



Pupil premium strategy statement: Grove School

1. Summary information					
School	Grove School				
Academic Year	2018-19	Total PP budget	£394,680	Date of most recent PP Review	July 2018
Total number of pupils	689	Number of pupils eligible for PP	299	Date for next internal review of this strategy	Dec 2018, April 2019, July 2019

2. Current attainment end of KS2 2018 (unvalidated data)		
	<i>Pupils eligible for PP – Grove Unvalidated data 2018</i>	<i>National data DFE Unvalidated 4th September 2018</i>
% of pupils achieving the expected standard in reading, writing and maths	60%	64%
% of pupils achieving the expected standard in reading.	62%	75%
% of pupils achieving the expected standard in writing	76%	78%
% of pupils achieving the expected standard in maths	74%	76%
% of pupils achieving the expected standard in GPS.	82%	78%
Reading progress score		
GPS progress score		
Maths progress score		

3. Current attainment end of KS2 2018 (unvalidated data)		
	<i>Pupils eligible for PP – Grove Unvalidated data 2018</i>	<i>National data DFE Unvalidated 4th September 2018</i>
% of pupils achieving the greater depth standard in reading.	30%	28%
% of pupils achieving the greater depth standard in writing	22%	20%
% of pupils achieving the greater depth standard in maths	22%	24%
% of pupils achieving the greater depth standard in GPS.	42%	34%
% of pupils achieving a GCSE grade 5+ in mathematics in Y6	6/50 PPG pupils 12%	

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	High levels of English as an 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.	Development of vocabulary. Difficulties mastering inference skills when reading a text.
C.	Metacognition - flexibility of thinking, interpreting e.g. moving between several areas of mathematics within one question
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Persistence absence of a proportion of PP pupils. Persistent absence rate for PPG pupils in 17-18 is 15.2%. (All pupils 11.7%)
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. IDACI (Income deprivation Index: children below the age of 16 living in low income households) 0.33 (LA 0.31)

Datasources 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.

5. Outcomes

Improve outcomes in reading in EYFS, KS1 and KS2 , the ‘what’ we are going to be focused on this year includes:

- Continuing to improve outcomes in phonics in Year 1, maintaining the improved results in 2018
- 3Rs project – where pupils read, retell and really understand what they are reading in all lessons
- Close any gender gaps in reading in classes and year groups

Improve outcomes for PPG pupils throughout school, closing the gap between PPG pupils and all pupils in the class and year group.

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>EYFS SIP priorities for 2018-19</p> <p>Improve outcomes in reading, writing, number and shape and space in EYFS</p> <p>Improve outcomes for PPG pupils in EYFS, closing the gap between PPG pupils and all pupils in the class and year group.</p>	<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>58% of PPG 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> <ul style="list-style-type: none"> • 19 PPG pupils (12 boys, 7 girls) • 7/12 PPG boys have SEND, 1/7 PPG girls SEND
B.	<p>KS1 SIP priorities for 2018-19</p> <p>Improve outcomes in reading, writing and mathematics for PPG pupils in KS1 closing the gap between PPG pupils and all pupils in the class and year group.</p>	<p>Pupils eligible for PPG make accelerated progress in KS1 and outcomes in 2019 are closer to/in line with national outcomes for all in reading, writing, mathematics and science at the end of KS1.</p> <p>72% of PPG pupils to reach the expected standard in reading, writing and in mathematics at the end of Y2</p>
C.	<p>KS1 SIP priorities for 2018-19</p> <p>Maintain the improved outcomes for PPG pupils in phonics</p>	<p>Outcomes for pupils in the phonics screening check in 2019 remain in line with national outcomes for all pupils.</p> <p>73% of PPG pupils reach expected standards in phonics at the end of Year 1</p>

