity of provision into Year 1.	£9545
Vulnerable children are more settled in school	ELSA Time	Happy children make good progress	ELSA provision has been highly beneficial and evident through pupil outcomes, behaviour and relationships and observed by parents. More time is required for this provision and extension of ELSA hours/training will be needed.	
Vulnerable children are able to access Residential Trips in year 4 and 6	Funding and part funding places	Extra curricular activities are a huge benefit socially and emotionally for children, particularly those who are disadvantaged	43% of PP pupils were supported with contributions for 2017-18, benefiting from the opportunities that these bring. All parents who reported back were able to comment on the benefits to their child.	
Vulnerable children will be able to access a greater range of after school clubs	Funding and part funding places	Vulnerable children do not always have access to a range of activities. This allows them to develop skills in other areas	Too few clubs for all pupils to take part in sporting (and other) activities that engaged them. These to be extended for 2018-19.	
All children are able to take part in extracurricular activities and trips	Funding and part funding places	All children will have access to school trips		