



Pupil premium strategy statement: Grove School

1. Summary information					
School	Grove School				
Academic Year	2017/18	Total PP budget	£464,640	Date of most recent PP Review	July 2018
Total number of pupils	695	Number of pupils eligible for PP	353	Date for next internal review of this strategy	New PPSS to be written

2. Current attainment end of KS2 2017 (unvalidated data)		
	<i>Pupils eligible for PP - Grove</i>	<i>Pupils not eligible for PP (national average) ISFR 42/2017 31.8.17</i>
% of pupils achieving the expected standard in reading, writing and maths	61%	61%
% of pupils achieving the expected standard in reading.	66%	71%
% of pupils achieving the expected standard in writing	73%	76%
% of pupils achieving the expected standard in maths	78%	75%
% of pupils achieving the expected standard in SPAG.	84%	77%
Reading progress score	-1.9	0.3
Writing progress score	-1.2	0.2
Maths progress score	0.1+	0.3

3. Current attainment end of KS2 2017 (unvalidated data)		
	<i>Pupils eligible for PP - Grove</i>	<i>Pupils not eligible for PP (national average) ISFR 42/2017 31.8.17</i>
% of pupils achieving the greater depth standard in reading.	12%	25%
% of pupils achieving the greater depth standard in writing	7%	18%
% of pupils achieving the greater depth standard in maths	19%	23%
% of pupils achieving the greater depth standard in SPAG.	39%	31%
% of pupils achieving a GCSE grade 5+ in mathematics in Y6	10/12 PPG pupils	

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
<div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance. </div>	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	High levels of English as a additional language pupils, including new arrivals throughout the school with little or no English
B.	Numbers of SEND pupils with significant and complex learning needs
C.	Pupil work in their books indicates good progress however, on formal tests a higher proportion of PPG pupils are not reaching a standardised score of 100 due to interpretation of the questions, their ability to move flexibly between different areas of learning
C.	Metacognition - flexibility of thinking, interpreting e.g. moving between several areas of mathematics within one question
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Persistence absence of a proportion of PP pupils. (59/105 pupils below 90% in receipt of PP) including high absence rates due to time off for extended holidays (111 pupils took extended leave in the academic year 2016-2017)
F.	Lack of understanding amongst some parents in how to best support their child's learning at home particularly speaking in English and reading with their child.
G.	A high proportion of PP pupils do not access a wide range of learning opportunities beyond school experiences to enhance their knowledge of history, geography, science and the arts.

H.	High levels of deprivation affecting the resources available to families.
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5. Outcomes		Review of progress towards success criteria – July 2018																												
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																												
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception	<p>Pupils eligible for PP in Nursery and Reception make rapid progress by the end of the year so that all pupils eligible for PP meet at least age related expectations in all aspects of communication and language, personal, social and emotional areas of learning.</p> <p>65% of children reaching a Good Level of Development with no gap between the attainment of non-SEND boys and girls at the end of foundation stage.</p>	<p>July 2018 review</p> <p><u>Early Years continues to improve</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Good level of development (GLD)</th> <th style="width: 12.5%;">2016</th> <th style="width: 12.5%;">2017</th> <th style="width: 12.5%;">2018</th> <th style="width: 12.5%;">National 2018</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>56%</td> <td>61%</td> <td>66%</td> <td>72%</td> </tr> <tr> <td>Boys</td> <td>53%</td> <td>55%</td> <td>63%</td> <td></td> </tr> <tr> <td>Girls</td> <td>61%</td> <td>67%</td> <td>68%</td> <td></td> </tr> <tr> <td>PPG</td> <td>48%</td> <td>60%</td> <td>63%</td> <td></td> </tr> </tbody> </table> <p>Outcomes for pupil premium pupils continue to improve. Good use is made of the pupil premium funding to enable focused work with this group of children.</p>			Good level of development (GLD)	2016	2017	2018	National 2018	All	56%	61%	66%	72%	Boys	53%	55%	63%		Girls	61%	67%	68%		PPG	48%	60%	63%	
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<p>B.</p>	<p>Accelerate progress of PPG pupils across KS1 and improve outcomes for PPG pupils in KS1</p>	<p>Pupils eligible for PPG make accelerated progress in KS1 and outcomes in 2018 are closer to/in line with national outcomes for all in reading, writing, mathematics and science at the end of KS1.</p> <p>65% of pupils to reach the expected standard in reading, writing and in mathematics at the end of Y2</p>	<p>Of the PPG pupils 13/32 are SEND and 2/32 are new to English in KS1, 47% of the PPG group in Year 2 are either SEND or new to English in KS1</p> <p>KS1 outcomes in reading, writing and maths 2018 Percentages of pupils achieving age related expectations.</p> <table border="1" data-bbox="712 323 1921 485"> <thead> <tr> <th>PPG 32/89</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>Year group</th> <th>National</th> <th>School All</th> <th>PPG</th> <th>National</th> <th>School All</th> <th>PPG</th> <th>National</th> <th>School All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>75%</td> <td>63%</td> <td>59%</td> <td>70%</td> <td>61%</td> <td>56%</td> <td>76%</td> <td>61%</td> <td>56%</td> </tr> </tbody> </table> <p>In year progress</p> <table border="1" data-bbox="712 572 1928 679"> <thead> <tr> <th>PPG 32/89</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Year group</th> <th>All</th> <th>PPG</th> <th>All</th> <th>PPG</th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5.9</td> <td>5.4</td> <td>6.1</td> <td>5.9</td> <td>6.2</td> <td>5.8</td> </tr> </tbody> </table> <p>Year 2 phonics screening check in June 2018: 10/13 PPG pupils met the check in June 2018 - 77% 3/13 PPG pupils also are SEND.</p> <p>Outcomes for PPG pupils in key stage 1 rose in reading and writing when compared with end of 2017 data. Improving outcomes in key stage 1, closing the gap between PPG pupils and national remains a whole school priority in 2018-19.</p>	PPG 32/89	Reading			Writing			Maths			Year group	National	School All	PPG	National	School All	PPG	National	School All	PPG	2	75%	63%	59%	70%	61%	56%	76%	61%	56%	PPG 32/89	Reading		Writing		Maths		Year group	All	PPG	All	PPG	All	PPG	2	5.9	5.4	6.1	5.9	6.2	5.8
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<p>C.</p>	<p>Improve outcomes for pupils in year 1 in the end of year phonics screening check.</p>	<p>Outcomes for pupils in the phonics screening check in 2018 are closer to/in line with national outcomes for all.</p> <p>72% of pupils reach expected standards in phonics at the end of Year</p>	<p>Year 1 phonics PPG pupils- review of progress June 2018</p> <p><u>Year 1 phonics outcomes are improving</u></p> <table border="1" data-bbox="712 1050 1912 1235"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>National 2018</th> </tr> </thead> <tbody> <tr> <td>All pupils reaching the threshold</td> <td>78%</td> <td>68%</td> <td>80%</td> <td>83%</td> </tr> <tr> <td>Boys</td> <td>73%</td> <td>68%</td> <td>74%</td> <td></td> </tr> <tr> <td>Girls</td> <td>81%</td> <td>68%</td> <td>85%</td> <td></td> </tr> <tr> <td>PPG</td> <td>75%</td> <td>63%</td> <td>81%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The proportion of PPG pupils reaching the expected standard in phonics in year 1 has risen by 18 percentage points from 68% in 2017 to 80% in 2018 • Leaders strategically deployed 3 additional teachers to support the planning and teaching of phonics each day • Focused leadership monitoring of pupil outcomes throughout the year • Training of staff to support their teaching and assessment skills 		2016	2017	2018	National 2018	All pupils reaching the threshold	78%	68%	80%	83%	Boys	73%	68%	74%		Girls	81%	68%	85%		PPG	75%	63%	81%																											
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- Coaching and mentoring of staff to support improved teaching in phonics
- Additional funding for PPG pupils is used effectively resulting in outcomes higher than all pupils