D.	<p>KS2 SIP priorities for 2018-19</p> <p>Improve outcomes for PPG pupils throughout school, closing the gap between PPG pupils and all pupils in the class and year group.</p>	<p>Pupils eligible for PPG 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.</p> <p>End of KS2 Targets for 2019</p> <p>34% of PPG pupils reach the combined expected standards in reading, writing and maths</p> <p>See SIP for 2019 targets for Years 3,4,and 5</p>
E.	<p>All pupils in receipt of PP are accessing out of hours learning and sports clubs at Grove.</p>	<p>100% of PPG pupils attend at least one sport club each academic year</p>
F.	<p>Increased rates of attendance for pupils eligible for PP.</p>	<p>Reduce persistent absence for PPG pupils to below 10% (Year 1 to 6)</p>

6. 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 and targeted support				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review date
A. Improve outcomes for PPG pupils in EYFS, closing the gap between PPG pupils and all pupils in the class and year group.	<ul style="list-style-type: none"> A whole EYFS approach to the teaching of reading and phonics using Jolly Phonics, Rigby Star, Rigby Phonics books A whole EYFS approach to the teaching of phonics: sound buttons, real and nonsense words, robot arms, the use of the common vocabulary e.g. phoneme, diagraph A whole EYFS approach to reading champions – an entitlement of 1:1 precision teaching / reading daily for a half term x3 per class, pupils identified on the basis of PPG/boys progress A whole EYFS approach to celebrating reading, indoors and outdoors e.g reading rocket displays, reading opportunities in the areas of learning in outdoors All staff using the teacher guides as routine in every day teaching High quality provision and teaching of reading indoors and outdoors A whole EYFS approach to children reading a book (Pie Corbett reading spines) more than once, using a book to develop different reading skills, indoor and outdoor Ensuring miscue analysis is used and addressed promptly in the next teaching session (guided reading records and annotated planning notes) 'Storytime' - daily reading every day, Mon to Fri, teacher reading book to children (See Pie Corbett Spine books). Reading for pleasure! The promotion of reading indoors and outdoors through the learning environment by displaying key words at child height and are easily accessible; the Pie Corbett spine books are available for children to read and adults to read to children in book areas; there are four copies of each book in a class; story sacks to match core texts All staff being clear on age related expectations for end of nursery, reception and year 1 address any confusion about ARE All staff understanding exceeding reading expectations for end of nursery, reception and year 1 address any confusion about exceeding Good links to other subjects – promoting reading and phonics across the curriculum as a routine in all classes Identification of target pupils (PPG/boys progress) for after school reading clubs – information recorded on whole school attainment 	<p>Support for staff</p> <ul style="list-style-type: none"> AHT provides feedback to staff on their planning of reading regularly each month Monthly learning walks with verbal and written feedback for staff (reading sessions, phonics sessions, storytime, reading across the curriculum, phonics across the curriculum) Developing all EYFs leaders to contribute to learning walks and feedback to staff, supporting leaders in professional conversations with staff Feedback to staff on their ability to guide pupils during teaching time and not 'going around the text' and providing the answers too readily Team teaching with staff new to the key stage Trios and quartets focused on the teaching of reading and phonics throughout 2018-19 Moderating teacher assessment judgements on Rigby tracker, phonics tracker, phoneme check, key word lists, SEND individual support targets, phonics screening checks Internal moderation of writing at ARE and greater depth across reception KS1 and Year 3. <p>Professional development</p> <ul style="list-style-type: none"> Trios and quartets – evaluating learning with trios and quartets Age related expectations by the end of nursery, reception, end of year 1 and end of year 2, greater depth Y1, Y2 	Assista nt Headte acher for EYFS	Dec 2018 April 2019 July 2019

