



Pupil Premium Strategy Statement 2019-2020: Groveland Community Primary School

Pupil Premium Information

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and their peers. The Pupil Premium is allocated to schools for pupils in Year R to Year 11 that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the last 6 years (Ever6).

In the 2019/20 financial year, schools received £1,320 for each eligible primary aged pupil and in 2018/19 financial year the schools they received £1,320 for each child registered as eligible for FSM at any point in the last 6 years.

Schools will also receive £1,900 for each looked after pupil who:

- Has been looked after for one day or more
- Was adopted from care on or after 30th December 2005, or left under care
- A special guardianship or residential order

More information is available on the Department for Education website: <https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

It is for schools to decide how the pupil premium is spent, however, schools are held accountable for how they use this additional funding to support children from low income families. From September 2012 schools have been obliged to publish this information on the school website.

Please see below information regarding how this funding has been spent at Grovelands in 2018-2019 and how it will be spend in 2019-2020 and the impact of this funding.

1. Summary information

School	Groveland Community Primary School				
Academic Year	2018/19	Total PP budget	£166,920	Date of most recent PP Review	Impact review ongoing
Total number of pupils	681 incl nursery	Number of pupils eligible for PP	66	Date for next internal review of this strategy	April 2019
Academic Year	2019/20	Total PP budget	£167,580	Date of most recent PP Review	Impact review ongoing

Total number of pupils	704 incl nursery	Number of pupils eligible for PP	66	Date for next internal review of this strategy	Sept 2019
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2. End of Academic Year Attainment 2017-2018

	<i>Pupils eligible for PP incl SEND pupils</i>	<i>Pupils eligible for PP excl. SEND pupils</i>	<i>School Non PP pupils</i>	<i>School all pupils (87 pupils)</i>	<i>All pupils nationally</i>
2018 : End of Key Stage 2 (Year 6)					
Year 6 % achieving in reading, writing and maths	50%	67%	68%	62%	64%
Year 6 % achieving at the expected standard or better in reading	63%	83%	86%	82%	75%
Year 6 % achieving at the expected standard or better in writing	75%	100%	90%	87%	78%
Year 6 % achieving at the expected standard or better in maths	56%	75%	74%	70%	76%
Year 6 % achieving at the expected standard or better in English grammar, spelling and punctuation	56%	92%	76%	75%	78%
Year 6 % making progress in reading	-1.91			-0.41	0.0
Year 6 % making progress in writing	-2.04			0.17	0.0
Year 6 % making progress in maths	-3.36			-1.64	0.0
2018: End of Key Stage 1 (Year 2)					
Year 2 % achieving at the expected standard or better in reading	50%	83%	84%	80%	76%
Year 2 % achieving at the expected standard or better in writing	58%	100%	82%	78%	69%
Year 2 % achieving at the expected standard or better in maths	58%	83%	82%	78%	75%
2018: End of Early Years (Reception)					
Rec % achieving a good level of development	77%	90%	83%	82%	72%

Rec % achieving early learning goal in Reading	77%	90%	87%	85%	77%
Rec % achieving early learning goal in Writing	77%	90%	83%	82%	74%
Rec % achieving early learning goal in Numbers	77%	90%	87%	88%	80%
Rec % achieving early learning goal in Shape, space and measure	77%	90%	92%	90%	82%
STATUTORY DATA FOR ACADEMIC YEAR 2018-2019 WILL BE AVAILABLE IN JULY 2019					

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2019-2020

Areas for development in 2019-2020 will be a continuation of 2018-2019 areas for developments which need to be embedded and strengthened to secure the improvements that were made.

In-school barriers

A.	A high percentage of pupils eligible for pupil premium also have identified special needs.
B.	Oral language skills in Reception are lower for pupils eligible for pupil premium than for other pupils. This impacts on reading and writing progress in subsequent years and access to other parts of the curriculum.
C.	High ability pupils who are eligible for pupil premium are making less progress than other high ability pupils so are not achieving at greater depth.