D. Accelerated progress across KS2 for high and middle attaining pupils eligible for PP.

Pupils eligible for PP identified as high ability and middle ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.

End of KS2 Targets for 2018

65% of pupils reach the combined expected standards in reading, writing and maths

20% of pupils achieve greater depth in reading and mathematics

10% of pupils to reach greater depth in reading, writing and maths

See SIP for 2018 targets for Years 3,4,and 5

Progress review – July 2018
Expected = 6 points over the academic year

Year group	Reading		Writing		Maths	
	All	PPG	All	PPG	All	PPG
3	5.9	5.7	6.2	6.1	6.1	6.0
4	6.6	6.6	6.8	6.6	6.7	6.6
5	6.6	6.6	6.9	6.8	6.5	6.6
6	8.6	8.3	8.4	8.6	7.7	7.9

Attainment review - Pupils achieving age related expectations (B+ at July 2018)

Year group	Reading At ARE		Writing At ARE		Maths At ARE	
	All	PPG	All	PPG	All	PPG
3	56%	50%	58%	52%	62%	62%
4	69%	69%	66%	66%	64%	59%
5	64%	61%	59%	57%	65%	59%
6	58%	62%	79%	76%	74%	74%

Attainment review - Pupils achieving the higher standard (A at July 2018)

Year group	Reading GD		Writing GD		Maths GD	
	All	PPG	All	PPG	All	PPG
3	16%	14%	7%	6%	21%	24%
4	30%	30%	15%	13%	27%	21%
5	23%	21%	5%	2%	33%	31%
6	23%	30%	18%	22%	18%	22%

Key stage 2 outcomes

Grove KS2 combined expected standard in reading, writing and maths

	2018	National 2018
All	56%	64%
Boys	48%	
Girls	66%	
PPG	60%	

Grove KS2 combined greater depth in reading, writing and mathematics

	2018	National 2018
All	13%	10%
Boys	10%	
Girls	17%	
PPG	17%	

July 2018 - % of pupils in KS2 achieving age related expectations.

Reading ARE + July 2018

Year Group 2018-2019	All	PPG
Year 3	63%	59%
Year 4	56%	50%
Year 5	69%	69%
Year 6	64%	61%

Writing ARE + July 2018

Year Group 2018-2019	All	PPG
Year 3	61%	56%
Year 4	58%	52%
Year 5	66%	66%
Year 6	59%	57%

Maths ARE + July 2018

Year Group 2018-2019	All	PPG
Year 3	63%	56%
Year 4	62%	62%
Year 5	64%	59%

Year 6	65%	59%
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Summary;

Disadvantaged pupils made good progress in 2018, with 60% (national 64% all pupils) reaching the combined reading, writing and mathematics at expected standard. Good use is made of the pupil premium to support disadvantaged pupils across the school. However, in some year groups the progress of disadvantaged pupils is variable when compared to all pupils. The progress and attainment of PPG pupils is a whole school priority for 2018-19, particularly in reading. This will be a performance management objective for all teaching and non-teaching staff in classes.

E.

All pupils in receipt of PP are accessing out of hours learning and sports clubs at Grove.

100% of PPG pupils attend at least one sport club each academic year

In the autumn term 2017, **113 PPG** pupils attended an out of hours club.
 In the spring term 2018, **106 PPG** pupils attended an out of hours club.
 In the summer term 2018, **154 PPG** pupils attended an out of hours club.

Clubs on offer in summer term 2018

Day	Year group/s	Club	Number of children attending	PPG children attending
	6 and 5	Keyboard Club	12	9
	4	Library Club	6	3
Tuesday	1	Craft club	8	2
	1	Active Learning Club	8	5
	1	Drama And Literacy club	9	3
	1	Social Skills Fun with Friends Club	6	2
	3 and 4	Ukulele Club	15	8
	3 and 4	Football Club	22	12
	5 and 6	Craft Club	8	5
	5 and 6	Brass Club	9	2
	5 and 6	Cricket	23	12
	6	Djembe club	7	4
	1 and 2	Dance club	12	6
	3	Maths Club	12	6
Wednesday	Reception	Reading and writing club	8	4
	1 and 2	Football club	23	8
	2	Craft club	6	1
	2	Active Learning Club	7	2
	2	Drama And Literacy club	7	4

	2	Social Skills Fun with Friends Club	6	2
	2	Detective Club	11	4
	3	Reading Club	6	2
	4	Gazelles fun Club	12	5
	3 and 4	Street dance	25	9
	5 and 6	Craft Club	6	2
	5 and 6	Athletics	14	7
	5 and 6	Dohl Club	8	3
Thursday	1 and 2	Cricket Club	22	5
	3 and 4	Cricket club	18	8
	5 and 6	Street Dance Club	17	9
		30clubs	353	154

F.