	<p>overview, impact of clubs monitored by class teachers, year group leaders, HLTA and AHT</p> <ul style="list-style-type: none"> • Staff new to the year groups are very familiar with EYFS policy and Developmental Matters • AHT joins planning meetings to plan for reading at least once every month • AHT analysis of data to inform work with staff, track the progress of individual and ensure 'catch-up' programmes are in place <p>Maths</p> <ul style="list-style-type: none"> • Develop real life mathematical experiences by planning guided teaching indoors and outdoors. • Weekly magic maths box and maths dog challenges built into continuous provision. • Development of the use of Numicon in teaching. • Rigorous tracking and monitoring of number formation. <p>PPG specific actions</p> <ul style="list-style-type: none"> • PPG pupils to be invited to weekly literacy club as priority • Throughout the academic year PPG pupil will have a half term of precision teaching to support them in daily key word work. • Reading champions • WELLCOMM activities (SALT) • TA 15minute lunch intervention Tigers/ PPG/ boys. 	<ul style="list-style-type: none"> • To ensure teachers and teaching assistants have a good subject knowledge of inference questions • Planning a high quality guided reading session – using teacher's guides • Modelling reading a story for pleasure • Phonics screening • Assessing reading – guided reading records • Miscue analysis 		
<p>B</p> <p>Improve outcomes in reading, writing and mathematics for PPG pupils in KS1 closing the gap between PPG pupils and all pupils in the class and year group.</p>	<p>Developing the quality of teaching and raising the profile of reading and phonics through:</p> <ul style="list-style-type: none"> • the whole KS1 approach to the teaching of reading and phonics using Jolly Phonics, Rigby Star, Rigby Phonics books • the whole KS1 approach to the teaching of phonics: sound buttons, real and nonsense words, robot arms, the use of the common vocabulary e.g. phoneme, diagraph • the whole KS1 approach to reading champions – an entitlement of 1:1 reading three times per week, pupils identified on the basis of key stage progress • all staff using the teacher guides as routine in every day teaching • extending the time spent on reading – more time spent on the teaching of reading. 	<p>Support for staff</p> <ul style="list-style-type: none"> • AHT provides feedback to staff on their planning of reading regularly each month • Monthly learning walks with verbal and written feedback for staff (reading sessions, phonics sessions, storytime, reading across the curriculum, phonics across the curriculum) • Feedback to staff on their ability to guide pupils during teaching time and not 'going around the text' and providing the answers too readily • Team teaching with NQTs and staff new to the key stage 	<p>Year group leaders</p> <p>AHT for KS1</p>	<p>Dec 2018</p> <p>April 2019</p> <p>July 2019</p>

