



**GROVE PARK PRIMARY SCHOOL
PUPIL PREMIUM GRANT STRATEGY 2017 - 2018**



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 2017 Census.

Academic Year	2017 - 2018		Current Total PPG	£110,980	Total number of pupils	383 (PLASC May 2017)
Number of pupils eligible for funding because they have left local authority care (Post CLA)	7 pupils = £13,300	Number of pupils eligible for Free School Meals (FSM)	74 pupils = £97,680	Date of review for PPG strategy	January 2018	

Current attainment – Results 2017

(see also data based on school's own assessment system at the end of this document)

Results are based on the following number of pupils eligible for PP: EYFS:8 pupils, Year 1: 9 pupils, Year 2: 9 pupils, Year 6: 12 pupils	<i>Pupils eligible for PP at Grove Park</i>	<i>Pupils not eligible for PP at Grove Park</i>	<i>Pupils not eligible for PP (national)</i>
% achieving at least age related expectation (ARE) reading, writing & maths combined at the end of Key Stage 2	77%	88%	61%
% achieving expected standard or above in the Year 1 phonics test	100%	96%	83%
% achieving at least age related expectation (ARE) reading (R), writing (W) & maths (M) at the end of Key Stage 1	R: 75%, W:75%, M: 75%	R: 96%, W:92%, M:94%	R: 78%, W: 71%, M: 78%
% achieving good level of development by the end of the Early Years Foundation Stage	75%	88%	69.3% (2016 data)

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	The majority of the pupils at Grove Park who are eligible for Pupil Premium also have English as an Additional Language (EAL)
B.	Approximately a quarter of the pupils who are eligible for Pupil Premium also joined our school after Reception (mobility)
C.	Continuing to develop children’s understanding and use of complex vocabulary and expressive language across the curriculum.
External barriers	
D.	Parents and carers being able to support their children’s reading at home – particularly comprehension skills which impact on all curriculum areas
Desired outcomes	Success criteria
A.	<p>For the gap in Maths attainment to be narrowed and below 15%</p> <p>End of year assessment data in all year groups shows the positive impact of our use of funding.</p> <p>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 and maths work.</p>
B.	
C.	
A.	Attainment of pupils eligible for Pupil Premium (without SEN) to be in line with their peers in all areas of the curriculum
B.	To narrow the gap between the attainment of pupils eligible for Pupil premium and their peers in Maths
C.	For pupils who are eligible for Pupil premium to continue to be confident, 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 children are involved in their own target setting and they do this with the class teacher.	All Staff and SLT	Termly in Pupil Data Meetings when individual progress and attainment is discussed. In fortnightly Planning & Direction meetings.
Pupils can answer greater depth questions in maths due to their grasp of complex language and vocabulary	EAL support in/out of class Maths Booster session Vocabulary development work	Regular support with and development of vocabulary and language is proven to be a low cost and high impact intervention for all children.	Dedicated EAL Teaching Assistant timetabled to work with EAL pupils in/out of class. Pupil data meetings and regular book looks and tracking of pupil data in Target Tracker	All Staff and SLT	
Total budgeted cost					£62,000

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?
Parents feel as though they are able to support their children, particularly with reading and maths language.	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 are able to independently develop their maths skills and master the language associated with maths problem solving	School has purchased an on-line Maths Home Learning programme and pupils have all been given a log-in to use at home.	Children are not held back due to any financial circumstances or parents' level of English. Medium cost for high impact.	All staff have had training on how to use the on-line platform to set tasks and track progress of pupils. Pupil Data meetings look at progress and attainment in maths. Mental maths tracking takes place half-termly	All staff	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 TA	The EAL TA supports children on a 1:1 or small group if they are new to English. She also supports Pupil Premium/EAL pupils in lessons during the morning so that they are still working with the class teacher but with a high level of targeted support.	Pupil progress meetings, analysis of assessment data and book audits.	Inclusion Team and all staff	Termly
Pupils who are eligible for the PP grant are given more opportunities to work at greater depth in maths	SLT to lead 1:1 and small group tutoring sessions for PP pupils in Upper Key Stage 2 before/after school	Some pupils need targeted support to work at greater depth. This opportunity to work with experienced class teachers is proven in research to be highly effective. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Pupil progress meetings, analysis of assessment data and book audits.	SLT	Termly
Total budgeted cost					£30,000