Increased rates of attendance for pupils eligible for PP.

**Reduce persistent absence to below 10% (Year 1 to 6)
Achieve a whole school attendance for Years 1 to 6 of at least 95.5%**

Attendance and persistent absence review –September 2017- July 2018

	July 2018 Grove Attendance Y1 –Y6	July 2018 Grove Persistent absence (10% or more)	National average 2016 -2017	Persistent absence National 2016-2017
All pupils	95.1%	11.7%	95.3%	8.3%
PPG pupils	94.7%	15.2%	94.8%	21.6%

From September 2017 to July 2018 148 PPG pupils achieved an attendance of 97% and higher. Of these, 37 PPG pupils attained 100% attendance.

From September 2017 to July 2018, 160 non PPG pupils achieved an attendance of 97% and higher. Of these, 39 non PPG pupils attained 100% attendance.

Overall attendance is gradually improving and the persistent absence rate is falling.

			<p>The attendance of PPG pupils is in line with the national average for PPG pupils nationally in 2016/17. (94.8%) Persistence absence for PPG pupils is well below the national PA rate for PPG pupils nationally in 2016-2017 (21.6%) and currently 1.2% lower than the rate for the previous academic year.</p> <p>External reviews of attendance An external review of our school procedures in spring 2018 identified that, 'There are an appropriate range of strategies in place to encourage pupils to attend school regularly. Leaders at all levels keep a watchful eye on the attendance of the most vulnerable pupils and take prompt action in response to any concerns. The latest information shows attendance is improving and is closer to the national figure for primary schools than in the past.'</p> <p>May 2018 OFSTED. Pupils' attendance is just below the national average, and this has been the case for some time. The school's persistent absence rate was almost double the national average in 2017.</p> <p>Leaders track pupils' attendance carefully and put in place support if it falls short of the mark. The school also celebrates pupils' good attendance with various rewards. Leaders take more strident action when, despite reminders and support, parents fail to ensure that their children attend school regularly. Attendance meetings with families and the issuing of penalty notices are some of the courses of action taken. These strategies are proving effective.</p> <p>Overall attendance is gradually improving and the persistent absence rate is falling.</p>
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6. Planned expenditure	
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Academic year	2017/18
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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 and targeted support
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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 communication and language skills in Nursery and Reception	<u>Staff training and development</u>	EYFS Reception outcomes 2017	Monitoring through learning walks and observations of practice indoors and outdoors. Termly external monitoring from a consultant.	Acting Assistant Headteacher for EYFS in	Dec 2017 April 2018 July 2018

