

The Grove Pupil Premium Strategy Statement 2020-2021

| 1. Summary information | | | | | |
|--|--------------------------|--|-------------|--|------------------|
| School | The Grove Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget | £145,237.42 | £118,980 (PPF) + £26, 257.42 (remaining from 2019-2020 PPF due to Covid-19 pandemic) | |
| Total number of pupils | 230 | Number of pupils eligible for funding | 82 | Date for next internal review of this strategy | Summer Term 2021 |
| <p>Our vision statement:</p> <p>“At The Grove we seek to inspire, nurture and empower individuals to become curious, creative and confident life-long learners, with the skills, mind-set and independence to thrive in an ever-changing society.”</p> <p>At The Grove we aim to create a community of learners, who will reach their full potential, by developing a love of learning through fun, real and meaningful experiences, which will motivate and inspire them throughout their lives. We believe that every child should be given an equal opportunity to succeed and that no child should be left behind. We strongly believe that attitude and enthusiasm for learning make the difference between success and failure and we are determined to ensure that our children, no matter what their personal circumstances, are given every chance to realise their full potential. Our Pupil Premium funding accounts for a significant amount of our budget and we are committed to ensuring that it is spent to maximum effect.</p> <p>Our school context</p> <p>The Grove is a diverse community primary school with 230 pupils on roll. The school is located in an area of high social deprivation in a large housing estate to the north of Cambridge city centre and we have a high percentage of children eligible for pupil premium, which brings some complex challenges. Staff are committed to working together with pupils and parents to ensure that all pupils have the opportunity to reach their full potential. We believe that it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.</p> <p><i>“The progress of disadvantaged pupils has accelerated since September because the use of pupil premium funding is effective. Strategies to support the most able disadvantaged pupils are beginning to bear fruit. Effective intervention plans are in place to support all pupils in this group and these are rigorously monitored to ensure that the progress of disadvantaged pupils is close to that of others nationally.” (Ofsted 2017)</i></p> | | | | | |

| 2. Current attainment at end of KS2 (2018-2019) | | | |
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| | <i>Pupils eligible for PP (22)</i> | <i>All pupils</i> | <i>National All %</i> |
| % achieving in reading, writing and maths | 59% | 63% | 65% |
| % attaining expected standard in reading | 64% | 70% | 73% |
| % attaining expected standard in writing | 64% | 74% | 78% |
| % attaining expected standard in maths | 60% | 70% | 79% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) - Data sourced from Analyse School Performance and school data analysis | | |
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| A. | High levels of deprivation: 36% of pupils receive pupil premium funding, compared with 17.7% nationally. The school's deprivation indicator is 0.26, which is higher than the national average of 0.21. | |
| B. | Social care needs: Many families supported historically or currently by Social Care. Parents need support from school to help them to address their needs and to support their children's learning. | |
| C. | Mental and social health and well-being need: a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions. | |
| D. | Diversity: High numbers of children from minority ethnic families; 24% of children in receipt of PPF speak English as an additional language. Some of the children need targeted support in order to catch up with their peers in terms of language and oracy. | |
| E. | Starting points: assessment on entry to the foundation stage shows many children have poorly developed communication skills, little or no English, and poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children. 29% of children in receipt of PPF have SEND needs. | |
| F. | Mobility: the school has high mobility, with some children arriving from overseas, often with no English and little/no prior formal education. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | KS2 – Close gap in attainment between pupil premium and all pupils | Gap narrows between pupil premium pupils and all pupils |
| B. | KS1 and EYFS – Attainment of disadvantaged pupils to be in line with or above national | Attainment is in line with or above national at end of KS1 and EYFS |
| C. | Increase percentages of disadvantaged pupils working above national at all key benchmarks | An increased % of children achieving greater depth across the school |
| D. | Years 1, 3, 4 and 5 - Children make good progress and meet end of year targets | Year 1, 3, 4 and 5 children make good progress and meet end of year targets |
| E. | Children in key groups make good progress | Children in key groups make good progress and the gap between them and their peers closes |
| F. | Improve and support mental health and social and emotional needs of disadvantaged children and their families | Children with mental health, social and emotional issues make good progress |
| G. | Increase parental engagement for disadvantaged pupils | Increased attendance of parents at school events such as parent evenings and workshops Evidence of parents engaging more effectively with learning and as a result the targeted pupils make good progress |

