

# The Grove Pupil Premium Strategy Statement 2019-2020 Review

1. Summary information					
School	The Grove Primary School				
Academic Year	2019-20	Total PP budget	£131,179.20		
Total number of pupils	255	Number of pupils eligible for funding	99	Date for next internal review of this strategy	Summer Term 2020
<p><b>Our vision statement:</b></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><b>Our school context</b></p> <p>The Grove is a diverse community primary school with 255pupils on roll in September 2019. 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> <p><b>Covid-19 Pandemic</b></p> <p>Due to the Covid-19 pandemic and school closure for most pupils between March and July 2020, many of the projects that had been planned at the start of the year were not completed. Likewise, comparable end of year data for July 2020 was not able to be gathered. The outcomes reflect work that was able to take place and data from March 2020.</p>					

2. Current attainment at end of KS2 (2018-2019)			
	Pupils eligible for PP (22)	All pupils	National All %
% 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%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability) - Data sourced from Analyse School Performance and school data analysis</b>		
<b>A.</b>	High levels of deprivation: 38% of pupils receive pupil premium funding. The school's deprivation indicator is 0.23, which is higher than the national average of 0.21.	
<b>B.</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.	
<b>C.</b>	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.	
<b>D.</b>	Diversity: 34% of children from minority ethnic families; 34% 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.	
<b>E.</b>	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.	
<b>F.</b>	Mobility: the school has high mobility, with some children arriving from overseas, often with no English and little/no prior formal education.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	KS2 – Close gap in attainment between pupil premium and all pupils	Gap narrows between pupil premium pupils and all pupils
<b>B.</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
<b>C.</b>	Increase percentages of disadvantaged pupils working above national at all key benchmarks	An increased % of children achieving greater depth across the school
<b>D.</b>	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
<b>E.</b>	Children in key groups make good progress	Children in key groups make good progress and the gap between them and their peers closes
<b>F.</b>	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
<b>G.</b>	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 (1 days)	£62,377.31	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.	<p>A. KS2- Close gap in attainment between pupil premium and all pupils  <b>Year 6 data in March 2020 showed the attainment gap had widened in reading (-7) and maths (-20) since Dec 2019 with the gap in writing (-9) remaining the same.</b></p> <p>B. KS1 and EYFS – Attainment of disadvantaged pupils to be in line with or above national</p> <p>C. Increase percentages of disadvantaged pupils working above national at all key benchmarks</p> <p>D. Years 1, 3, 4 and 5 - Children make good progress and meet end of year targets  <b>Year 1: Progress of All was greater than DA in reading, writing and maths. Out of 13 DA pupils, 69 % made at least expected progress in writing, 62% in maths and 38% in reading.</b>  <b>Year 3: Progress of DA was greater than All in writing and gaps narrowed in writing and maths since Dec 2019. Out of 14 DA pupils, 86% made at least expected progress in reading and writing and 79% in maths.</b>  <b>Year 4: Progress of DA was greater than All in reading and the gap in maths has narrowed. Out of 11 DA pupils, 81% made at least expected progress in reading, 55% in maths and 27% in writing.</b>  <b>Year 5: Progress of All was greater than DA in reading, writing and maths with all gaps widening since Dec 2019. Out of 12 DA pupils, 42% made at least expected progress in reading, 33% in writing and maths.</b></p> <p>E. Children in key groups make good progress:  <b>EYFS progress of DA was the same as All in Maths. Gaps narrowed in Communication and Language and Maths but widened in reading and writing since Dec 2019. Out of 10 DA pupils, 60% made at least expected progress in reading, 50% in writing and maths.</b>  <b>Year 2 progress of DA was greater than All in writing and maths with a small gap in reading. Out of 11 DA pupils, 82% made at least expected progress in Maths, 73% in writing and 64% in reading.</b>  <b>Year 6 progress of DA was greater than All in reading and had narrowed in maths. Out of 17 DA pupils, 71% made at least expected progress in reading, 41% in maths and 29% in writing.</b></p> <p>F. Better support mental health and social and emotional needs of disadvantaged children and their families</p>

					<p>During school closure families of 33 DA pupils were contacted up to 3 times a week by the PPC and SFLO to provide support as needed. Practical support included providing and hand delivering paper copies of school work where families were unable to access learning menus online; organizing food parcels via school, Red Hen or food bank vouchers; arranging for FSM vouchers to be printed at school and hand delivered to families who were unable to access them online; providing advice re community support agencies; supporting SEND needs and preparing referral documents for outside agencies; organizing ongoing Blue Smile and Music sessions for pupils during lockdown period through liaison with those agencies and parents.</p> <p>Training of PPC and Mental Health Champion started over autumn-spring terms. Pastoral TA role created and work begun on development of that role in supporting needs of DA pupils across the school through 'Talk Time' sessions. Weekly meetings between PPC, SFLO and PTA to discuss social/emotional support for DA pupils.</p> <p>G. Increase parental engagement for disadvantaged pupils  <b>Weekly coffee morning and yoga class initiated by SFLO over autumn and spring terms. Clothing bank set up and half termly swap sessions established over autumn/spring terms. Also see F. Meet and greet outside school at start and end of school day by SFLO and PPC over autumn and spring terms and from June partial reopening.</b></p> <p><b>The post of PP Teacher was not able to be filled due to the onset of the Covid-19 pandemic.</b></p>
	Pupil Premium teacher (mornings)		The EEF toolkit has been used to select some interventions, such as 1:1 tuition, Early Years intervention and targeted small group tuition.	To run targeted interventions for PPF pupils across the school, to support targeted pupils to access their learning within the classroom, to release class teachers for pupil conferencing and progress meetings with the Pupil Premium Champion.	
	Inclusion mentor (2 days)			To support the PP Champion in providing support for SEND pupils who are eligible for PPF; including running targeted interventions especially to support Speech, Language and Communication Needs. To liaise with parents of PPF/SEND pupils as necessary.	