<p>To improve the teaching of reading and writing</p>	<ul style="list-style-type: none"> • High quality planning meets the needs of all ability groups • Excellent use of daily formative assessment to inform the adapting of short term planning each day • Team teaching programmes through trio/quartets to share good practice • Team teaching programmes with senior managers across Nursery and Reception. • Staff training on improving outcomes for boys 	<table border="1"> <tr> <td>Communication and Language outcomes 2017</td> <td>Grove PPG</td> <td>National All pupils</td> </tr> <tr> <td>Listening and attention</td> <td>63%</td> <td></td> </tr> <tr> <td>Understanding</td> <td>63%</td> <td></td> </tr> <tr> <td>Speaking</td> <td>67%</td> <td></td> </tr> </table> <table border="1"> <tr> <td>Literacy</td> <td>Grove PPG</td> <td>National All pupils</td> </tr> <tr> <td>Reading</td> <td>63%</td> <td></td> </tr> <tr> <td>Writing</td> <td>60%</td> <td></td> </tr> </table>	Communication and Language outcomes 2017	Grove PPG	National All pupils	Listening and attention	63%		Understanding	63%		Speaking	67%		Literacy	Grove PPG	National All pupils	Reading	63%		Writing	60%		<p>Termly reviews of the impact of team teaching programmes.</p> <p>Trio and quartet programmes from October 2017, half termly reviews by individual staff and their managers on the impact of this professional development</p> <p>Half-termly moderation of pupil progress.</p> <p>Staff training programme: half termly reviews of the impact of training on daily practice with children.</p> <p>Performance management objective setting, mid-year reviews, end of year reviews.</p> <p>Termly reports to governors standards committee.</p>	<p>Autumn and Spring term.</p> <p>Assistant headteacher in Spring/ Summer terms</p>	
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<p>B. Accelerate progress across KS1 and improve outcomes for PPG pupils in reading, writing and maths</p>	<p><u>Staff training and development</u></p> <ul style="list-style-type: none"> • High quality differentiated planning for all ability groups • Good use of resources to develop pupils' understanding of language • Collaborative staff working parties in the form of trios and quartets to share good practice • Team teaching programmes with senior managers to support development of staff • Year group meetings focused on improving outcomes for boys • Staff training on improving outcomes for boys 	<p>Attainment at the end of year 2 was below national in 2017</p> <p>KS1 outcomes 2017 - % of pupils reaching the expected standard</p> <p>Combined reading, writing and maths - % of pupils reaching the expected standard</p> <table border="1"> <tr> <td>Grove all</td> <td>54%</td> </tr> <tr> <td>PPG</td> <td>57%</td> </tr> <tr> <td>National</td> <td>64%</td> </tr> </table> <p>Reading</p> <table border="1"> <tr> <td>Grove all</td> <td>61%</td> </tr> <tr> <td>PPG</td> <td>58%</td> </tr> <tr> <td>National</td> <td>76%</td> </tr> </table>	Grove all	54%	PPG	57%	National	64%	Grove all	61%	PPG	58%	National	76%	<p>Half termly moderation of pupil progress</p> <p>External moderation of the quality of provision, planning and assessment of pupils each term through the work of an external consultant</p> <p>Half termly learning walks</p> <p>Termly observations of practice indoors and outdoors</p> <p>Half termly written feedback on the quality of planning</p> <p>Termly reviews of the impact of team teaching programmes.</p>	<p>Year group leaders</p> <p>Acting Assistant Headteacher s for KS1 in Autumn and Spring term.</p> <p>Assistant headteacher in Spring/ Summer terms</p> <p>Deputy headteachers</p>	<p>Dec 2017</p> <p>April 2018</p> <p>July 2018</p>									
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	<ul style="list-style-type: none"> Action research on phonics and reading comprehension skills 3 R's Project. 	<p>Writing</p> <table border="1"> <tr> <td>Grove all</td> <td>56%</td> </tr> <tr> <td>PPG</td> <td>57%</td> </tr> <tr> <td>National</td> <td>68%</td> </tr> </table> <p>Maths</p> <table border="1"> <tr> <td>Grove all</td> <td>65%</td> </tr> <tr> <td>PPG</td> <td>63%</td> </tr> <tr> <td>National</td> <td>75%</td> </tr> </table> <p>A significant gap remains between the outcomes for PPG pupils at the end of KS1 and the outcomes nationally.</p>	Grove all	56%	PPG	57%	National	68%	Grove all	65%	PPG	63%	National	75%	<p>Termly review of the impact of the trios and quartets on the professional practice of individual staff.</p> <p>Performance management objective setting, mid-year reviews, end of year reviews. Termly reports to senior managers on progress of pupils, staff development and the impact of training and development on professional practice from TGL and AHT.</p> <p>Termly reports to governors standards committee.</p>		
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<p>C. Improve outcomes in the phonics screening test at the end of Y1 so that outcomes for PPG are in line with other pupils.</p>	<p><u>Staff training and development</u></p> <ul style="list-style-type: none"> High quality phonics planning for all ability groups Consistent teaching of phonics using the systematic, synthetic phonics program, Jolly Phonics, alongside Letters and Sounds, the principles and practice of high quality phonics Collaborative staff working parties in the form of trio/quartets to share good practice in teaching phonics Team teaching programmes with senior managers to support the development of individual staff 	<p>Year 1 phonics screening outcomes 2017</p> <table border="1"> <tr> <td>All pupils reaching expected</td> <td>61/90</td> <td>68%</td> </tr> <tr> <td>PPG</td> <td>20/32</td> <td>63%</td> </tr> <tr> <td>Other pupils</td> <td>41/58</td> <td>71%</td> </tr> </table> <p>The proportion of pupils reaching the expected standard in phonics has fallen from 78% in 2016 to 68% in 2017.</p> <p>The proportion of PPG pupils reaching the expected standard in phonics has fallen from 75% in 2016 to 63% in 2017.</p> <p>The proportion of pupils reaching the expected standard in phonics remains below the national average. This is a key focus for improvement in 2017/18</p>	All pupils reaching expected	61/90	68%	PPG	20/32	63%	Other pupils	41/58	71%	<p>Half termly moderation of pupil progress</p> <p>External moderation of the quality of provision, planning and assessment of pupils each term through the work of an external consultant</p> <p>Half termly learning walks</p> <p>Termly observations of practice indoors and outdoors</p> <p>Weekly feedback on phonics planning, written feedback to staff</p> <p>Termly reviews of the impact of team teaching programmes.</p> <p>Termly review of the impact of the trios and quartets on the professional practice of individual staff.</p> <p>Performance management objective setting, mid-year reviews, end of year reviews.</p>	<p>Year group leaders</p> <p>Acting Assistant Headteacher for EYFS in Autumn and Spring term.</p> <p>Assistant headteacher in Spring/ Summer terms</p> <p>Deputy headteachers</p>	<p>Dec 2017</p> <p>April 2018</p> <p>July 2018</p>			
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Other pupils	41/58	71%															

