



## Pupil premium strategy statement: Grove School

1. Summary information					
<b>School</b>	Grove School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£390,720	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	626 (Y1-Y6) 672 (N-Y6)	<b>Number of pupils eligible for PP</b>	296 (January 2019 census)	<b>Date for next internal review of this strategy</b>	Dec 2019, April 2020, July 2020

2. Current attainment end of KS2 2019 – pupils eligible for pupil premium		
	<i>Pupils eligible for PP Grove</i>	<i>2019 National data DFE All pupils</i>
% of pupils achieving the expected standard in reading, writing and maths	64%	65%
% of pupils achieving the expected standard in reading.	69%	73%
% of pupils achieving the expected standard in writing	71%	78%
% of pupils achieving the expected standard in maths	77%	79%
% of pupils achieving the expected standard in GPS.	84%	78%

<b>3. Current attainment end of KS2 2019</b>		
	<i>Pupils eligible for PP Grove</i>	<i>National data DFE All pupils</i>
<b>% of pupils achieving the greater depth standard in reading, writing and maths</b>	10%	11%
<b>% of pupils achieving the greater depth standard in reading.</b>	25%	27%
<b>% of pupils achieving the greater depth standard in writing</b>	15%	20%
<b>% of pupils achieving the greater depth standard in maths</b>	28%	27%
<b>% of pupils achieving the greater depth standard in GPS.</b>	44%	36%
<b>% of pupils achieving a GCSE grade 5+ in mathematics in Y6</b>	3 / 3 PPG pupils 100%	

<b>4. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<p>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.</p>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	High levels of English as an additional language pupils, including new arrivals throughout the school with little or no English
<b>B.</b>	Numbers of SEND pupils with significant and complex learning needs
<b>C.</b>	Development of vocabulary. Difficulties mastering inference skills when reading a text.
<b>C.</b>	Metacognition - flexibility of thinking, interpreting e.g. moving between several areas of mathematics within one question
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Persistence absence of a proportion of PP pupils. Persistent absence rate for PPG pupils in 18-19 is <b>5.0% (2017-2018 15.2%)</b>
<b>F.</b>	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.

<b>G.</b>	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.
<b>H.</b>	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)

<b>5. Outcomes</b>																			
<p><b>Improve outcomes in reading</b> in EYFS, KS1 and KS2 , the ‘what’ we are going to be focused on this year includes:</p> <ul style="list-style-type: none"> <li>- Continuing to improve outcomes in phonics in Year 1, maintaining the improved results in 2018</li> <li>- 3Rs project – where pupils read, retell and really understand what they are reading in all lessons</li> <li>- Close any gender gaps in reading in classes and year groups</li> <li>- All staff are experts in the teaching of reading</li> <li>-</li> </ul> <p><b>Improve outcomes for PPG</b> pupils throughout school, closing the gap between PPG pupils and all pupils in the class and year group.</p> <p>Improve pupil attendance, which includes: To build on the success of improved attendance in 2017-18 at 95% and 95.8% in 2018-19. Target for 2019 -20 Y1 – Y6 is 96% To reduce persistent absence in all year groups to below the national average of 10%. PA has steadily dropped from 16% in 2016/17 to 10.7% in 2018/19.</p>																			
	<p><i>Desired outcomes and how they will be measured</i></p>																		
	<p><i>Success criteria</i></p>																		
<b>A.</b>	<p>EYFS SIP priorities for 2019-20</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><b>End of EYFS targets will be set at the end of September 2019</b></p>																		
<b>B.</b>	<p>KS1 SIP priorities for 2019-20</p> <p>Improve outcomes in reading, writing, mathematics, science and SPAG for PPG pupils in KS1, closing the gap between PPG pupils and all pupils in the class and year group.</p>																		
	<p>KS1 targets 2019-20</p> <table border="1"> <thead> <tr> <th>Targets PPG</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Science</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td><b>Year 2 PPG ARE +</b></td> <td><b>21/24 88%</b></td> <td><b>21/24 88%</b></td> <td><b>22/24 92%</b></td> <td><b>22/24 92%</b></td> <td><b>21/24 88%</b></td> </tr> <tr> <td>Y2 ARE all</td> <td>74/90 82%</td> <td>74/90 82%</td> <td>74/90 82%</td> <td>74/90 82%</td> <td>74/90 82%</td> </tr> </tbody> </table>	Targets PPG	Reading	Writing	Maths	Science	SPAG	<b>Year 2 PPG ARE +</b>	<b>21/24 88%</b>	<b>21/24 88%</b>	<b>22/24 92%</b>	<b>22/24 92%</b>	<b>21/24 88%</b>	Y2 ARE all	74/90 82%	74/90 82%	74/90 82%	74/90 82%	74/90 82%
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<b>C.</b>	<p>KS1 SIP priorities for 2019-20</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><b>78% of PPG pupils reach expected standards in phonics at the end of Year 1</b> <b>21/27 pupils</b></p> <p><b>88% of PPG pupils achieve the cumulative phonics at the end of year 2</b> <b>21/24 pupils</b></p>																		