	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.	
Years 1-2	Intervention TA	£37,482.96	The EEF toolkit has been used to select some interventions, such as 1:1 tuition and targeted small group tuition.	To run targeted interventions for identified pupils across KS1 with a focus on reading, phonics and writing.	<p>B. KS1– Attainment of disadvantaged pupils to be in line with or above national</p> <p>D. Year 1- Children make good progress and meet end of year targets, including the phonics screening.</p> <p><b>Progress of All was greater than DA in reading, writing and maths. Out of 13 DA pupils, 69 % made at least expected progress in writing, 62% in maths and 38% in reading. Phonics screening did not take place. End of year data not available.</b></p>
Years 3-5	Intervention TA			To run targeted interventions for identified pupils across years 3-5.	<p>C. Years 3, 4 and 5 - Children make good progress and meet end of year targets</p> <p><b>Year 3: Progress of DA was greater than All in writing and gaps narrowed in writing and maths since Dec 2019. Out of 14 DA pupils, 86% made at least expected progress in reading and writing and 79% in maths.</b></p> <p><b>Year 4: Progress of DA was greater than All in reading and the gap in maths has narrowed. Out of 11 DA pupils, 81% made at least expected progress in reading, 55% in maths and 27% in writing.</b></p> <p><b>Year 5: Progress of All was greater than DA in reading, writing and maths with all gaps widening since Dec 2019. Out of 12 DA pupils, 42% made at least expected progress in reading, 33% in writing and maths.</b></p> <p><b>IDL- International Dyslexia Learning- program was purchased and 22 pupils across KS2 and Year 2 were assessed and started to access the program 3 times a week. This was suspended on school closure to most pupils in March 2020.</b></p>
Whole school	HLTA			To run targeted interventions for identified cusp children across KS2.	<p>A KS2- Close gap in attainment between pupil premium and all pupils</p> <p><b>Year 6 data in March 2020 showed the gap had widened in reading and maths since Dec 2019 with the gap in</b></p>

					writing remaining the same.
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RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2019/20					
Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
Whole school	Blue Smile	£10,800	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.	<p>E. Better support mental health and social and emotional needs of disadvantaged children and their families</p> <p><b>12 DA pupils accessed Blue Smile therapy between September-March 2020. All had the option of continuing sessions via phone contact during the lockdown period and again on partial reopening from June 2020.</b></p> <p><b>3 DA pupils accessed Music therapy over the spring term and had the option of continuing the sessions via video link during the lockdown period and on partial reopening from June 2020.</b></p> <p><b>It was planned that Forest School would be set up with a view to supporting the well-being, social and emotional needs of DA pupils, however due to other priorities within school and the Covid-19 pandemic, this was not able to take place.</b></p>
	SEMH support	£15,000		To provide the opportunity for the development and support of social, emotional and communication needs and well-being through the medium of music and outdoor activities.	
	Red Hen	£2,000	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.	<p>E. Better support mental health and social and emotional needs of disadvantaged children and their families</p> <p><b>Red Hen provided support for 5 families (8 children) through their family workers. During the lockdown period they also supported a further 8 families (17 children) with regular food and activity pack deliveries.</b></p>
Year 5	Residential trip	£2,000	Outdoor learning experiences, especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit)	To provide subsidised access to the residential trip for current Year 5 pupils so that more PPF pupils are able to participate.	<p>All children develop increased self-confidence and greater independence.</p> <p>All children develop better team-working, collaborative skills and improved social skills.</p> <p>F. Better support mental health and social and emotional needs of disadvantaged children and their families</p> <p><b>Due to the Covid-19 pandemic the residential trip did not take place.</b></p>
Whole school	Supporting families	£1,518.93	Past experience has shown us that though providing targeted places before and after school, children's attendance and attitudes to learning have improved.	<p>Places provided in breakfast club and in after-school provision in order to improve punctuality, attendance and social skills.</p> <p>To provide uniform and basic supplies for families in urgent need of support.</p>	<p>Children have a good start to the school day with a healthy breakfast (Discussion / Observations)</p> <p>Children take part in a range of enrichment activities (Discussion, Observations, Attendance register)</p> <p>Attendance and punctuality improves.</p> <p>F. Increased parental engagement- parents able</p>

					<p>to attend meetings with school staff.</p> <p><b>5 pupils were supported to attend either Breakfast or After School Clubs. Punctuality of 3 pupils increased as a result.</b></p> <p><b>DA pupils in Years 5 and 6 were able to participate in a trip to Stibbington Day Centre to participate in a WW2 evacuation experience.</b></p>
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<b>TOTAL PPF RECEIVED</b>	£131,179.20
<b>TOTAL SPENT</b>	£104,921.78
<b>TOTAL REMAINING</b>	£26,257.42