| Year Group | Item/ project | Cost | Evidence / Rationale | Objective | Outcome |
|--------------|--|----------|---|---|--|
| Whole School | Pupil Premium Champion (2 days) | £70, 500 | Experience and data analysis has shown us the benefits of having a senior leader to provide a link between and oversee key areas affecting PPF families, such as attendance, safeguarding and SEND. | To oversee, monitor and evaluate provision for PPF pupils, analyse data and identify future learning and support needs and provide support for staff. | <ul style="list-style-type: none"> A. KS2- Close gap in attainment between pupil premium and all pupils B. KS1 and EYFS – Attainment of disadvantaged pupils to be in line with or above national C. Increase percentages of disadvantaged pupils working above national at all key benchmarks D. Years 1, 3, 4 and 5 - Children make good progress and meet end of year targets E. Children in key groups make good progress F. Improve and support mental health and social and emotional needs of disadvantaged children and their families G. Increase parental engagement for disadvantaged pupils |
| | Behaviour and Aviary Class Lead (2.5 days) | | Experience, internal monitoring and awareness of appropriate research has shown us that PPF pupils often display challenging behaviour due to their adverse childhood experiences. | To oversee development, implementation and monitoring of behaviour strategies and support across the school based on the STEPS programme and nurture initiatives. To lead The Grove’s alternative learning provision in order to support the learning and progress of high needs PPF pupils. | |
| | Safeguarding and family liaison officer (2 days) | | Safeguarding data has shown that a high proportion of families accessing additional support have been in receipt of PPF. | To provide pastoral support for PPF children and increase engagement of parents within school and the local community through running lunchtime and after school clubs and coffee mornings, attending relevant meetings, liaising with local community organisations to provide support and advice for parents. | |

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| Years 3-6 | Intervention TA | £7,300 | The EEF toolkit has been used to select some interventions, such as 1:1 tuition and targeted small group tuition. | To run a targeted reading and spelling intervention for identified pupils across KS2. | D. Years 3, 4 and 5 - Children make good progress and meet end of year targets |
| | IDL program | £199 | | Purchase of International Dyslexia Learning program | A. KS2- Close gap in attainment between pupil premium and all pupils |

| RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2019/20 | | | | | |
|--|--|---------------------|--|---|---|
| Year Group | Item/ project | Cost | Evidence / Rationale | Objective | Outcome |
| Whole school | Blue Smile | £12,000 | Recent government policy requires effective support for children's mental health and well-being needs. | To provide play/art therapy and counselling for identified children requiring SEMH support. | F. Improve and support mental health and social and emotional needs of disadvantaged children and their families |
| | In school SEMH support | £13,000 £325 | | To provide the opportunity for the development and support of social, emotional and communication needs and well-being through development of pastoral TA role and purchase of Boxall assessment tool to identify specific needs. | |
| | Music Therapy | £7,500 | | To provide music therapy for identified children requiring SEMH support. | |
| | Red Hen | £3,000 | Safeguarding data has shown that a high proportion of families accessing additional support have been in receipt of PPF. | To provide a range of support for families in the home setting, at school and through training workshops to enable PPF pupils and their families to thrive. | |
| Year 5/6 | High needs support TA | £12,400 | Large numbers of pupils with SEND needs in Year 5/6 cohorts. | To provide in class and/or intervention support for Year 5/6 DA SEND children. | C. Increase percentages of disadvantaged pupils working above national at all key benchmarks E. Children in key groups make good progress. |
| Whole School | Specialist educational assessment and advice | £4,500 | Large numbers of DA children across the school with a variety and complexity of SEND needs. | To provide school with detailed, specialist assessment information for high needs DA SEND children in order that appropriate support/interventions can be implemented. | |
| Whole school | Supporting families | £6,000 | Past experience has shown us that though providing targeted places before and after school, children's attendance and attitudes to learning have improved. | Places provided in breakfast club and in after-school provision in order to improve punctuality, attendance and social skills. | Children have a good start to the school day with a healthy breakfast (Discussion / Observations) Attendance and punctuality improves. G. Increased parental engagement- parents able to attend meetings with school staff. |
| | | | Experience and knowledge of the needs of our local community has shown us that many of our families require additional | To provide uniform and basic supplies for families in urgent need of support. | |

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| | | | support, especially since the initial Covid-19 lockdown in March 2020. | | |
| Whole school | Forest school development | £3,000 | Past experience has shown us that Forest School has had a positive and lasting impact on children's well-being, self-confidence and attitude to learning. | To provide opportunities for increased self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. | A. KS2 – Close gap in attainment between pupil premium and all pupils D. Years 1, 3, 4 and 5 - Children make good progress and meet end of year targets F. Improve and support mental health and social and emotional needs of disadvantaged children |
| Whole school | Covid-19 contingency | £5,513.42 | Emergency funding to be used in school in response to issues arising from Covid-19 pandemic. | To provide additional emotional or academic support for those pupils who have been affected significantly by the Covid-19 pandemic. | D. Years 1, 3, 4 and 5 - Children make good progress E. Children in key groups make good progress F. Improve and support mental health and social and emotional needs of disadvantaged children |

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| TOTAL spend | £145,237.42 |
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