

The Grove Pupil Premium Strategy Statement 2018-2019 Review

1. Summary information

School	The Grove Primary School				
Academic Year	2018-19	Total PP budget	£131,620		
Total number of pupils	275	Number of pupils eligible for PP	94	Date for next internal review of this strategy	Summer Term 2019

Our vision statement:

“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.”

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.

Our school context

The Grove is a diverse community primary school with 275 pupils currently 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.

“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)

2. Attainment at end of KS2 – July 2019

	<i>Pupils eligible for PP (22)</i>	<i>All pupils (54)</i>	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%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) - Data sourced from Analyse School Performance and school data analysis		
A.	High levels of deprivation: 34% 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.	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: 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.	
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.	
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	Actual Cost	Objective	Desired outcome	Actual Outcome
Whole School	Pupil Premium Champion (2.5 days)	£85,096.89	To oversee, monitor and evaluate provision for PPF pupils, analyse data and identify future learning and support needs, provide support for staff, teach PP pupils through a variety of methods, provide a link for families between home, school and outside agencies.5	<p>A.KS2- Close gap in attainment between pupil premium and all pupils</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</p> <p>E. Children in key groups make good progress</p> <p>F. Better support mental health and social and emotional needs of disadvantaged children and their families</p> <p>G. Increase parental engagement for disadvantaged pupils</p>	<p>EYFS- Attainment of ALL was greater than DA in all areas. Progress of DA was better than ALL in all areas except for writing. Progress gaps were narrowed by ALL over the year in all areas.</p> <p>Y2- The gap between DA and All was narrowed significantly over the year in Reading and Writing, although overall achievement remained below that of ALL. Progress of DA pupils was greater than that of ALL in both Reading and Writing.</p> <p>Y6- Attainment of All was higher than DA in all areas, with the largest gap in writing. Progress of All was greater than DA in all areas over the year. Progress from end of KS1 for All was greater than DA in all areas, although minimal in reading.</p> <p>Full details of data are contained within the document: 'Comparison and Analysis of end of year data DA/All June 2019'</p>
	KS2 teacher (part time)		To facilitate smaller class sizes across KS2.		
	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.		
	SEMH teacher (part time)		To facilitate specialist teaching for pupils with SEND/SEMH needs, in order that class teachers are able to focus on teaching and learning of PPF pupils.		

Years 1-2	Intervention TA	£26,885.88	To run targeted interventions for identified pupils across KS1 with a focus on reading, phonics and writing.	B. KS1– Attainment of disadvantaged pupils to be in line with or above national D. Year 1- Children make good progress and meet end of year targets, including the phonics screening.	Y2- The gap between DA and All was narrowed significantly over the year in Reading and Writing, although overall achievement remained below that of ALL. Y2- Progress of DA pupils was greater than that of ALL in both Reading and Writing. Y1- 89% of DA pupils achieved expected level in Phonics screening.
Years 3-5	Intervention TA		To run targeted interventions for identified pupils across years 3-5.	D. Years 3, 4 and 5 - Children make good progress and meet end of year targets	Y3- Progress of DA was greater than All in all subjects over the year. End of year targets met: Reading- 30%, Writing- 20%, Maths- 50% Y4- Progress of All was greater than DA in all subjects over the year. End of year targets met: Reading- 86%, Writing- 64%, Maths- 50%. Y5- Progress of All was greater than DA in all subjects over the year. End of year targets met: Reading- 56%, Writing- 50%, Maths- 69%.
Year 6	TA support		To support targeted pupils to access their learning in class.	A KS2- Close gap in attainment between pupil premium and all pupils	The gap in attainment in Reading has narrowed over the year, although has widened since 2018. The gap in narrowed in Writing but widened in Maths since 2018. End of year targets met: Reading and Writing- 94%, Maths 75%. It should be noted that 36% of the DA cohort had significant SEND needs.

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2018/19					
Year Group	Item/project	Actual Cost	Objective	Desired Outcome	Actual outcome
Whole school	Blue Smile	£10,350	To provide play/art therapy and counselling for identified children requiring SEMH support. To provide the opportunity for the development and support of social, emotional and communication needs through the medium of music.	E. Children with mental health, social and emotional issues make good progress.	12 PPF pupils accessed Blue Smile support over the year. 83% achieved expected progress or better in reading and maths. 58% achieved expected progress or better in writing. 75% achieved their end of year targets or better in reading, 67% in writing and 58% in maths.
	Music Therapy	£7,840			8 PPF pupils accessed Music Therapy over the year. 75% achieved expected progress or better in reading, writing and maths. 75% achieved their end of year targets or better in reading and writing. 62.5% achieved their end of year target or better in maths.
Year 5	Residential trip	£800	To provide subsidised access to the residential trip for current Year 5 pupils.	All children develop increased self-confidence and greater independence. All children develop better team-working, collaborative skills and improved social skills. E. Children with mental health, social and emotional issues make good progress.	8 DA pupils will access the annual Year 6 residential trip to take place in May 2020 at a reduced rate.
Whole school	Supporting families	£647.23	Places provided in breakfast club and in after-school provision in order to improve punctuality, attendance and social skills. To provide uniform and basic supplies for families in urgent need of support.	Children have a good start to the school day with a healthy breakfast (Discussion / Observations) Children take part in a range of enrichment activities (Discussion, Observations, Attendance register) Attendance and punctuality improves. F. Increased parental engagement- parents able to attend meetings with school staff.	Pupils and their families were supported in the following ways: <ul style="list-style-type: none"> • Uniform/PE kit provided • Support with payment towards school trips • Specialised SEND equipment • Breakfast/Afterschool club funded

TOTAL PPF RECEIVED

TOTAL PPF EXPENDITURE

£131,620	£131,620
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