			<p>Termly reports to senior managers on progress of pupils, staff development and the impact of training and development on professional practice from TGL and AHT.</p> <p>Termly reports to governors standards committee.</p>														
<p>D Accelerated progress across KS2 for high and middle attaining pupils eligible for PP</p>	<p><u>Staff training and development</u></p> <ul style="list-style-type: none"> • High quality differentiated planning for all ability groups • Good use of resources to develop pupils' understanding of language • Collaborative staff working parties in the form of trios and quartets to share good practice • Team teaching programmes with senior managers to support development of staff • Year group meetings focused on improving outcomes for boys • Staff training on improving outcomes for boys • Action research on phonics and reading comprehension skills 3 Rs Project. 	<p>Gaps in outcomes in percentages of pupils reaching ARE noted in specific year groups at the end of 2017</p> <p>Year group specific actions 2017:</p> <p>Reading Y4 and Y5: in school gap between PPG and all pupils.</p> <p>Writing: Y4: in school gap between PPG and all pupils.</p> <p>Maths: Y6: in school gap between PPG and all pupils.</p> <p>KS2 outcomes 2017 Reading at greater depth</p> <table border="1"> <tr> <td>Grove all</td> <td>11%</td> </tr> <tr> <td>PPG</td> <td>12%</td> </tr> <tr> <td>National</td> <td>25%</td> </tr> </table> <p>KS2 outcomes 2017 Writing at greater depth</p> <table border="1"> <tr> <td>Grove all</td> <td>8%</td> </tr> <tr> <td>PPG</td> <td>7%</td> </tr> <tr> <td>National</td> <td>18%</td> </tr> </table>	Grove all	11%	PPG	12%	National	25%	Grove all	8%	PPG	7%	National	18%	<p>Half termly moderation of pupil progress</p> <p>External moderation of the quality of provision, planning and assessment of pupils each term through the work of an external consultant</p> <p>Half termly learning walks</p> <p>Termly observations of practice indoors and outdoors</p> <p>Weekly feedback on phonics planning, written feedback to staff</p> <p>Termly reviews of the impact of team teaching programmes.</p> <p>Termly review of the impact of the trios and quartets on the professional practice of individual staff.</p> <p>Performance management objective setting, mid-year reviews, end of year reviews.</p> <p>Termly reports to senior managers on progress of pupils, staff development and the impact of training and development on professional practice from TGL and AHT.</p>	<p>Assistant head teachers</p> <p>Year group leaders</p>	<p>Dec 2017</p> <p>April 2018</p> <p>July 2018</p>
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		<p>KS2 outcomes 2017 Maths at greater depth</p> <table border="1"> <tr> <td>Grove all</td> <td>18%</td> </tr> <tr> <td>PPG</td> <td>19%</td> </tr> <tr> <td>National</td> <td>23%</td> </tr> </table>	Grove all	18%	PPG	19%	National	23%	Termly reports to governors standards committee.					
Grove all	18%													
PPG	19%													
National	23%													
<p>E Accelerated progress across KS2 for high and middle attaining PPG pupils.</p> <p>Accelerated progress for SEND pupils</p>	<p>Pupils in years 5 and 6 taught in four class groups.</p> <p>Reorganisation of provision for SEND pupils from September 17. Purple class in years 5 and 6 taught by SENCO and an AHT.</p> <p>Additional teaching staff to reduce group sizes in years 3-6</p> <p>New consistent whole school approach to grouping pupils: zebras, lions, tigers, gazelles and parrots.</p> <p>Whole school attainment overview prepared. Each staff has a detailed overview of pupils in the class including: previous key stage outcomes, most recent NFER/SATs data.</p> <p>Training for all staff on groupings, attainment overview and targets on books.</p> <p>Ambitious targets set for all pupils.</p>	<p>Year group specific gaps identified.(See above).</p> <p>Attainment of pupils achieving greater depth at the end of KS2.</p> <table border="1"> <thead> <tr> <th></th> <th>% of pupils achieving greater depth in 2016</th> <th>% of pupils achieving greater depth in 2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>11%</td> </tr> <tr> <td>Maths</td> <td>21%</td> <td>18%</td> </tr> </tbody> </table> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>		% of pupils achieving greater depth in 2016	% of pupils achieving greater depth in 2017	Reading	22%	11%	Maths	21%	18%	<p>Half termly moderation of pupil progress</p> <p>External moderation of the quality of provision, planning and assessment of pupils each term through the work of an external consultant</p> <p>Half termly learning walks</p> <p>Termly observations of practice indoors and outdoors</p> <p>Weekly feedback on phonics planning, written feedback to staff</p> <p>Termly reviews of the impact of team teaching programmes.</p> <p>Termly review of the impact of the trios and quartets on the professional practice of individual staff.</p> <p>Performance management objective setting, mid-year reviews, end of year reviews.</p> <p>Termly reports to senior managers on progress of pupils, staff development and the impact of</p>	<p>Assistant headteachers</p> <p>Deputy headteachers</p>	<p>Dec 2017</p> <p>April 2018</p> <p>July 2018</p>
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	<p>A new programme of 3Rs: Read, retell and really understand.</p> <p>Regular small group intervention sessions for pupils</p>		<p>training and development on professional practice from TGL and AHT.</p> <p>Termly reports to governors standards committee.</p>		
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Total budgeted cost £391,382

ii. 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?												
<p>Reduce persistent absence to below 10% (Year 1 to 6)</p> <p>Achieve a whole school attendance for Years 1 to 6 of at least 95.5%</p>	<p>Administration team monitoring of absent pupils and follow up quickly on absences. First day response provision.</p> <p>Home visits by senior leaders and attendance administrator if a pupil has PA and is absent for 3 days or more.</p> <p>Meetings with parents to raise concerns about and improve attendance.</p> <p>Recruitment of a school nurse to support reduction of</p>	<p>Attendance for 2016- 2017</p> <table border="1" data-bbox="745 1002 1223 1174"> <thead> <tr> <th>Group</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>% Attend</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>3.2</td> <td>1.8</td> <td>95.0</td> </tr> <tr> <td>FSM</td> <td>3.3</td> <td>2.3</td> <td>94.4</td> </tr> </tbody> </table> <p>Attendance for 2016- 2017 was 95%. This is below the national average.</p> <p>At Grove extended leave continues to impact negatively on pupil attendance.</p> <p>In 2016-2017, 111 children took extended leave in the academic year.</p>	Group	Authorised Absences	Unauthorised Absences	% Attend	Whole school	3.2	1.8	95.0	FSM	3.3	2.3	94.4	<p>Daily monitoring of individual pupil attendance</p> <p>Daily reports to headteacher/ deputy headteachers</p> <p>Home visits with senior managers as appropriate</p> <p>Weekly attendance meetings with key administration worker for attendance and deputy head teacher.</p> <p>Focus of senior leadership meetings.</p> <p>Performance management target for all staff, mid year reviews, end of year reviews.</p>	<p>Deputy head teacher</p> <p>Key administration worker for attendance</p>	<p>Weekly</p> <p>Half termly</p> <p>Dec 17</p>
Group	Authorised Absences	Unauthorised Absences	% Attend														
Whole school	3.2	1.8	95.0														
FSM	3.3	2.3	94.4														

	<p>frequent short term medical absence</p> <p>Behaviour support manager working alongside the year group leader and assistant headteachers with a focus on attendance, punctuality and behaviour.</p> <p>Regular analysis of weekly attendance patterns.</p> <p>Spotlight campaign group identified and supported.</p> <p>Introduction of Magic Mondays and Terrific Tuesdays for pupils with 100% attendance for the previous week.</p> <p>Half termly and termly recognition for pupils achieving 100% and 97-99.9% in the form of prizes, certificates.</p> <p>Promoting good attendance with parents through school website, noticeboards and half term newsletters Attendance performance management objective for all staff</p>	<p>Since February 2017, 14 penalty notices have been issued to parents.(8 children, 5 families) All 8 children are in receipt of pupil premium.</p>	<p>Termly reports to the performance, standards and safeguarding governors' committee.</p>		
<p>All PPG pupils attending educational and residential visits.</p>	<p>Opportunities for all PPG pupils to learn outside the classroom. PP is used to subsidise the cost of these visits</p>	<p>We believe that these visits support classroom learning through high quality first hand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy.</p>	<p>Assistant head teachers monitoring pupil attendance on trips. Charging and remission meetings identifying and monitoring pupils not attending trips.</p>	<p>Assistant head teachers Deputy headteacher</p>	<p>Half termly</p>

