



Pupil premium strategy statement 2018-2019: Groveland Community Primary School

1. Summary information					
School	Groveland Community Primary School				
Academic Year	2017/18	Total PP budget	£156,160	Date of most recent PP Review	Impact review ongoing
Total number of pupils	681 incl nursery	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Sept 2018 2018
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

2. End of Academic Year Attainment 2017-2018					
	<i>Pupils eligible for PP incli 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>
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				-0.4	0.0
Year 6 % making progress in writing				0.2	0.0
Year 6 % making progress in maths				-1.6	0.0
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%
Year 2 % making expected or better progress in reading from EYFS to end of KS1					
Year 2 % making expected or better progress in writing from EYFS to end of KS1					
Year 2 % making expected or better progress in maths from EYFS to end of KS1					
End of Early Years (Reception)					National 2017
Rec % achieving a good level of development	77%	90%	83%	82%	71%
Rec % achieving early learning goal in Reading	77%	90%	87%	85%	71%
Rec % achieving early learning goal in Writing	77%	90%	83%	82%	70%
Rec % achieving early learning goal in Numbers	77%	90%	87%	88%	73%
Rec % achieving early learning goal in Shape, space and measure	77%	90%	92%	90%	93%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A high percentage of pupils eligible for PP also have identified special needs. In 2017-2018 from 65 PPG pupils in the school there was 43 with SEND.	
B.	Oral language skills in Reception are lower for pupils eligible for PP 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 PP are making less progress than other high ability pupils so are not achieving at greater depth.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP 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.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure needs of pupils with a multiple barriers of PPG 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 PPG make good or better progress and they achieve at age expected or better.
B.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP 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 PP.	Pupils eligible for PP 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 PPG	There is a significant improvement in attendance rates of PPG pupils so that they are attending regularly and accessing learning. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 96% in line with 'other' pupils.

5. Planned expenditure

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?	Staff lead	When will you review implementation?
A. Improved oral language skills in EYFS of all pupils	Staff training on developing oracy for the all pupils in EYFS. Re-writing curriculum to promote more opportunities to develop C & L. Phase leader to model to staff.	Baseline information on pupils joining Grovelands indicate a high % not working at the expected developmental months for C and L.	Phase leader supports EYFS staff with planning and will monitor the delivery. Phase leader to model and support good practice. C and L data will be regularly analysed and monitored through visits and pupil progress meetings. New tracking system has been introduced.	Deputy Head Phase Leader	July 2018- data December 2018- practice and data April 2019- practice and data
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils in English and Maths. Use of feedback for this group of pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. We want to ensure that PP 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.	English lead and Maths lead.	July 2018-data check Through each term twice termly checks of PPG pupil books.
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?	Staff lead	When will you review implementation?
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A. Improved oral language skills for targeted pupils.	121 and small group provision by speech and language TA with EYFS pupils. This supports continues for targeted pupils in KS1 and KS2.	Baseline information on pupils joining Grovelands indicate a high % not working at the expected developmental months for C and L.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitoring outcomes of interventions and impact on pupil outcomes.	Reception class teachers and Inclusion Leader	July 2018 data Term and Term 2 2018-2019 observation of interventions and Pupil progress meetings
B.to support targeted PP 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.	Year 6 teachers. Deputy HT	Each term until April 2019.
C.Targeted support for PP and SEND pupils through a variety of interventions specific to their needs.	121 and small group work for -Sp and lang -Jump ahead -academic support -Pastoral support	School data for this group of pupils in the school has indicated that our PP 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.	Headtaecher and Inclusion leader	Each term

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?	Staff lead	When will you review implementation?
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.	-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.	Headteacher	Each term with EWO

B. Welfare support for PP 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 DSL who manages PP pupils attending after school clubs. -Registering of attendance at meeting and monitoring of pupil outcomes.	Deputy Headteacher	Each term
C. Offer support with enrichment opportunities for PP pupils	-subsidise attendance at Year 6 residential -support with music tuition for some pupils	-Some PP pupils have limited experience of wider educational opportunities	-referrals for funding in place -impact measures in place for individual pupils	Headteacher	Each term report to governors
Total budgeted cost					£26,000

6. Review of expenditure				
Previous Academic Year 2017-2018				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve outcomes in all subjects areas for all pupils including pupil premium pupils.	Training and delivery of Teaching for mastery programme. This includes leadership training and dissemination to staff team.	Outcomes at the end of each key phase indicate that pupil premium pupils performed well in comparison to other pupils in the school at the expected standard. There was a significant improvement in outcomes compared to national for all pupils at the expected standard.	Need to embed this learning with a particular focus on support for most able pupils.	£30,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Specific intervention support for targeted PP and PP/SEND pupils	121 tuition and small group work	<p>Outcomes at the end of each key phase indicate that pupil premium pupils performed well in comparison to other pupils in the school at the expected standard.</p> <p>There was a significant improvement in outcomes compared to national for all pupils at the expected standard.</p> <p>The systems for supporting SEND pupils are now robust and the interventions have been reduced so that only the ones that have demonstrated impact will be used. Outcomes for SEND/PP improving but further work required.</p>	<p>Specific booster groups had a good impact on attainment in reading but in maths due to programme starting later the impact was not as good. This year booster groups in maths to start in October and run through until May 2019.</p> <p>Need to focus in class support and stretching most able PP pupils to achieve at greater depth in reading, writing and maths.</p> <p>Tracking system will now be used to track outcomes for these pupils more closely and monitoring will be built into schedule to check more regularly outcomes for these pupils. Aspects of this support will continue.</p> <p>Need to focus on outcomes for PP pupils at lower KS2 and particular in maths so pupils attain at expected in Reading, writing and maths.</p>	£110,000
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support PP pupils to develop a range of skills and build their confidence and self-esteem	Attendance at Grovelands Active after school provision. Music provision for targeted pupils	These pupils seem for more settled and in a better place to learn. This includes their focus and concentration.	System to identify pupils needs to be more systematic. The outcomes for these pupils more closely tracked.	£10,000 £3000
Support for PP pupils to attend school trips which broaden and widen their knowledge and understanding.	Subsidise attendance at school trips	These pupils have been able to contribute and take part in lessons more due to a shared experience with other pupils. This has supported them with improvements in their attainment in English.	System to identify pupils needs to be more systematic. The outcomes for these pupils more closely tracked.	£3000