



Pupil premium strategy statement: Grove School Review July 2019

Review of the pupil premium strategy statement for 2018-2019

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.

July 2019 – numbers of pupils in each year group in receipt of pupil premium

Year group	Numbers of PPG pupils	Percentage of year group
Nursery	6/64	9%
Reception	27/89	30%
Year 1	22/90	24%
Year 2	37/90	41%
Year 3	43/89	48%
Year 4	53/90	59%
Year 5	65/89	73%
Year 6	63/90	70%

	Desired outcomes and how they will be measured	Success criteria	Review of progress July 2019																																			
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> <p>•19 PPG pupils (12 boys, 7 girls) •7/12 PPG boys have SEND, 1/7 PPG girls SEND</p>	<table><tr><td>Good level of development (GLD)</td><td>2016</td><td>2017</td><td>2018</td><td>National 2018</td><td>Grove Results 2019</td></tr><tr><td>All</td><td>56%</td><td>61%</td><td>66%</td><td>72%</td><td>65%</td></tr><tr><td>Boys</td><td>53%</td><td>55%</td><td>63%</td><td></td><td>60%</td></tr><tr><td>Girls</td><td>61%</td><td>67%</td><td>68%</td><td></td><td>71%</td></tr><tr><td>PPG</td><td>48%</td><td>60%</td><td>63%</td><td></td><td>52% 14/27 pupils</td></tr></table> <p>11/13 pupils who did not achieve GLD are registered as SEND. 1/13 pupils supported with attendance 1/13 pupils new to Grove in the summer term 2019.</p> <p>Additional support for PPG pupils in Reception in 2018-2019:</p> <p>*Personalised planning to support individual learning needs *One to one support for selected pupils *Precision teaching *Language intervention groups *Wellcomm assessments *After school literacy club with parent</p> <p>In 2019-2020 *Fortnightly monitoring of progress of PPG pupils with AHT/YGL and class teachers *Monthly review of programmes to support pupils</p>						Good level of development (GLD)	2016	2017	2018	National 2018	Grove Results 2019	All	56%	61%	66%	72%	65%	Boys	53%	55%	63%		60%	Girls	61%	67%	68%		71%	PPG	48%	60%	63%		52% 14/27 pupils
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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>	<p>PPG pupils in Year 2 - July 2019</p> <p>KS1 outcomes in reading, writing and maths 2019 Percentages of pupils achieving the expected standard.</p> <p>*The national comparator used in this row is the 2018 national average for all non- disadvantaged pupils. At the time of review, 2019 KS1 data not yet published.</p> <p><u>Grove KS1 combined expected standard in reading, writing and maths</u></p> <table><tr><td></td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>All</td><td>54%</td><td>57%</td><td>61%</td></tr><tr><td>Boys</td><td>53%</td><td>60%</td><td></td></tr><tr><td>Girls</td><td>55%</td><td>43%</td><td></td></tr><tr><td>PPG</td><td>57%</td><td>47%</td><td>62%</td></tr></table>							2017	2018	2019	All	54%	57%	61%	Boys	53%	60%		Girls	55%	43%		PPG	57%	47%	62%										
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Grove KS1 reading expected standard

	2017	2018	2019	National 2018
All	61%	63%	72%	75%
Boys	58%	63%	73%	71%
Girls	63%	62%	71%	80%
PPG	58%	59%	81%	79%*

Grove KS1 writing expected standard

	2017	2018	2019	National 2018
All	56%	61%	65%	70%
Boys	53%	62%	60%	63%
Girls	59%	60%	69%	77%
PPG	57%	56%	73%	74%*

Grove KS1 mathematics expected standard

	2017	2018	2019	National 2018
All	65%	63%	70%	76%
Boys	68%	70%	73%	75%
Girls	63%	51%	67%	77%
PPG	63%	56%	68%	80%*

Grove KS1 grammar, punctuation and spelling expected standard

	2019
All	71%
Boys	71%
Girls	71%
PPG	79%

Year 2 phonics screening check in June 2019:

7/7 PPG pupils who did not meet the threshold in year 1 met the phonics screening threshold in June 2019 - 100%

Why outcomes for PPG pupils in year 2 improved in 2018-2019:

Observations and learning walks by leaders judge the quality of planning, teaching and assessment to be good.