<p><b>D.</b></p>	<p>KS2 SIP priorities for 2019-20</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><b>Year 3 PPG targets for 2019-20</b></p> <table border="1"> <thead> <tr> <th>PPG Year 3 Targets</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Science</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>Year 3 PPG ARE+</td> <td>34/38 89%</td> <td>34/38 89%</td> <td>35/38 92%</td> <td>35/38 92%</td> <td>34/38 89%</td> </tr> <tr> <td>Year 3 All ARE +</td> <td>76/90 84%</td> <td>76/90 84%</td> <td>77/90 86%</td> <td>77/90 86%</td> <td>76/90 84%</td> </tr> </tbody> </table> <p><b>Year 4 PPG targets for 2019-20</b></p> <table border="1"> <thead> <tr> <th>PPG Year 4 Targets</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Science</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>Year 4 PPG ARE +</td> <td>27/44 61%</td> <td>27/44 61%</td> <td>28/44 64%</td> <td>28/44 64%</td> <td>27/44 61%</td> </tr> <tr> <td>Year 4 All ARE+</td> <td>67/89 75%</td> <td>67/89 75%</td> <td>69/89 78%</td> <td>69/89 78%</td> <td>67/89 75%</td> </tr> </tbody> </table> <p><b>Year 5 PPG targets for 2019-20</b></p> <table border="1"> <thead> <tr> <th>PPG Year 5 Targets</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Science</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>Year 5 PPG ARE+</td> <td>34/54 63%</td> <td>34/54 63%</td> <td>38/54 70%</td> <td>38/54 70%</td> <td>34/54 63%</td> </tr> <tr> <td>Year 5 All ARE +</td> <td>67/90 74%</td> <td>67/90 74%</td> <td>72/90 80%</td> <td>72/90 80%</td> <td>67/90 74%</td> </tr> </tbody> </table> <p><b>End of KS2 PPG targets for 2019-20</b></p> <table border="1"> <thead> <tr> <th>PPG Year 6 Targets</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Science</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>Year 6 PPG ARE+</td> <td>48 /65 74%</td> <td>48/65 74%</td> <td>48/65 74%</td> <td>48/65 74%</td> <td>/65</td> </tr> <tr> <td>Year 6 All ARE +</td> <td>69/89 78%</td> <td>69/89 78%</td> <td>70/89 79%</td> <td>70/89 79%</td> <td>/89</td> </tr> </tbody> </table>	PPG Year 3 Targets	Reading	Writing	Maths	Science	SPAG	Year 3 PPG ARE+	34/38 89%	34/38 89%	35/38 92%	35/38 92%	34/38 89%	Year 3 All ARE +	76/90 84%	76/90 84%	77/90 86%	77/90 86%	76/90 84%	PPG Year 4 Targets	Reading	Writing	Maths	Science	SPAG	Year 4 PPG ARE +	27/44 61%	27/44 61%	28/44 64%	28/44 64%	27/44 61%	Year 4 All ARE+	67/89 75%	67/89 75%	69/89 78%	69/89 78%	67/89 75%	PPG Year 5 Targets	Reading	Writing	Maths	Science	SPAG	Year 5 PPG ARE+	34/54 63%	34/54 63%	38/54 70%	38/54 70%	34/54 63%	Year 5 All ARE +	67/90 74%	67/90 74%	72/90 80%	72/90 80%	67/90 74%	PPG Year 6 Targets	Reading	Writing	Maths	Science	SPAG	Year 6 PPG ARE+	48 /65 74%	48/65 74%	48/65 74%	48/65 74%	/65	Year 6 All ARE +	69/89 78%	69/89 78%	70/89 79%	70/89 79%	/89
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<p><b>E.</b></p>	<p>Increased rates of attendance for pupils eligible for PP.</p>	<p><b>To maintain the improvements in persistent absence for pupils in receipt of pupil premium. (Year 1 to 6)</b></p>																																																																								