			<p>Parent meetings prior to residential trips.</p> <p>Half termly monitoring of PPG pupils attending educational visits.</p> <p>Termly report to governors.</p>	<p>Finance officer with responsibility for educational visits.</p>	
PPG pupils attending out of hours sports clubs	After school sports clubs initially aimed at PPG pupils.	We believe that sports participation in out of hours programmes can have a positive impact on attendance, engagement and attainment.	<p>Learning walks of sports clubs by senior managers to review the quality of the after hours sports provision.</p> <p>Half termly analysis of PPG attendance at each club.</p> <p>Analysis of assessment data for PP pupils.</p> <p>Pupil reviews of sports clubs.</p> <p>End of term progress reviews.</p> <p>Termly report to governors</p>	<p>Out of hours learning manager.</p> <p>YGLs Assistant headteachers</p>	Half termly
Good attendance at Inspire workshops for parents.	A range of workshops are offered to parents throughout the school year. High quality resources are partly funded by PPG to allow parents to learn strategies in school and work alongside their child at home.	We want to provide support for parents in understanding the methods and strategies used to teach their children in school. We ensure that school is welcoming for all and daily in school collection by parents in nursery to year 3 ensures that parents are confident to enter the building. We offer additional times for parents of older children to allow working parents the chance to come into school.	<p>Records of attendance at workshops.</p> <p>Parent surveys.</p> <p>Class teacher, year group leader and senior leadership analysis.</p> <p>SLT analysis of parent surveys.</p> <p>Governor discussions.</p>	<p>Year group leaders</p> <p>Assistant headteachers</p>	Termly
Artists in Residence working alongside PP children.	Musicians, artists, drama experts working alongside staff at the start of a new curriculum topic to introduce content to the children.	We believe that artists in residence working with the pupils not only benefits positively on attitudes to learning and well-being, but also has a positive impact on thinking skills and vocabulary development.	<p>Monitored by Assistant Headteachers through learning walks and discussions with pupils.</p> <p>Pupil views, parent views, staff views on the impact of this work.</p> <p>Senior leadership and governance review.</p>	<p>Assistant headteachers</p> <p>Deputy headteachers</p>	June 2017.

<p>Year 5 pupils participation in the “Just 3 clicks” Prevent project</p>	<p>A five week participatory programme which uses drama in education techniques and psychology exercises to explore the notion of extremism and the radicalisation of young people.</p>	<p>Following the five key strands of the Prevent strategy (2011) and framework (2014) the project aims to understand how the human mind can be shaped by misinformed ideologies and enables the children to safely speculate on the nature of this contentious issue providing them with both a better understanding and increased resilience.</p>	<p>Monitored by Assistant headteacher through learning walks</p> <p>Pupil views, parent views, staff views on the impact of the project.</p> <p>Senior leadership and governance review</p>	<p>Assistant headteacher</p> <p>Deputy headteacher</p>	<p>Following programme delivery- February 2018</p>
<p>Visiting authors and storytellers as part of the 3Rs Project</p>	<p>Opportunity for all pupils in school to work with a visiting author/storyteller.</p>	<p>Meeting an author, illustrator, poet or storyteller in real life and hearing them convey their passion for their work can fundamentally alter a child or young person’s relationship to books and ignite a life-long love of reading.</p>	<p>Monitored by Assistant headteacher through learning walks</p> <p>Pupil views, parent views, staff views on the impact of the project.</p> <p>Senior leadership and governance review</p>	<p>Assistant headteacher</p> <p>Deputy headteacher</p>	<p>Dec 17</p> <p>April 2018</p> <p>July 2018</p>

<p>UnLocke research project Year 3 and year 5</p> <p>UnLocke is part of a research and development project funded by the Education Endowment Foundation (EEF) and Wellcome Trust</p>	<p>Over a 10 week period, all pupils in years 3 and 5 will use UnLocke at the start of maths and science lessons, 3 times per week, for 15 minutes.</p> <p>Staff will have the opportunity to collaborate with neuroscientists with the aim of finding out what does and does not work in the classroom</p> <p>Teachers and teaching Assistants will receive training to give them an understanding of the neuroscience background and context of the study</p> <p>School will have access to the UnLocke learning activity for use after the trial</p> <p>School will be provided with the results of the standardised maths and science assessments run by NFER as part of the evaluation of the UnLocke project</p>	<p>UnLocke is an innovative computer-based learning activity designed to help children in Years 3 and 5 stop and think before tackling problems in science and maths.</p> <p>School have identified that on formal tests a higher proportion of PPG pupils are not reaching a standardised score of 100 due to interpretation of the questions, their ability to move flexibly between different areas of learning.</p>	<p>Moderation of pupil progress half termly</p> <p>Pupil views and staff views on the impact of the work.</p>	<p>Year group leaders</p> <p>Assistant head teachers</p> <p>Deputy Headteacher</p>	<p>November and December, 2016, and will continue for 5 weeks after</p>
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<p>High quality PE and sport activities for all pupils led by sports coaches.</p>	<p>A proportion of the pupil premium grant for Grove School will be put towards high quality PE and sports provision and lunchtime sports activities.</p>	<p>Research shows that only half of seven year olds are meeting physical activity guidelines. They are sedentary for six hours or more each day. This is creating long-term issues for children’s future health and wellbeing. Inactivity may also lead to problems at school. Behaviour issues, poor concentration levels and low attendance due to sickness can be linked partly to low levels of physical activity.</p> <p>Latest obesity data for East Lozells and Handsworth</p>	<p>Termly observations of PE lessons and lunchtime sports clubs by assistant head teachers.</p> <p>Termly meeting with Aspire with Deputy headteacher and C Dowell</p> <p>Pupil views</p> <p>Parent views</p>	<p>Assistant head teachers</p> <p>Deputy headteachers</p>	<p>Dec 17</p> <p>Apr 2018</p> <p>July 2018</p>
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<p>Reduce persistent absence to below 10% (Year 1 to 6)</p> <p>Achieve a whole school attendance for Years 1 to 6 of at least 95.5</p>	<p>School nurse part funded by PPG</p>	<p>Recruitment of a school nurse to support reduction of frequent short term absences.</p>	<p>Daily monitoring of individual pupil attendance</p> <p>Daily reports to headteacher/ deputy headteachers</p> <p>Home visits with senior managers as appropriate</p> <p>Weekly attendance meetings with key administration worker for attendance and deputy head teacher.</p> <p>Focus of senior leadership meetings.</p> <p>Performance management target for all staff, mid year reviews, end of year reviews.</p> <p>Termly reports to the performance, standards and safeguarding governors' committee.</p>		
Total budgeted cost					£73,258