External barriers

D.	Attendance rates for pupils eligible for pupil premium pupils are low (below the target for all pupils of 96%). This reduces their school hours and causes them to fall behind or have gaps in their learning.
E.	Impact of parenting skills on pupil outcomes of pupil premium pupils

4. Desired outcomes 2019-2020

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure needs of pupils with a multiple barriers of pupil premium and SEND make good progress.	These pupils are identified early when they start the school. Appropriate progress and attainment targets are set for these pupils and these pupils make good progress against their individual learning targets. Pupils without SEND and are pupil premium make good or better progress and they achieve at age expected or better.
B.	Improve oral language skills for pupils eligible for pupil premium in Reception class.	Pupils eligible for pupil premium in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	Higher rates of progress for high attaining pupils eligible for pupil premium.	Pupils eligible for pupil premium identified as high ability make as much progress as 'other' pupils identified as high ability, across the school in maths, reading and writing.

D.	Improved attendance rates for pupils eligible for pupil premium	There is a significant improvement in attendance rates of pupil premium pupils so that they are attending regularly and accessing learning. Reduce the number of persistent absentees among pupils eligible for pupil premium to 10% or below. Overall pupil premium attendance improves to 96% in line with 'other' pupils.
E.	Impact of parenting skills on pupil outcomes of pupil premium pupils	Parents of pupil premium pupils actively engage in supporting their children with their learning. Pupil premium parents are more aware of the potential impact that certain behaviours at home may have on their child's learning and progress.

5. Planned expenditure for 2018-2019 and Evaluation of Impact of Pupil Premium Spending

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and 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?	Evaluation of Impact
A. Improved oral language skills in Early Years of all pupils	Staff training on developing oracy for the all pupils in Early Years. Re-writing curriculum to promote more opportunities to develop Communication and Language. Phase leader to model to staff.	Baseline information on pupils joining Grovelands indicate a high % not working at the expected developmental months for Communication and Language	Phase leader supports EYFS staff with planning and will monitor the delivery. Phase leader to model and support good practice. Communication and Language data will be regularly analysed and monitored through visits and pupil progress meetings. New tracking system has been introduced.	The focus on language development has permeated the work in EYFS, staff have attended training and planning for the provision has changed and improved significantly. This is evident in children's learning journals and the percentage expected to be working at expected or at exceeding in communication and language by the end of the academic year.
B. Improved progress for high attaining pupils	Professional development on providing stretch for high attaining pupils in English and Maths. Use of feedback for this group of pupils.	High ability pupils eligible for pupil premium are making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. We want to ensure that pupil premium pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train teachers in practices to provide stretch and encouragement for these pupils.	Monitoring of outcomes for this group of pupils. Observation of class practice particularly focussing on pupil work. Pupil voice-how well do they feel they are achieving and what would help them. Guidance on website to parents/carers.	Tracking data for pupils in Reception is indicating that by the end of the academic year 2019 that more pupils will be awarded exceeding in different early learning goals In EYFS. In KS1 and KS2 greater depth pupils have been supported to maintain working at this level by addressing gaps in the deeper learning. Tracking data indicates by end of academic year 2019 greater depth pupils will more secure at this attainment judgement.
Total budgeted cost				£20,000

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?	Evaluation
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<p>A. Improved oral language skills for targeted pupils.</p>	<p>121 and small group provision by speech and language teaching assistant with Early years pupils. This supports continues for targeted pupils in KS1 and KS2.</p>	<p>Baseline information on pupils joining Grovelands indicate a high % not working at the expected developmental months for communication and language.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitoring outcomes of interventions and impact on pupil outcomes.</p>	<p>Pupils in EYFS and Year 1 are rigorously screened using language link and speech link. The correct pupils have therefore been identified for additional support. These programmes have been quickly embedded in practice and class teachers report that they are having the desired impact:</p> <ul style="list-style-type: none"> -increased class participation -Applying language to independent learning -application to reading and writing <p>Re-sreening results indicate pupils have secured improvements. Outcomes for end of EYFS indicate improved communication and language</p> <p>Programme for all pupils incl. Pupil premium pupils been validated by external professionals from ISEND team.</p>
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B.to support targeted pupil premium pupils in Year 6 to attend booster sessions in maths and reading	Weekly booster sessions for targeted pupils in Y6 run by qualified teacher. Start in October 2018to April 2019.	Previously this cohort of pupils have under-performed in national tests.	Booster timetable established. Booster group tracked through Target tracker.	Pupil premium pupils attended booster sessions in maths and reading from Jan to May 2018. The outcomes for these pupils is demonstrated the data above which shows that pure pupil premium pupils did exceptionally well in relation to their attainment in KS1 and KS2. The data shows that this group attained better than all pupils. However when it includes all pupil premium pupils including those with SEND they are below all pupils. This indicates that the group to focus on is pupils who are both eligible for pupil premium but also have an identified SEND need. In the academic year 2018-2019 booster groups started in Oct 2018 in maths and reading. Monitoring of pupil's work is indicating that pupil premium pupils have secured improvements in their learning. Statutory data will be available in July 2019.
C.Targeted support for pupil premium and SEND pupils through a variety of interventions specific to their needs.	121 and small group work for -Speech and language -Jump ahead -academic support -Pastoral support	School data for this group of pupils in the school has indicated that our pupil premium attainment is impacted on greatly when there is a SEND need.	Timetables in place for individual and groups of pupils. Appropriate staff are trained to deliver these interventions. Outcomes for this group monitored closely.	Pupils including pupil premium pupils have been correctly identified for additional support through screening for reading, spelling and maths. They attend regular delivery of the intervention and impact is measured through further screening. Re-screening is indicating some significant gains for groups of pupils across the school.
Total budgeted cost				£120,000
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?	Evaluation