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?
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	<p>Every family of a PP child is offered the chance to attend extra-curricular clubs; school journey; school trips; visitors and workshops in school. We also subsidise music lessons, afterschool enrichment and breakfast club where necessary.</p> <p>We provide breakfast for children if this has proved difficult for families.</p> <p>We also provide school equipment and uniform so that pupils can focus on their learning and not be disadvantaged in any way.</p>	Via the website, PTA, Class Reps, parent forums, newsletters and our PSA, Governors Community Committee to monitor.	SLT and PSA	On-going
For pupils improved self-confidence to impact on their progress and attainment across the curriculum	<p>Forest Schools and use of the outdoor areas for Science.</p> <p>Financial support for Forest School trips in Year 4, water sports/camping in Year 5 and outdoor adventure activities in Year 6</p>	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF Research)	<p>Science Subject Leader has Forest School Training.</p> <p>CPD for all staff on outdoor learning in Science.</p> <p>Governor Learning Walks to monitor impact.</p> <p>Pupil progress meetings, analysis of assessment data and book audits.</p>	All staff	Termly

Pupils who need emotional support are supported in a confidential, art-based environment so that are engaged and resilient learners	TA qualified to deliver Drawing and Talking Therapist ½ day per week	The TA works with children on a 1:1 in a confidential manner which supports self-esteem and motivates learners. Moderate cost for high impact	TA discusses impact with the Class Teachers and SENCO and makes records to show impact for these pupils.	SLT and Art Therapist	Termly
Pupils are not disadvantaged if their parents are not able to support them with reading at home	Class Teachers/TA hear targeted pupils read on daily basis. Volunteer readers are allocated to pupils eligible for PP Grant	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Pupil progress meetings, analysis of assessment data and book audits, termly comprehension assessments and reading ages tracked		
Total budgeted cost					£15,000

Pupils eligible for the Pupil Premium Grant are tracked as part of our on-going in-house assessment procedures. Attainment and progress is monitored regularly by the class teachers and SLT and is also presented to the Governors. Our assessment tracking system expects children to make 6 points of progress in a year. Below is an overview of the progress of pupils eligible for PP at the end of 2016 – 2017 in Year 1 – 6. It shows the very positive impact of our use of the PP Grant and also of our high aspirations for all pupils.

PUPIL PREMIUM TRACKING – SUMMER 2017				
AVERAGE PROGRESS POINTS				
READING				
YEAR GROUP	PUPILS ELIGIBLE FOR PP	PUPILS NOT ELIGIBLE	PP AND SEN	PP WITHOUT SEN
1 (9 pupils)	3.1	3.9	3 (2 pupils)	3.1

2 (9 pupils)	6.8	6.7	8 (1 pupil)	6.6
3 (14 pupils)	6.3	6.6	6.3 (3 pupils) (EHCP pupil = 6)	6.3
4 (16 pupils)	6.3	6.4	5.7 (4 pupils)	6.5
5 (9 pupils)	6.1	6.9	4.5 (2 pupils)	6.6
6 (12 pupils)	6.8	6.5	EHCP pupil = 7	6.7

WRITING

YEAR GROUP	PUPILS ELIGIBLE FOR PP	PUPILS NOT ELIGIBLE	PP AND SEN	PP WITHOUT SEN
1 (9 pupils)	2.7	3.4	2.5 (2 pupils)	2.7
2 (9 pupils)	6.9	6.9	7 (1 pupil)	6.9
3 (14 pupils)	6.5	6.7	6.3	6.5

			(3 pupils) (EHCP pupil = 7)	
4 (16 pupils)	6.9	6.6	7.3 (4 pupils)	6.8
5 (9 pupils)	6.7	7.1	7 (2 pupils)	6.6
6 (12 pupils)	6.8	6.3	EHCP pupil = 7	6.8

MATHS

YEAR GROUP	PUPILS ELIGIBLE FOR PP	PUPILS NOT ELIGIBLE	PP AND SEN	PP WITHOUT SEN
1 (9 pupils)	3.0	3.9	2 (2 pupils)	3.3
2 (9 pupils)	7.0	6.7	8 (1 pupil)	6.9
3 (14 pupils)	6.7	6.8	6.7 (3 pupils) (EHCP pupil = 6)	6.8

4 (16 pupils)	6.5	6.9	6.0 (4 pupils)	6.6
5 (9 pupils)	6.1	7.1	5 (2 pupils)	6.4
6 (12 pupils)	6.3	6.5	EHCP pupil = 6	6.3