7. Review of expenditure				
2016-2017				
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
<p>Improved oral language skills in Nursery and Reception</p> <p><i>Pupils eligible for PP in Nursery and Reception make rapid progress by the end of the year so that all pupils eligible for PP meet at least age related expectations.</i></p>	<p>Staff training from AHT to develop understanding of receptive and expressive language.</p> <p>Training from West Midlands Speech and Language Therapy Service in colourful semantics.</p> <p>Development of role play areas to promote language and learning in the indoor and outdoor areas.</p> <p>Team teaching programmes</p>	<p>Met</p> <p>The percentage of pupils achieving a Good Level of development for all pupils increased by 5 percentage points to 61% at the end of the academic year.</p> <p>Outcomes for PPG pupils have improved significantly in 2017 with 60% of PPG pupils achieving a good level of development. An increase of 12% from the previous year.</p> <p>67% of PPG pupils achieved the expected level in speaking.</p>	<p>This has proved to be a successful strategy and we will continue with this next year.</p> <p>In the next academic year the focus will be on improved communication and language skills in the EYFS so that all pupils eligible for PP meet at least age related expectations in all aspects of communication and language, personal, social and emotional areas of learning.</p>	

<p>Improved progress for high and middle ability attaining PP pupils</p> <p><i>Pupils eligible for PP identified as high ability and middle ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and moderation of pupil work.</i></p>	<p>Trio and quartets. Staff working in teams to share good practice in teaching, learning and assessment.</p> <p>Reciprocal reading used effectively in guided reading sessions.</p> <p>Senior leaders conduct half termly review meetings with class teachers to moderate assessment judgements, review progress and plan and modify intervention programmes.</p>	<p>Met</p> <p>All staff in school have had the opportunity to be part of a trio/quartet staff collaborative working party during this academic year. The area of focus for the working parties has been determined by key objectives from the SIP. For example, the development of reciprocal reading in KS2 was the focus for the summer term working parties to develop the teaching of NQTs and newer members of staff led by outstanding teachers.</p> <p>At KS2 In 2017, 61% of PPG pupils at Grove achieved the combined expected standard in reading, writing and maths. (National 61% for all pupils)</p> <p>End of year data 2017 Children at or above ARE</p> <p>Reading</p> <table border="1" data-bbox="804 716 1323 871"> <thead> <tr> <th></th> <th>All pupils</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>58%</td> <td>54%</td> </tr> <tr> <td>Year 4</td> <td>62%</td> <td>59%</td> </tr> <tr> <td>Year 5</td> <td>57%</td> <td>63%</td> </tr> <tr> <td>Year 6</td> <td>62%</td> <td>66%</td> </tr> </tbody> </table> <p>Writing</p> <table border="1" data-bbox="804 960 1323 1115"> <thead> <tr> <th></th> <th>All pupils</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>54%</td> <td>51%</td> </tr> <tr> <td>Year 4</td> <td>54%</td> <td>53%</td> </tr> <tr> <td>Year 5</td> <td>67%</td> <td>65%</td> </tr> <tr> <td>Year 6</td> <td>79%</td> <td>80%</td> </tr> </tbody> </table> <p>Maths</p> <table border="1" data-bbox="804 1174 1323 1329"> <thead> <tr> <th></th> <th>All pupils</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>54%</td> <td>53%</td> </tr> <tr> <td>Year 4</td> <td>69%</td> <td>67%</td> </tr> <tr> <td>Year 5</td> <td>71%</td> <td>65%</td> </tr> <tr> <td>Year 6</td> <td>79%</td> <td>78%</td> </tr> </tbody> </table>		All pupils	PPG	Year 3	58%	54%	Year 4	62%	59%	Year 5	57%	63%	Year 6	62%	66%		All pupils	PPG	Year 3	54%	51%	Year 4	54%	53%	Year 5	67%	65%	Year 6	79%	80%		All pupils	PPG	Year 3	54%	53%	Year 4	69%	67%	Year 5	71%	65%	Year 6	79%	78%	<p>The trios and quartets has proved to be a successful strategy to develop the expertise and knowledge of newer members of staff.</p> <p>This strategy will continue to be used next year with a focus on the development of reciprocal reading from October 2017.</p>	
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				£112,000
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
<p>Improved outcomes in reading and maths at the end of Nursery and Reception</p> <p><i>Pupils eligible for PP in Nursery and Reception make rapid progress by the end of the year so that all pupils eligible for PP meet at least age related expectations.</i></p>	<p>Additional staff member in EYFS to support pupil premium pupils with a focus on:</p> <p>Reading readiness support</p> <p>Numicon intervention.</p>	<p>Met</p> <p>66% of all pupils achieved the expected standard in reading at the end of reception. This is a rise of 9 percentage points from the previous year.</p> <p>63% of PP pupils achieved the expected standard in reading at the end of reception. This is a 15% rise from the previous year.</p> <p>60% of PP pupils achieved the expected standard in numbers at the end of reception. This is a rise of 11 percentage points from the previous year.</p>	<p>As a result of clear targeting to meet pupils' needs, this has led to a significant rise in the number of PP pupils achieving the expected standard in these specific areas.</p>	
<p>Improved progress for high and middle ability attaining PP pupils in KS2</p> <p><i>Pupils eligible for PP identified as high ability and middle ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and moderation of pupil work.</i></p>	<p>Additional teaching staff to reduce group sizes in years 3-6</p> <p>Weekly small group intervention sessions in the core subjects for high-attaining and middle attaining pupils with an experienced teacher.</p> <p>Immediate targeted intervention for pupils who are falling behind their peers.</p>	<p>Met</p> <p>KS2 outcomes are improving.</p> <p>Disadvantaged pupils made good progress in 2017 with 61% reaching the combined reading, writing and mathematics expected standard.</p> <p>Additional staff provided immediate intervention in the afternoons for any pupils identified in their morning lessons as needing additional consolidation. Therefore the impact on all pupils was significant.</p> <p>A new class 6 blue was introduced in September 2016 significantly reducing class sizes in year 6. In January 2017, an additional class, 5 blue, was introduced in year 5.</p>	<p>A very successful strategy, which will continue next year. From September 2017, a further year 5 and 6 class, the purples, has further been introduced.</p> <p>Year group specific actions September 2017:</p> <p>Reading Y4/Y5 in school gap between PPG and all pupils.</p> <p>Writing: Y4 small in school gap between PPG and all pupils.</p> <p>Maths: Y6 in school gap between PPG and all pupils.</p>	