6. Planned expenditure				
Academic year	2019/20			
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
<p>A. Improve outcomes for PPG pupils in EYFS, closing the gap between PPG pupils and all pupils in the class and year group.</p> <p>B 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>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"> <li>Developing a team of staff who are all experts in the teaching of early reading</li> <li>The consistent use of the systematic whole school approach to the teaching of reading and phonics using Jolly Phonics and the new phonics reading schemes in reading through all subjects</li> <li>The consistent use of the systematic whole school approach to the teaching of phonics when teaching reading in all subjects. These include the teaching strategies of sound buttons, real and nonsense words, robot arms and the correct use of the common vocabulary e.g. phoneme, diagraph ( Letters and Sounds page 200).</li> <li>Regular monitoring of the progress of the lowest 20% of pupils (those working below age-related expectations) in reading. Teachers and teaching assistants will monitor the progress of these pupils through daily formative assessment (marking and reading records), Year Group Leaders and Assistant Head teachers will monitor the progress of these pupils each half term through book/learning journey looks, conversations with pupils, hearing pupils read reviews of planning for reading and learning walks. Termly moderation of teacher assessment judgements and reviews of the progress pupils are making (teachers with Assistant Head teachers and the Deputy Head teacher) focus on the lowest 20% of pupils.</li> <li>Teachers working with Year Group Leaders, the Assistant Head Teacher and the Deputy Head teacher to review the progress of each child, each term and setting of targets for pupils in reading</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>When planning and preparing for learning all staff take account of the age-related expectations for reading and follow the school reading scheme which clearly defines, term-by-term the expected standard for each year group.</li> </ul>	<p><b>Developing the quality of teaching and raising the profile of reading and phonics through support for staff:</b></p> <ul style="list-style-type: none"> <li>The use of feedback to staff on their planning for reading and phonics through team teaching programmes</li> <li>Learning walks with verbal and written feedback for staff (guided reading , phonics, story time, reading across the curriculum, phonics across the curriculum) once a half term from leaders</li> <li>Trios and quartets focused on the teaching of reading and phonics for PPG pupils in EYFS and the those who are reading below age-related expectations in Key Stage One and Key Stage Two</li> </ul> <p><b>Developing the quality of teaching and raising the profile of reading and phonics through Continued Professional development:</b></p> <ul style="list-style-type: none"> <li>Working in a trios or a quartets once during the year to observe the practice of colleagues and evaluate what has been learnt and seek to implement good practice</li> <li>The use of video to evaluate and self-reflect on teaching</li> <li>Feedback on planning and teaching within year groups, through learning walks and lesson observations</li> <li>Whole school and phase training in reading and phonics</li> <li>Team teaching programmes for those staff who are new to teaching ( NQTs), those who are recently qualified teachers ( RQTs) and new staff to Grove</li> </ul>	<p>Assista nt Headte acher for EYFS</p>	<p>Dec 2019 April 2020 July 2020</p>

