



GROVE PARK PRIMARY SCHOOL
PUPIL PREMIUM GRANT (PPG) STRATEGY 2018 - 2019



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 2018 Census.

Academic Year	2018 - 2019		Current Total PPG	£99,900	Total number of pupils	439 Including Nursery
Number of pupils eligible for funding because they have left local authority care	5 pupils = £11,500	Number of pupils eligible for the Pupil Premium Grant	67 pupils = £88,400	Date of review for PPG strategy	January 2020	

Current attainment – Results 2018

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

	Pupils eligible for PP at Grove Park	Pupils not eligible for PP at Grove Park	Pupils not eligible for PP (national average)
% achieving at least age related expectation (ARE) reading, writing & maths combined at the end of Key Stage 2	88% (7 out of 8)	100% (28 out of 28)	70%
% achieving expected standard or above in the Year 1 phonics test	88% (7 out of 8)	100% (52 out of 52)	84%
% achieving at least age related expectation (ARE) reading (R), writing (W) & maths (M) at the end of Key Stage 1	R: 75%, W:88%, M:75%	R: 94%, W:90%, M:96%	R: 78%, W:73%, M:79%
% achieving good level of development by the end of the Early Years Foundation Stage	50% (3 out of 6)	91% (49 out of 54)	

Average progress points of pupils eligible for PPG at the end of KS 2		School	Local	National
Reading: average progress points		3.9	0.7	0.3
Writing: average progress points		2.8	1.3	0.2
Maths: average progress points		2.2	1,7	0.3
Barriers to future attainment (for pupils eligible for PPG)				
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 third of the pupils who are eligible for Pupil Premium also have additional needs (largely speech, language and communication or social/emotional needs)			
C.	The development of children's understanding and use of complex vocabulary and expressive language across the curriculum to deepen learning			
External barriers				
D.	Parents and carers being able to support their children's reading, development of vocabulary and maths (particularly reasoning) at home			
Desired outcomes			Success criteria	
A.	For pupils who are eligible for Pupil premium to continue to be confident, resilient, engaged and interested learners who are making rapid and sustained progress across the curriculum		For the gap in attainment to continue to be narrowed 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 least Age Related	
B.	To further narrow the gap between the attainment of pupils eligible for Pupil premium and their peers in reading and maths (reasoning and greater depth)			

C.	For parents and carers to continue to be supported so that they feel more equipped and confident to support their children at home particularly with their use of vocabulary, comprehension, reading and maths (reasoning and greater depth)	Expectations and produce work across the curriculum that is of a consistently high quality – particularly in written and maths work – in line with our high expectations of all pupils at Grove Park
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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, teaching of high quality vocabulary and reading to ensure gaps are narrowed.	Pupil progress meetings, analysis of assessment data and regular 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. Targets are discussed with parents.	All Staff and SLT	Termly in Pupil Data Meetings when individual progress and attainment is discussed. In fortnightly Planning & Direction (P & D) meetings.
Pupils can answer greater depth questions in reading and maths due to their grasp of complex language and vocabulary	Maths taught through story – area of School Development Plan (SDP) Curriculum based on stories and quality picture books. Being a 'reading community' is in our SDP	Regular support with and development of vocabulary and language is proven to be a low cost and high impact intervention for all children.	Rich vocabulary identified in marking and feedback to pupils Pupil data meetings discuss use and understanding of language Lesson Observations focus on use of high quality language & vocabulary	All Staff and SLT	

Total budgeted cost	£50,000
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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 the language of maths.	<p>Parent Support Advisor (PSA)</p> <p>Our PSA works 2 days per week to support the families of our PP children.</p>	The PSA organises workshops to support all parents, parenting classes to support struggling & vulnerable 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 Surgeries with the Head.	Parent Support Advisor & SLT	<p>Termly</p> <p>Regular meetings between PSA and Deputy Head to monitor impact of this provision on families</p>
Pupils are able to independently develop their maths skills and master the language associated with maths problem solving	<p>School has purchased an on-line Maths home-learning programme and pupils have all been given a log-in to use at home.</p> <p>Maths Subject Leaders to hold workshops for parents (evening and day)</p>	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 Maths subject Lead	<p>Termly</p> <p>Half-termly</p>