		<p>End of 2016-2017 data</p> <p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>All pupils</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>58%</td> <td>54%</td> </tr> <tr> <td>Year 4</td> <td>62%</td> <td>59%</td> </tr> <tr> <td>Year 5</td> <td>57%</td> <td>63%</td> </tr> <tr> <td>Year 6</td> <td>63%</td> <td>66%</td> </tr> </tbody> </table> <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>All pupils</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>54%</td> <td>51%</td> </tr> <tr> <td>Year 4</td> <td>54%</td> <td>53%</td> </tr> <tr> <td>Year 5</td> <td>67%</td> <td>65%</td> </tr> <tr> <td>Year 6</td> <td>79%</td> <td>80%</td> </tr> </tbody> </table> <p>Maths</p> <table border="1"> <thead> <tr> <th></th> <th>All pupils</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>54%</td> <td>53%</td> </tr> <tr> <td>Year 4</td> <td>69%</td> <td>67%</td> </tr> <tr> <td>Year 5</td> <td>71%</td> <td>65%</td> </tr> <tr> <td>Year 6</td> <td>79%</td> <td>78%</td> </tr> </tbody> </table>		All pupils	PPG	Year 3	58%	54%	Year 4	62%	59%	Year 5	57%	63%	Year 6	63%	66%		All pupils	PPG	Year 3	54%	51%	Year 4	54%	53%	Year 5	67%	65%	Year 6	79%	80%		All pupils	PPG	Year 3	54%	53%	Year 4	69%	67%	Year 5	71%	65%	Year 6	79%	78%	
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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
<p>Increased attendance rates</p> <p><i>Reduce the number of persistent absentees among pupils eligible for PP to at or below national average.</i></p> <p><i>Overall PP attendance is at 96%</i></p>	<p>Administration team monitoring of absent pupils and follow up quickly on absences. First day response provision.</p> <p>Home visits by senior staff and administration staff.</p> <p>Behaviour support manager working alongside the year group leader and assistant headteachers with a focus on attendance, punctuality and behaviour.</p>	<p>Not met.</p> <p>The school attendance target for 2016-2017 was 96%. Whole school attendance for the school is 95%. Whole school attendance for FSM pupils is 94.4%.</p> <p>Despite a number of incentives and rewards, school did not meet the attendance target. A new incentive Magic Mondays was introduced to reward pupils with 100% attendance for the previous week. Whilst this has had a positive impact on attendance on a Monday, school continue to see high numbers of parents taking their children out of school during term time. Since February 2017, 14 penalty notices have been issued to parents.(8 children, 5 families) All 8 children are in receipt of pupil premium.</p>	<p>Whole school attendance remains a key priority on the 2017-2018 school improvement plan.</p>	
<p>All PP pupils attending educational and residential visits.</p>	<p>Opportunities for all PP pupils to learn outside the classroom. PP is used to subsidise the cost of these visits</p>	<p>Met</p> <p>Educational visits continue to be a strength of teaching and learning at Grove.</p> <p>24 PP pupils attended the Year 5 residential visit to Whitemoor Lakes.</p> <p>The London trip for year 6 pupils was cancelled due to terrorist activity in the capital.</p>	<p>A successful strategy. The educational visits impacted positively on the standards of oracy and writing in each year group. We will continue with this next year.</p> <p>School are currently exploring an alternative residential visit for pupils in year 6.</p>	
<p>PP pupils attending out of hours learning programmes.</p> <p>Children's University</p>	<p>After school sports programmes initially targeted at PP pupils.</p> <p>After school clubs run by teachers, aimed</p>	<p>Met</p> <p>Autumn term 2016 – 237 PP pupils attended an after school club</p> <p>Spring term 2017 – 289 PP pupils attended an after school club</p>	<p>This successful strategy will continue next year.</p>	

	initially at PP children not working at the expected standard.	<p>Summer term 2017- 362 PP pupils attended an after school club</p> <p>Children's University continues to be a strength at Grove.</p> <p>6 children graduated with the gold award at the end of the 2017 academic year (100+ hours of learning) 29 children achieved silver (65+ hours) 49 children achieved bronze (30 + hours)</p>		
Good attendance at Inspire workshops for parents.	A range of workshops are offered to parents throughout the school year. High quality resources are partly funded by PP to allow parents to learn strategies in school and work alongside their child at home.	<p>Met Parents were overwhelmingly positive about their experiences in Inspire workshops. Pupils demonstrated high levels of enjoyment and enthusiasm for the workshops.</p> <p>Feedback at parents evening indicated that parents had used the learning in workshops with their children at home. They said it helped them to understand how to assist their children with home school learning.</p>	Parents appreciate the opportunities offered at Grove which allow them to help their child at home. This successful strategy will continue with this next year.	
Artists in Residence working alongside PP children.	Musicians, artists, drama experts working alongside staff at the start of a new curriculum topic to introduce content to the children.	<p>Met Clive Chandler the puppeteer worked with pupils in year 3 to retell Greek myths.</p> <p>Pupils in Year 2 and 4 enjoyed a yoga session from a visiting yoga specialist.</p> <p>Year 5 pupils worked with RECRE8, a drama in education company who are supporting school in raising awareness about extremism and radicalization.</p> <p>Year 5 and year 6 pupils composed and performed music linked to their topic work after working with a music specialist.</p> <p>Pupils have been overwhelmingly positive about their experiences working alongside the artists in residence.</p>	An overwhelmingly successful strategy with extremely positive feedback from pupils, staff and parents. This strategy will continue to run next year.	
				Total cost £113,948

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Ref:PM.Sch.Head.Pupil Premium 2017 -18