



**GROVE PARK PRIMARY SCHOOL  
PUPIL PREMIUM GRANT STRATEGY 2016 - 2017**



**IMPACT:** Grove Park is very proud of the attainment and progress of all our pupils. We have high aspirations for all pupils and the positive impact of our use of the Pupil Premium Grant funding can clearly be seen in our school performance data. Please click on the link to view this data: <https://www.compare-school-performance.service.gov.uk/school/102485>

**Summary information – information based on January 2016 Census**

<b>Academic Year</b>	2016 - 2017	<b>Current Total PPG budget</b>	£97,360	<b>Total number of pupils</b>	361
<b>Number of pupils eligible for funding because they have left local authority care (Post CLA)</b>	4 pupils = £7,600	<b>Number of pupils eligible for Free School Meals (FSM)</b>	68 pupils = £89,760	<b>Date of review for PPG strategy</b>	January 2017

**Current attainment – End of Key Stage 2 Results 2016**

	<i>Pupils eligible for PP at Grove Park</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving at least age related expectation (ARE) reading, writing &amp; maths (or equivalent)</b>	<b>67%</b>	<i>52%</i>
<b>Average points of expected progress in reading (or equivalent)</b>	<b>2.9</b>	2.8
<b>Average points of expected progress in writing (or equivalent)</b>	<b>2.2</b>	2.3
<b>Average points of expected progress in maths (or equivalent)</b>	<b>3.2</b>	2.6

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A.</b>	The majority of the pupils at Grove Park who are eligible for Pupil Premium (Free School Meals) also have English as an Additional Language (EAL)	
<b>B.</b>	Approximately half of the pupils at Grove Park who are eligible for Pupil Premium also joined our school after Reception class (mobility)	
<b>C.</b>	Continuing to develop children's use of expressive language across the curriculum.	
<b>External barriers</b>		
<b>D.</b>	Parents and carers being able to support their children's reading – particularly comprehension, inference and understanding of language.	
<b>2. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Reading attainment of pupils eligible for Pupil Premium (without SEN) to be in line with their peers.	End of year assessment data in all year groups shows the positive impact of our use of funding.  Pupil outcomes (including books/displays) show that pupils eligible for Pupil Premium are working at Age Related Expectations and produce work across the curriculum that is of a high quality – particularly in written work.
<b>B.</b>	Parents and carers more confident in supporting their children with reading and comprehension and this is evident in home learning and work across the curriculum.	
<b>C.</b>	For pupils who are eligible for Pupil premium to continue to be engaged and interested learners who are making rapid and sustained progress across the curriculum.	

## Planned Expenditure

The headings below show how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support & 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?
No gaps between pupil premium and their peers.	High quality Teaching Assistants (TAs)	TAs support with interventions and reading to ensure gaps are narrowed.	Pupil progress meetings, analysis of assessment data and book audits	All Staff	Termly pupil progress meetings. P & D Meetings
Pupils know precisely how to move their learning forward.	High quality marking and children respond to teachers' marking on a regular basis.	High quality marking is proven to be a low cost and high impact intervention for all children.	Regular book audits by the Senior Leadership Team (SLT). Clear Marking and Feedback policy in place.	All Staff and SLT	Termly in Pupil Data Meetings when individual progress and attainment is discussed. In fortnightly Planning & Direction meetings.
Pupils can write creatively and at length.	Creative writing using high quality picture books which we purchase.	This approach to writing and the narrative voice is unique to Grove Park and contributed to our excellent writing results last year. Multi-modal literacy has a moderate cost.	These creative writing sessions take place once a fortnight and books form part of work audits by the SLT. Staff training and resources: multi-modal literacy	All Staff and SLT	
<b>Total budgeted cost</b>					£59,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Parents feel as though they are able to support their children, particularly with home learning.	Parent Support Advisor (PSA)  Our PSA works 2 days per week to support the families of our PP children.	The PSA organises workshops to support all parents, parenting classes to support struggling families, childcare during the holidays and events to enrich children's lives. Low cost for high impact.	Impact is discussed on an on-going basis between the Class Teachers, Parent Support Advisor and Inclusion Team. Feedback from parents at Parent Forums.	Parent Support Advisor & SLT	Termly
Pupils eligible for the Pupil Premium have high aspirations for themselves and their learning.	2 Learning Mentors  X 6 hours per week	The learning mentors work with children on a 1:1 or small group basis in a confidential manner which supports their learning, encouraging high aspirations, raising self-esteem and motivating learners. Moderate cost for high impact	Impact is discussed on an on-going basis between the Class Teachers, Learning Mentors and Inclusion Team.	Inclusion Team	Termly
Pupils for whom English is an Additional Language are supported to develop their use of English so they can access the curriculum in even greater depth	EAL Teacher	The EAL Teacher supports children on a 1:1 or small group if they are new to English. She also supports Pupil Premium/EAL pupils in lessons.	Pupil progress meetings, analysis of assessment data and book audits.		Termly
<b>Total budgeted cost</b>					£26,700

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Every child has the opportunity to take part in enrichment activities so that their language skills are developed through contextualised and real experiences.	Financial Support for families Approx £5,000	Every family of a PP child is offered the chance to attend extra-curricular clubs; school journey; school trips; visitors and workshops in school.	Via the website, PTA, Class Reps, parent forums, newsletters and our PSA, Governors Community Committee to monitor.	SLT and PSA	On-going
Pupils who need emotional support are supported in a confidential, play-based environment so that are engaged and resilient learners	Art Therapist 1 day per week £6,300	The Art Therapist with children on a 1:1 or small group basis in a confidential manner which supports self-esteem and motivates learners. Moderate cost for high impact	The Arts Therapist discusses impact with the Inclusion Team and makes records to show impact for these pupils.	SLT and Art Therapist	Termly
<b>Total budgeted cost</b>					£11,300