<p>Pupils eligible for the Pupil Premium have high aspirations for themselves and their learning.</p>	<p>2 Learning Mentors 3 afternoons each a week Pastoral support TA in class with vulnerable pupils and in playground Mindfulness and well-being training for mentors</p>	<p>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</p>	<p>Impact is discussed on an on-going basis between the Class Teachers, Learning Mentors and Inclusion Team.</p>	<p>Inclusion Team</p>	<p>Termly</p>
<p>Pupils eligible for the PP to develop their oral language skills so they can extend their learning and connect with the curriculum more deeply</p>	<p>Oral language interventions: Bucket Time training and delivery by 2 TAs; vocab pre-teaching; SALT (Speech and Language Therapy) groups and staff training</p>	<p>Evidence suggests that oral language interventions are successful in a variety of environments. The majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, benefit. An additional 5 months progress for pupils is seen in research and studies of the impact of oral interventions.</p>	<p>Feedback from Speech Therapist who leads the Bucket Time training. Rich vocabulary identified in marking and feedback to pupils. Pupil data meetings discuss use and understanding of language. Lesson Observations focus on use of high quality language & vocabulary</p>	<p>All staff</p>	<p>Termly: in data meetings, lesson observations and book looks</p>
<p>Pupils who are eligible for the PP grant are given more opportunities to work at greater depth in maths</p>	<p>SLT to lead 1:1 and small group tutoring sessions for PP pupils in Upper Key Stage 2 before/after school. e.g. Reading Comprehension Homework Maths Booster</p>	<p>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.</p>	<p>Pupil progress meetings, analysis of assessment data and book audits.</p>	<p>SLT</p>	<p>Termly</p>

Total budgeted cost	£32,400
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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>	<p>Via the website, PTA, Class Reps, parent forums, newsletters and our PSA,</p> <p>Governors Teaching & Learning Committee to monitor.</p>	SLT and PSA	On-going

For pupils improved self-confidence to impact on their progress and attainment across the curriculum	Forest Schools and use of the outdoor areas for Science. Financial support for Forest School trips in Year 4, water sports/camping in Year 5 and outdoor adventure activities in Year 6 Staff Training for a teacher to gain the Forest School Qualification to then teach all year groups	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. (Education Endowment Fund EEF Research)	Science Subject Leader has Forest School Training. CPD for all staff on outdoor learning in Science. Governor Learning Walks to monitor impact. Pupil progress meetings, analysis of assessment data and book audits.	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 therapy 3 afternoons per week (6 pupils per term)	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 TA	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	All staff SLT	On-going Termly
Total budgeted cost					£17, 500

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 (less in Year 1). Below is an overview of the progress of pupils eligible for PP at the end of 2017 – 2018 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 2018				
AVERAGE PROGRESS POINTS				
READING				
YEAR GROUP	PUPILS ELIGIBLE FOR PP	PUPILS NOT ELIGIBLE	PP AND SEN	PP WITHOUT SEN
1 (9 pupils)	6.2	5.9	12.0 (1 pupil)	5.5
2 (10 pupils)	6.1	6.7	7.0 (1 pupil)	6.0
3 (11 pupils)	6.0	6.1	6.0 (1 pupil)	6.0
4 (15 pupils)	6.1	6.5	6.5 (4 pupils)	6.0
5 (15 pupils)	5.8	6.6	4.8 (4 pupils)	6.2
6 (9 pupils)	6.3	6.6	6.5 (2 pupils)	6.3

WRITING

YEAR GROUP	PUPILS ELIGIBLE FOR PP	PUPILS NOT ELIGIBLE	PP AND SEN	PP WITHOUT SEN
1 (9 pupils)	5.2	5.4	5.0 (1 pupil)	5.3
2 (10 pupils)	6.6	6.7	7.0 (1 pupil)	6.6
3 (11 pupils)	5.7	6.1	4.0 (1 pupil)	5.9
4 (15 pupils)	6.0	6.5	5.0 (4 pupils)	6.4
5 (15 pupils)	5.7	6.5	5.5 (5 pupils)	5.7
6 (9 pupils)	6.1	6.4	5.0 (2 pupils)	6.4

MATHS

YEAR GROUP	PUPILS ELIGIBLE FOR PP	PUPILS NOT ELIGIBLE	PP AND SEN	PP WITHOUT SEN
1 (9 pupils)	5.9	5.6	4.0 (1 pupil)	5.0
2 (10 pupils)	6.1	6.3	4.0 (1 pupil)	6.4
3 (11 pupils)	5.6	6.1	6.0 (1 pupil)	5.6

4 (15 pupils)	5.9	6.4	5.3 (4 pupils)	6.1
5 (15 pupils)	5.6	6.3	5.0 (5 pupils)	5.8
6 (9 pupils)	6.0	6.5	6.0 (2 pupils)	6.0