



Pupil premium strategy statement: Grove School

1. Summary information					
School	Grove School				
Academic Year	2016/17	Total PP budget	£487,660	Date of most recent PP Review	n/a
Total number of pupils	714	Number of pupils eligible for PP	368	Date for next internal review of this strategy	Jan 2017

2. Current attainment end of KS2 2016 (unvalidated data)		
	<i>Pupils eligible for PP - Grove</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving the expected standard in reading, writing and maths	57%	
% of pupils achieving the expected standard in reading.	64%	
% of pupils achieving the expected standard in writing	72%	
% of pupils achieving the expected standard in maths	68%	
% of pupils achieving the expected standard in SPAG.	74%	
Reading progress score	+0.68	
Writing progress score	+0.6	
Maths progress score	+0.68	

3. Barriers to future attainment (for pupils eligible for PP including high ability)

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.

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Oral language skills in Nursery and Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Accelerated progress of some high ability and middle ability pupils who are eligible for PP.
C.	

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Persistence absence of a proportion of PP pupils. (42/82 pupils below 90% in receipt of PP)
E.	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.

4. Outcomes

	<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	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.
B.	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. Measured in Y4, 5 and 6 by teacher assessments and moderation of pupil work.
C.	All pupils in receipt of PP are accessing out of hours learning and sports clubs at Grove.	100 % of pupils attend at least one sport and one learning club each term.
D.	Increased rates of attendance for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to at or below national average. Overall PP attendance is at 96%

5. Planned expenditure					
Academic year		2016/17			
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 Nursery and Reception	<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>Pupils entering Nursery are working well below national average.</p> <p>*% of pupils are well below their peers with communication and language skills, recognition of simple numbers, fine and gross motor skills, including the ability to hold a pencil correctly.</p> <p>Investing some of the PP in training all staff in developing oracy for the pupils combined with a structured team teaching approach alongside the AHT will ensure improved attainment for PP pupils.</p> <p>*Baseline data to be added November 2016</p>	<p>O Track pupil data.</p> <p>Team teaching programmes.</p> <p>Lesson observations with written and verbal feedback for staff.</p> <p>Learning walks.</p> <p>Performance management.</p>	Assistant Headteacher for EYFS	<p>Dec 2016</p> <p>April 2017</p> <p>July 2017</p>
B. Improved progress for high and middle ability attaining PP pupils	<p>Triad 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>High ability and middle ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in the core subjects.</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Through the staff triads and quartets, staff will work collaboratively to ensure that the level of challenge is appropriate for all pupils,</p>	<p>Each teacher, year group leader and phase leader track the progress of the middle ability and higher ability pupils in all classes across the curriculum.</p> <p>Peer observation of teaching.</p> <p>Focused discussion following observation.</p> <p>Learning walks of reading.</p> <p>Lesson observations with verbal and written</p>	<p>Assistant head teachers</p> <p>Year group leaders</p>	<p>Dec 2016</p> <p>April 2017</p> <p>July 2017</p>

	Focus on vocabulary development in all classes.	<p>subsequent planning meets the needs of PP pupils.</p> <p>We want to ensure that the oracy programmes started in the EYFS continue as pupils move through KS1 and into KS2. The children's language development will continue through explicit teaching of new vocabulary through the curriculum, discussing words in context in all lessons and a focus on talk throughout the day.</p>	<p>Half termly pupil progress review; pupil conversations and analysis of provision.</p> <p>End of term pupil progress meetings to review the progress of all groups of pupil premium.</p> <p>Senior leaders and governors to review the progress of higher and middle ability pupils termly. To review if middle ability and higher ability pupil premium pupils are on track or their progress is accelerating.</p>		
Total budgeted cost					£112,000

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?
A. Improved oral language skills in Nursery and Reception	Additional staff member in EYFS to support pupil premium pupils: Reading readiness support Numicon intervention.	Some of the PP pupils in the EYFS need targeted support to ensure that they are reading reading and are not starting year 1 behind other pupils.	Timetabled sessions for targeted pupils. Learning walks of catch up programmes. Observations of programmes fro PP pupils. Half termly moderation in school and with external reviewer. Senior leaders monitoring the progress of SEND, lower ability, middle ability and higher ability pupils. Parental survey.	AHT EYFS	Dec 2016 April 2017 July 2017
B. Improved progress for high and middle ability attaining PP pupils	Additional teaching staff to reduce group sizes in years 3-6 Weekly small group intervention sessions in the core subjects for high-attaining and middle attaining pupils with experienced teacher.	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. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Timetabled sessions for intervention. Half term pupil conversation reviews. Assessment data. Moderation of pupil levels half termly. End of term pupil progress meetings. Senior leadership team analysis each half term. Governors termly monitoring.	AHTs/ DHT	Dec 2016 April 2017 July 2017
Total budgeted cost					267,702
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?
D. Increased attendance rates	Administration team monitoring of absent pupils and follow up quickly on absences. First day response provision. Home visits	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.	Weekly attendance meetings with key administration worker for attendance and deputy head teacher. Focus of senior leadership meetings. Half termly analysis for governors.	Deputy head teacher	Weekly Half termly