	<ul style="list-style-type: none"> • high quality teaching of reading focused on all content domains • ensuring miscue analysis is used and addressed promptly in the next teaching session (guided reading records and annotated planning notes) • 'Storytime' - daily reading every day, Mon to Thur teacher reading book to children (See Pie Corbett Spine books). Reading for pleasure! • all staff being clear on age related expectations for Year 1 and Year 2 to address any confusion about ARE • all staff understanding greater depth reading in Year 1 and Year 2 • good links to other subjects – promoting reading and phonics across the curriculum as a routine in all classes • identification of target pupils for after school reading clubs – information recorded on whole school attainment overview, impact of clubs monitored by classteachers, year group leaders, HLTA and AHT • staff new to the year groups very familiar with Y2 SATs questions • AHT joins Y1 PPA sessions to plan for reading at least once every month • AHT analysis of data to inform work with staff, track the progress of individual and ensure 'catch-up' programmes are in place <p>Maths</p> <p>Development of reasoning and problem solving in mathematics through:</p> <ul style="list-style-type: none"> • High quality teaching of reasoning and problem solving • Use of the Numicon pupil books and Busy Ant reasoning and problem solving books • A focus on development of maths vocabulary, explicit teaching of vocabulary, vocabulary on display in the classroom. • High quality after school clubs in maths led by TAs. PPG girls targeted. Clear targets for improvement. 	<ul style="list-style-type: none"> • Trios and quartets focused on the teaching of reading and phonics throughout 2018-19 • Moderating teacher assessment judgements on Rigby tracker, phonics tracker, key word lists, SEND individual support targets, phonics screening checks • Internal moderation of writing at ARE and greater depth across reception KS1 and Year 3. <p>Professional development</p> <ul style="list-style-type: none"> • Trios and quartets – evaluating learning with trios and quartets • Age related expectations by the end of Year 1 and Year 2, greater depth Y1, Y2 • To ensure teachers and teaching assistants have a good subject knowledge of content domains, question stems and reading ladders • Planning a high quality guided reading session – using teacher's guides • Phonics screening • Year 1 YGL to attend Services For Education training on writing at age related expectations and greater depth. • Moderation of writing with a local school. 		
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<p>C. Maintain the improved outcomes for PPG pupils in phonics</p>	<p>Developing the quality of teaching and raising the profile of reading and phonics through:</p> <ul style="list-style-type: none"> • the whole KS1 approach to the teaching of reading and phonics using Jolly Phonics, Rigby Star, Rigby Phonics books • the whole KS1 approach to the teaching of phonics: sound buttons, real and nonsense words, robot arms, the use of the common vocabulary e.g. phoneme, diagraph • the whole KS1 approach to reading champions – an entitlement of 1:1 reading three times per week, pupils identified on the basis of key stage progress • all staff using the teacher guides as routine in every day teaching • extending the time spent on reading – more time spent on the teaching of reading. • high quality teaching of reading focused on all content domains • ensuring miscue analysis is used and addressed promptly in the next teaching session (guided reading records and annotated planning notes) • 'Storytime' - daily reading every day, Mon to Thur teacher reading book to children (See Pie Corbett Spine books). Reading for pleasure! • all staff being clear on age related expectations for Year 1 and Year 2 to address any confusion about ARE • all staff understanding greater depth reading in Year 1 and Year 2 • good links to other subjects – promoting reading and phonics across the curriculum as a routine in all classes • identification of target pupils for after school reading clubs – information recorded on whole school attainment overview, impact of clubs monitored by classteachers, year group leaders, HLTA and AHT • staff new to the year groups very familiar with Y2 SATs questions • AHT joins Y1 PPA sessions to plan for reading at least once every month • AHT analysis of data to inform work with staff, track the progress of individual and ensure 'catch-up' programmes are in place • 	<p>Support for staff</p> <ul style="list-style-type: none"> • AHT provides feedback to staff on their planning of reading regularly each month • Monthly learning walks with verbal and written feedback for staff (reading sessions, phonics sessions, storytime, reading across the curriculum, phonics across the curriculum) • Feedback to staff on their ability to guide pupils during teaching time and not 'going around the text' and providing the answers too readily • Team teaching with NQTs and staff new to the key stage • Trios and quartets focused on the teaching of reading and phonics throughout 2018-19 • Moderating teacher assessment judgements on Rigby tracker, phonics tracker, key word lists, SEND individual support targets, phonics screening checks <p>Professional development</p> <ul style="list-style-type: none"> • Trios and quartets – evaluating learning with trios and quartets • Age related expectations by the end of Year 1 and Year 2, greater depth Y1, Y2 • To ensure teachers and teaching assistants have a good subject knowledge of content domains, question stems and reading ladders • Planning a high quality guided reading session – using teacher's guides • Phonics screening 	<p>Year group leaders</p> <p>AHT KS1</p>	<p>Dec 2018</p> <p>April 2019</p> <p>July 2019</p>
<p>D Improve outcomes for PPG pupils throughout</p>	<p>Developing the quality of teaching and raising the profile of reading and phonics through:</p> <ul style="list-style-type: none"> • A whole KS2 approach to the teaching of reading 	<p>Support for staff</p> <ul style="list-style-type: none"> • AHT provides feedback to staff on their planning of reading regularly each month • Monthly learning walks with verbal and written feedback for staff (reading sessions, phonics 	<p>AHT</p> <p>YGLs</p>	<p>Dec 2018</p> <p>April 2019</p> <p>July 2019</p>