<p>D</p> <p>Improve outcomes for PPG pupils throughout KS2, closing the gap between PPG pupils and all pupils in the class and year group, particularly in years 4 and 5.</p>	<ul style="list-style-type: none"> <li>• When planning and preparing for learning all staff take account of the expectations for those pupils working towards or at greater depth or exceeding for reading and follow the reading scheme which clearly defines, term-by-term the expected standard for each year group.</li> <li>• When planning reading use the teacher guide books and planning materials from the reading schemes</li> <li>• When planning set learning objectives which are matched to what learners need to be learning, practising or applying in reading</li> <li>• When planning for learning select and modify resources to meet the needs of the pupils</li> <li>• When planning use questions stems</li> <li>• When planning for the class novel use the Read and Respond Scholastic resources</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Use question stems when planning and when teaching, link these to the content domains ( Reception, KS 1 and KS 2)</li> <li>• Use answer stems when teaching reading, model answers using this tool in both verbal and written form (Reception, KS 1 and KS 2)</li> <li>• The use of Reading Ladders ( pupils) to support pupils in understanding the skills pathway to really understanding text</li> <li>• The use of Reading Explorers on Mondays in Key Stage Two to develop the five thinking and reasoning skills ( literal thinking, deductive reasoning, inferential skills, evaluative assessment of texts and study skills which promote independent study</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Accurately record progress in reading and phonics following school’s policy for reading</li> <li>• Use the assessment of reading and phonics to inform planning and preparation for teaching</li> <li>• Use miscue analysis to identify the misconceptions a pupil has in reading; use this assessment to adapt teaching plans and provide targeted support</li> <li>• Use assessment to plan for and provide targeted support for those pupils who are falling behind using the Project X Phonics scheme. These pupils are Reading Champion pupils.</li> </ul>		
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	<p><b>The continued development of a culture of every child a reader through:</b></p> <ul style="list-style-type: none"> <li>• Daily reading to the class by all staff. Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</li> <li>• When planning for story time staff take into account their assessment of reading</li> <li>• The use of Pie Corbett ` special books` spine books so that pupils become familiar with and enjoy the work of age appropriate authors</li> <li>• The selection and use of the author for the term and poet and poem for the half term</li> <li>• Promotion of author's and reading through annual events e.g Roald Dahl and David Walliams week, Poetry Week and Book and Week</li> <li>• The use of the class novel</li> <li>• High quality provision in after school reading clubs</li> <li>• Offering reading and phonics workshops for parents and carers which help them to understand skills necessary to be a reader and equip parents with an understanding of how to support their child at home</li> <li>• Engaging parents/carers through meetings with staff and Target Tigers in EYFS about the progress of their child in reading and phonics and providing home learning activities and signposting them to useful resources</li> <li>• All staff promoting the use of the home reading scheme and online reading resources to support pupils practicing the phonics and reading skills they have learnt in school at home</li> </ul> <p><b>PPG specific actions</b></p> <p>PPG pupils to be invited to weekly literacy club as priority. At the club children acquire a wide vocabulary, staff engage children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. Throughout the academic year PPG pupil will have a half term of precision teaching to support them in daily key word work.</p> <p>The progress of PPG pupils is a focus for monitoring by leaders through learning walks, lesson observations, book looks and year group, phase moderation.</p>			
<b>Total budgeted cost</b>				£345419

ii. Other approaches					
Desired outcome	Chosen action/approach		How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Whole school attendance for 2019-2020 is 96%  Persistent absence is below 10%	All classes celebrate and promote attendance through an attendance board in the classroom and in phase, year group and class assemblies  All staff have the same high expectations of attendance for children and address when attendance falls below 93% or when a child is persistently late for school; school procedures and policy are followed  Personalised attendance/ punctuality incentives for individual pupils are implemented		Daily monitoring of individual pupil attendance  Daily reports to headteacher/ deputy headteachers  Home visits with senior managers as appropriate  Weekly attendance meetings with key administration worker for attendance and deputy head teacher.  Focus of senior leadership meetings.  Performance management target for all staff, mid year reviews, end of year reviews.  Termly reports to the performance, standards and safeguarding governors' committee.	DHT  Key administration worker for attendance	Dec 2019  April 2020  July 2020
All PPG pupils attending educational and residential visits.	Opportunities for all PPG pupils to learn outside the classroom. PPG is used to subsidise the cost of these visits	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.	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.  Half termly monitoring of PPG pupils attending educational visits.  Termly report to governors.	AHTs DHT  Finance officer with responsibility for educational visits.	Half termly
Additional sporting opportunities for SEND year 6 and 6 purple	Rowing 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,	SENCO monitoring attendance on the sessions.  Pupil views  Parent views	SENCO  DHT	Autumn term 2019



		resilience, listening skills and cardio vascular benefits.			
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 2020
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 2020
<b>Total budgeted cost</b>					45301

Ref:PM.Sch.Head.Pupil Premium strategy statement 2019-2020