	Behaviour support manager working alongside the year group leader and assistant headteachers with a focus on attendance, punctuality and behaviour.				
All PP pupils attending educational and residential visits.	Opportunities for all PP pupils to learn outside the classroom. PP is used to subsidise the cost of these visits	We believe that these visits support classroom learning through high quality firsthand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy.	Assistant head teachers monitoring pupil attendance on trips, Charging and remission meetings identifying and monitoring pupils not attending trips. Parent meetings prior to residential trips. SLT analysis of visit attendance Report to governors.	AHTs/ YGLs Finance officer/DHT	Jun 2017
PP pupils attending out of hours clubs and holiday learning programmes. Children's University	Holiday sports programmes initially targeted at PP pupils. After school clubs run by teachers, aimed initially at PP children not working at the expected standard.	We believe that sports participation in out of hours programmes can have an impact on attendance, engagement and attainment. Planned, regular teaching in small groups will allow PP pupils to consolidate and practice skills and improve attainment.	Learning walks of clubs. Analysis of assessment data for PP pupils. Pupil reviews. Half termly moderation of pupil levels. End of term progress reviews. SLT analysis of club attendance. Report to governors	Out of hours learning manager. YGLs AHTs SLT	June 2017.
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.	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.	Records of attendance at workshops. Parent surveys. Classteacher, year group leader and senior leadership analysis. SLT analysis of parent surveys. Governor discussions.	YGLs SLT	June 2017
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 AHTs 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	June 2017.
Total budgeted cost					113,948

6. Review of expenditure				
2015-2016				
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
Improved attainment for pupils in receipt of PP. No significant gap between PP pupils and all others.	Monitoring of pupil progress of PP children through: learning walks, book sampling, observations, development of intervention programmes, quality of ITPs for PP children with SEND.	Met against Grove all data. Y2: All: Grove R 66%, W 65%, M 70% PP: R 65%, W65%, M 71% Y6: All: Grove R 63%, W 75%, M 73%, SPAG 80% PP:R 64%, W 72%, M 68%, SPAG 74%	A successful strategy and we will continue with this next year. Thorough monitoring of pupils throughout the year ensured no significant gaps in KS1 and small gaps in maths and SPAG at the end of Year 6. The new progress measure at the end of KS2 has identified that some PP high and middle ability pupils need to make accelerated progress through	108,000
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
Improved attainment for pupils in receipt of PP. No significant gap between PP pupils and all others.	Additional staff to reduce class sizes in KS2. Intervention programmes and additional support for PP children.	Met: Timely intervention programmes resulted in no significant gaps in the attainment of pupils in KS2. Curriculum developments throughout the year resulted in additional staff providing 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.	A successful strategy which will continue next year. In 2016 – 17 a new class has been introduced in Year 6, 6 blue following conversations with pupils in spring term 2016.	287,000

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
All PP children attending educational visit and residential visits.	PP used to further subsidise the cost of visits.	Met: Educational visits continue to be a strength of teaching and learning at Grove. 35 PP pupils attended the Year 5 residential visit to Whitemoor Lakes 25 PP pupils attended the Year 6 residential visit to London.	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.	33,230
PP pupils attending out of hours clubs and holiday learning programmes. Children's University	After school clubs in KS2 targeted at PP pupils initially. Summer holiday bikeability 3 day sports programme targeted initially at PP pupils. Funding of Children's University Passports for all KS2 pupils allowing access to a wide range of out of hours learning programmes- music, sport and arts. A focus on developing their interests and self-confidence, and celebrating their individual talents.	Autumn term 2015 – 231 PP pupils attended an after school club Spring term 2016 – 285 PP pupils attended an after school club Summer term 201- 353 PP pupil attended an after school club 13/20 pupils attending the summer holiday bikeability club are in receipt of PP. Planned holiday sports programmes in October 2015 and Easter 2016 did not run due to a greater demand on the sports coaches from Aspire from other schools. Children's University continues to be a strength at Grove. 2 children graduated with the gold award at the end of the 2016 academic year (100+ hours of learning) 14 children achieved silver (65+ hours) 32 children achieved bronze (30 + hours)	National child Measurement Programme results recently received in school show that the prevalence of overweight and obesity for year 6 pupils at Grove School dropped in 2014/2015 and is lower than the Birmingham and England average. This successful strategy will continue next year.	63,230

<p>Artists in Residence</p>	<p>Artists in residence to work with pupil premium pupils.</p> <p>Development of vocabulary and thinking skills.</p>	<p>The Hop project was a great success this year with the year 4 pupils. The project uses the historical migratory movements of hop pickers as the conceptual basis for a touring exhibition.</p> <p>Year 4 pupils visited Bosbury primary school in Herefordshire as part of the project.</p> <p>Clive Chandler the puppeteer worked with pupils in year 3 to retell Greek myths.</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>Pupils have been overwhelmingly positive about their experiences working alongside the artists in residence.</p>	<p>A successful strategy. Overwhelmingly positive feedback from staff, pupils and parents means that school will continue with this next year.</p>	<p>9250</p>
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<p>Inspire workshops 2015-2016.</p>	<p>A range of parental workshops are offered in each year group throughout the school year. Resources for workshops are partly funded through pupil premium which allows the parents the opportunity to develop the learning further at home with their child.</p>	<p>Met</p> <p>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>	<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.</p>	<p>2620</p>
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7. 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