<p>school, closing the gap between PPG pupils and all pupils in the class and year group.</p> <p>To improve outcomes for girls in maths in Year 3 and close the gap between boys and girls.</p>	<ul style="list-style-type: none"> • A whole school approach to the teaching of phonics: sound buttons, real and nonsense words, robot arms, the use of the common vocabulary e.g. phoneme, diagraph, Jolly phonics • A whole KS2 approach to reading champions – an entitlement of 1:1 reading twice times per week, pupils identified on the basis of key stage progress • All staff using the teacher guides as routine in every day teaching • Extending the time spent on reading – two longer reading sessions each week – trial in Y3 additional staff in the class during these session • High quality teaching of reading focused on all content domains • Ensuring miscue analysis is used and addressed promptly in the next teaching session (guided reading records and annotated planning notes) • ‘Storytime’ - daily 20 minutes reading every day, teacher reading book to children (See Pie Corbett Spine books). Reading for pleasure! • All staff being clear on age related expectations for Year 3 and Year 4 to address any confusion about ARE • All staff understanding greater depth reading in Year 3 and Year 4 • Good links to other subjects – promoting reading and phonics/spelling across the curriculum as a routine in all classes • Identification of target pupils for after school reading clubs – information recorded on whole school attainment overview, impact of clubs monitored by classteachers, year group leaders, HLTA and AHT • Staff new to the year groups very familiar with Y6 SATs questions • AHT analysis of data to inform work with staff, track the progress of individual and ensure ‘catch-up’ programmes are in place <p>Maths:</p> <p>Development of reasoning and problem solving in mathematics through:</p> <ul style="list-style-type: none"> • High quality explicit teaching of reasoning and problem solving • Regular planned opportunities to reason, justify and explain • Development of active talk in mathematics to promote maths language acquisition • All staff using the Numicon pupil books and Busy Ant reasoning and problem solving books • A focus on development of maths vocabulary, explicit teaching of vocabulary, vocabulary on display in the classroom. 	<p>sessions, storytime, reading across the curriculum, phonics across the curriculum,)</p> <ul style="list-style-type: none"> • Feedback to staff on their ability to guide pupils during teaching time and not ‘going around the text’ and providing the answers too readily • Team teaching with NQTs and staff new to Year 4 • Trios and quartets focused on the teaching of reading and phonics throughout 2018-19 • Moderating teacher assessment judgements on O track, phonics tracker, key word lists SEND, SEND individual support targets, phonics screening checks SEND • Internal moderation of writing at ARE and greater depth across reception KS1 and Year 3. <p>Professional development</p> <ul style="list-style-type: none"> • Trios and quartets – evaluating learning with trios and quartets • Age related expectations by the end of Year 3 and Year 4, greater depth Y3, Y4 • To ensure teachers and teaching assistants have a good subject knowledge of content domains, question stems and reading ladders • Planning a high quality guided reading session – using teacher’s guides • Phonics screening • Assessing reading – guided reading records • Miscue analysis 	
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<p>E Maintain the improved outcomes for more able Year 6 PPG pupils in 2018</p>	<p>Developing the quality of teaching and raising the profile of reading and phonics through regular and routine use of:</p> <ul style="list-style-type: none"> the whole KS2 approach to the teaching of reading the whole school approach to the teaching of phonics: sound buttons, real and nonsense words, robot arms, the use of the common vocabulary e.g. phoneme, diagraph, Jolly phonics the whole KS2 approach to reading champions – an entitlement of 1:1 reading twice times per week, pupils identified on the basis of key stage progress daily use of the teacher guides as routine high quality teaching of reading focused on all content domains ensuring miscue analysis is used and addressed promptly in the next teaching session (guided reading records and annotated planning notes) 'Storytime' - daily 20 minutes reading every day, teacher reading book to children (See Pie Corbett Spine books). Reading for pleasure! being clear on age related expectations for Year 5 and Year 6 to address any confusion about ARE understanding greater depth reading in Year 5 and Year 6 using good links to other subjects – promoting reading and phonics/spelling across the curriculum as a routine in all lessons being very familiar with Y6 SATs questions <p>Maths:</p> <p>Development of reasoning and problem solving in mathematics through:</p> <ul style="list-style-type: none"> High quality explicit teaching of reasoning and problem solving Regular planned opportunities to reason, justify and explain Development of active talk in mathematics to promote maths language acquisition All staff using the Numicon pupil books and Busy Ant reasoning and problem solving books A focus on development of maths vocabulary, explicit teaching of vocabulary, vocabulary on display in the classroom. Regular opportunities to use the 5 stage investigation process 	<p>Support for staff</p> <ul style="list-style-type: none"> AHT provides feedback to staff on their planning of reading regularly each month Monthly learning walks with verbal and written feedback for staff (reading sessions, phonics sessions, storytime, reading across the curriculum, phonics across the curriculum) Feedback to staff on their ability to guide pupils during teaching time and not 'going around the text' and providing the answers too readily Trios and quartets focused on the teaching of reading and phonics throughout 2018-19 Moderating teacher assessment judgements on O track, phonics tracker, key word lists SEND, SEND individual support targets, phonics screening checks SEND <p>Professional development</p> <ul style="list-style-type: none"> Trios and quartets – evaluating learning with trios and quartets Age related expectations by the end of Year 5 and Year 6, greater depth Y5, Y6 To ensure teachers and teaching assistants have a good subject knowledge of content domains, question stems and reading ladders Planning a high quality guided reading session – using teacher's guides Phonics screening Assessing reading – guided reading records Miscue analysis 	<p>AHTs YGLs</p>	<p>Dec 2018 April 2019 July 2019</p>
Total budgeted cost				£353,333