A. Increased attendance rates	Attendance admin employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> -Job description for attendance officer clearly outlines expectations. -Procedures are in place and have been shared with parents. -EWO is training attendance officer and meets with her weekly. -EWO regularly meets with HT. 	<p>Systems for monitoring attendance and correspondence with parents is now more robust.</p> <p>Current attendance figures for the whole school are showing a 1% increase on actual attendance.</p> <p>In relation to pupil premium pupils school has worked hard to secure improvements with some vulnerable families however need to continue to focus on this group in the future as a few families impact on overall attendance rates. Current attendance figure as of May 2019 is 94% for pupil premium pupils.</p>
B. Welfare support for pupil premium pupils to attend some after school provision	-targeted pupils are funded to attend some after school clubs to improve behaviour, self-confidence and self-esteem.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective in supporting improvements to their learning.	<ul style="list-style-type: none"> -Referral system through Designated Safeguarding Lead who manages pupil premium pupils attending after school clubs. -Registering of attendance at meeting and monitoring of pupil outcomes. 	<p>Pupil Premium Funding supports several pupil premium pupils to attend the following clubs:</p> <ul style="list-style-type: none"> -computer clubs in Y3-Y6 -attending breakfast club -attending afterschool club -attending 'fit for life' clubs
C. Offer support with enrichment opportunities for pupil premium pupils	<ul style="list-style-type: none"> -subsidise attendance at Year 6 residential -support with music tuition for some pupils -paying for attendance on school trips -subsidising payment for external visitors and theatre 	-Some pupil premium pupils have limited experience of wider educational opportunities	<ul style="list-style-type: none"> -referrals for funding in place -impact measures in place for individual pupils 	<p>The funding has paid or subsidised many pupil premium pupils to attend the Year 6 residential at Blacklands. This has helped the children to develop their social and team skills, as well as building confidence to take risks.</p> <p>The curriculum has been enriched by external trips which has widened the children's experiences and supported language development which is evident in their work in school.</p>
Total budgeted cost				£26,000

6. Planned expenditure for 2019-2020

Academic year 2019 summer term, 2019 autumn term and 2020 Spring term

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

iv. 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?
A To develop pupil language skills across the curriculum	To embed the use of stem sentences in maths and wider technical mathematical language. -use in planning -targeted language in lessons -reasoning responses in books To embed and enthuse pupils with new reading programme -essential reads -big clubs E reads and comprehension -use of accelerated readers books	Pupil's experiences and wider reading for many pupils is limited. This impacts on their exposure to rich language. This is evident in pupil dialogue and writing.	Setting expectations in policy and through training. Additional release time of subject leaders to support and model practice to staff. Monitoring by phase leaders, English leader and maths leaders: -books -pupil voice -data analysis	JRG-HT Phase leaders	July 2019 Dec 2019 April 2020
B Improved outcomes for higher ability pupils	Targeting training by maths and English leads on supporting and challenging more able pupils. Visits by certain members of staff to settings that exceed at supporting most able pupils. Dissemination of practice back at school.	Pupil outcomes indicate that more pupils in reading, writing and maths should be expected to be working at greater depth/higher standard.	Setting expectations in policy and through training. Additional release time of subject leaders to support and model practice to staff. Monitoring by phase leaders, English leader and maths leaders: -books -pupil voice -data analysis	JRG-HT	July 2019 Dec 2019 April 2020