ii. Other approaches					
Desired outcome	Chosen action/approach		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 95.25%</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>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>FastTrack group identified and supported</p> <p>Continuation 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</p> <p>Attendance performance management objective for all staff</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>	<p>DHT</p> <p>Key administration worker for attendance</p>	<p>Dec 2018</p> <p>April 2019</p> <p>July 2019</p>
<p>All PPG pupils attending educational and residential visits.</p>	<p>Opportunities for all PPG pupils to learn outside the classroom. PPG 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.</p> <p>Charging and remission meetings identifying and monitoring pupils not attending trips.</p> <p>Parent meetings prior to residential trips.</p> <p>Half termly monitoring of PPG pupils attending educational visits.</p>	<p>AHTs DHT</p> <p>Finance officer with responsibility for education</p>	<p>Half termly</p>

			Termly report to governors.	nal visits.	
Additional sporting opportunities for SEND year 6 and 6 purple	Canoeing and kayaking for pupils in year 6 during the autumn term.	We believe that this additional sporting experience for pupils in the SEND set will develop water safety skills, team work, coordination, confidence, self-esteem, resilience, listening skills and cardio vascular benefits.	SENCO monitoring attendance on the sessions. Pupil views Parent views	SENCO DHT	Autumn term 2018
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.	Monitored by Assistant Headteachers through learning walks and discussions with pupils. Pupil views, parent views, staff views on the impact of this work. Senior leadership and governance review.	AHTs	July 2019
Year 5 pupils participation in the "Just 3 clicks" Prevent project	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.	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.	Monitored by Assistant headteacher through learning walks Pupil views, parent views, staff views on the impact of the project. Senior leadership and governance review	AHT	Following programme delivery- February 2019
High quality PE and sport activities for all pupils led by sports coaches.	A proportion of the pupil premium grant for Grove School will be put towards high quality PE and sports provision and lunchtime sports activities.	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.	Termly observations of PE lessons and lunchtime sports clubs by assistant head teachers. Termly meeting with Aspire with Deputy headteacher and C Dowell Pupil views Parent views	AHTs	Dec 18 Apr 2019 July 2019
Total budgeted cost					£41.347