Total budgeted cost					£20,000
v. 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?
A.Improved language and communication skills	Targeted support through 2 speech programmes -speech links -language links Support for individual pupils by speech and language teaching assistant	Baseline information on pupils joining Grovelands indicate a high % not working at the expected developmental months for communication and language when they join the school.	All pupils in Nursery, Reception and Year 1 are baseline assessed. Children targeted for support and receive support daily. Progress of pupils monitored by inclusion leader.	CA-Inclusion lead AR-Speech and language TA	July 2019 Dec 2019 April 2020
B Year 5 and Year 6 pupils secure improvements in their outcomes in reading and maths.	Additional booster sessions for Year 5 and Year 6 pupils. Term 6 booster for Y5 pupils led by Deputy HT Term 1-5 booster sessions for Year 6 pupils led by Deputy HT	Previous school data indicates performance in maths below national standards. In school data indicates outcomes for this group is lower than other pupils. Previous data indicates pupil premium pupils do not attain combined for Reading writing and maths. Previous attendance issues of pupil premium pupils indicate that they gaps in learning which need addressing.	Pupils identified through pupil progress meetings. DHT sets up boosters and manages them, liaises with class teachers. Pupils sit assessments tasks throughout the year to support with informing staff about progress. Groups flexible to meet needs of pupils throughout the year	KS-DHT MM- DHT assessment Y5/6 staff	July 2019 then ongoing
C.Targeted support for pupil premium and SEND pupils through a variety of interventions specific to their needs.	121 and small group work for -Jump ahead -sensory circuits -nurture and learning mentor programme -specialist speech and language support -alternative provision (behaviour)	There are still gaps in pupil attainment across the school particularly for Pupil premium/SEND pupils. Progress of these pupils is slow. Specific recommendations within Education Health Care Plans and Additional needs plans.	Pupils identified through pupil progress and SEND meetings. Inclusion leader to establish baseline and targets for the intervention. Ongoing monitoring of intervention delivery.	CA-inclusion leader	July 2019 Dec 2019 April 2020
Total budgeted cost					£120,000
vi. 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?
A. Increased attendance rates	Establishing yearly attendance plan and contract of attendance in school	Pupils who are eligible for pupil premium particularly those who have identified SEND need as well have a greater rate of absences then non-pupil premium and Non-SEND pupils within the school and nationally.	-Attendance agreements put in place with parents with specific targets including rewards for pupils. -HT to monitor with clear sanctions in place for parents.	Attendance admin Jon Goulding HT	Programme start in Sept 2019 and reviewed in Dec 2019
B. Welfare support for pupil premium pupils to attend some after school provision	targeted pupils are funded to attend some after school clubs to improve behaviour, self-confidence and self-esteem.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective in supporting improvements to their learning.	-Referral system through Designated Safeguarding Lead who manages pupil premium pupils attending after school clubs. -Registering of attendance at meeting and monitoring of pupil outcomes.	Michelle McKay DHT/DSL	Reviewed Dec 2019
C.Offer support with enrichment opportunities for pupil premium pupils	-subsidise attendance at Year 6 residential -support with music tuition for some pupils -paying for attendance on school trips -subsidising payment for external visitors and theatre	Some pupil premium pupils have limited experience of wider educational opportunities	-referrals for funding in place -impact measures in place for individual pupils	Jon Goulding Ht	Ongoing support through the year and will be reviewed termly
D Offer support to parents to develop their parenting skills and better support their children's education	Targeted support given to specific families. This will include: -agreeing lines of communication -attendance at meetings -1;1 support meetings -additional curriculum guidance for pupil and parent (learning club)	Parents from some lower income families who are eligible for pupil premium face many challenges in their own lives. This can sometimes impact on their own parenting skills which in turn impacts on the outcomes for their children.	Monitor and track the following info: -attendance at meetings -communication books -support with homework -outcomes at pupil progress meetings	Michelle McKay DHT	Programme start in Sept 2019 and reviewed in Dec 2019
Total budgeted cost					£27,580