			<p>Moderation of pupil progress which has involved a review of planning, a scrutiny of pupil books, a review of progress trackers, reading with children, checking the teacher assessment of phonics, talking to children about their learning and discussing pupils who are focus pupils, shows the quality of planning is good</p> <p>Teachers quickly respond to feedback from leaders.</p> <p>Teachers know which pupils are falling behind. The tiger groups are a focus in all lessons</p> <p>Assessment is accurate and forms the next steps in learning. Planning meets the needs of learners.</p> <p>Teachers have good subject knowledge, they use this well to plan engaging sequences of lessons.</p> <p>Key vocabulary is a focus in all lessons.</p> <p>Improving outcomes in key stage 1, closing the gap between PPG pupils in maths and national remains a whole school priority in 2019-20.</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>	<p>PPG pupils in Year 1 - July 2019</p> <p>When these pupils were in Reception, 69% of PPG pupils reached the ELG in reading.</p> <p>Year 1 2018-2019 cohort 90 pupils, 45 girls, 45 boys, 22 PPG pupils.</p> <table><tr><td></td><td>2017</td><td>2018</td><td>2019</td><td>National 2018</td></tr><tr><td>All pupils reaching the threshold</td><td>68%</td><td>80%</td><td>77%</td><td>82%</td></tr><tr><td>Boys</td><td>68%</td><td>74%</td><td>76%</td><td>79%</td></tr><tr><td>Girls</td><td>68%</td><td>85%</td><td>77%</td><td>86%</td></tr><tr><td>PPG</td><td>63%</td><td>81%</td><td>79%</td><td>72%</td></tr></table> <p>Outcomes for PPG pupils in phonics have remained consistent at the end of 2019.</p> <ul style="list-style-type: none">• Leaders strategically deployed 3 additional teaching assistants to support the teaching of phonics each day• Focused leadership monitoring of pupil outcomes throughout the year• Training of staff to support their teaching and assessment skills in phonics• Coaching and mentoring of staff to support improved teaching in phonics <p>Additional funding for PPG pupils is used effectively resulting in outcomes for PPG pupils higher than all pupils</p>		2017	2018	2019	National 2018	All pupils reaching the threshold	68%	80%	77%	82%	Boys	68%	74%	76%	79%	Girls	68%	85%	77%	86%	PPG	63%	81%	79%	72%
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D.	KS2 SIP priorities for 2018-19	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.	<u>Grove KS2 combined expected standard in reading, writing and maths</u>																																																		
	Improve outcomes for PPG pupils throughout school, closing the gap between PPG pupils and all pupils in the class and year group.	End of KS2 Targets for 2019	75% of PPG pupils reach the combined expected standard in reading, writing and maths	25% of PPG pupils reach the combined higher standard in reading, writing and maths	See SIP for 2019 targets for Years 3,4,and 5	<table><tr><td>Combined ARE KS2</td><td>2016</td><td>2017</td><td>2018</td><td>National 2018</td><td>Results 2019 90 pupils</td><td>Results 2019 -2 disapplied</td><td>National 2019 Disadvantaged pupils</td></tr><tr><td>All</td><td>53%</td><td>55%</td><td>56%</td><td>64%</td><td>69%</td><td>70%</td><td>65%</td></tr><tr><td>Boys</td><td></td><td>52%</td><td>48%</td><td></td><td>66%</td><td>67%</td><td></td></tr><tr><td>Girls</td><td></td><td>58%</td><td>66%</td><td></td><td>73%</td><td>74%</td><td></td></tr><tr><td>PPG</td><td></td><td>61%</td><td>60%</td><td></td><td>67%</td><td>70%</td><td>51%</td></tr></table>								Combined ARE KS2	2016	2017	2018	National 2018	Results 2019 90 pupils	Results 2019 -2 disapplied	National 2019 Disadvantaged pupils	All	53%	55%	56%	64%	69%	70%	65%	Boys		52%	48%		66%	67%		Girls		58%	66%		73%	74%		PPG		61%	60%		67%	70%	51%
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Year 6 PPG GD	15/63 24%	9/63 14%	18/63 29%	30/63 48%
(Year 6 PPG GD -2 disapplied pupils)	15/61 25%	9/61 15%	18/61 30%	30/61 49%
Year 6 GD	22/90 24%	16/90 18%	27/90 30%	43/90 48%
Year 6 GD (-2 disapplied pupils)	22/88 25%	16/88 18%	27/88 31%	43/88 49%

Summary:

Outcomes for pupils at the end of KS2 improved in 2019.

- Observations and learning walks by leaders judge the quality of planning, teaching and assessment to be good.
- Additional staff are deployed well to meet the needs of groups of learners.
- Regular moderation, scrutiny of pupils books, reviews of planning, talking to pupils about their learning, reading with pupils allows for timely changes to teaching programmes and targeted support where appropriate.
- Teachers know which pupils are falling behind. Whole school animal groupings result in a focus on pupils who require additional support and intervention. These groups are updated regularly using assessment data and work in pupil books.
- Teachers accurately assess progress and plan accordingly to meet the learners' needs.
- Teachers quickly respond to feedback from leaders.

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	<div>In the summer term 2019, 119 /310 PPG pupils attended an out of hours club</div> <div>Clubs on offer in summer term 2019</div> <table><tr><th>Day</th><th>Year group/s</th><th>Club</th><th>Number of children attending</th><th>PPG children attending</th></tr><tr><td>Monday</td><td>6 and 5</td><td>Keyboard</td><td>5</td><td>4</td></tr><tr><td>Monday</td><td>6</td><td>GCSE</td><td>10</td><td>3</td></tr><tr><td>Monday</td><td>4</td><td>Library</td><td>9</td><td>5</td></tr><tr><td>Tuesday</td><td>Reception</td><td>Literacy</td><td>15</td><td>4</td></tr><tr><td>Tuesday</td><td>1</td><td>Boys writing</td><td>12</td><td>1</td></tr><tr><td>Tuesday</td><td>1</td><td>Phonics</td><td>12</td><td>1</td></tr><tr><td>Tuesday</td><td>1</td><td>Maths Girls</td><td>12</td><td>4</td></tr><tr><td>Tuesday</td><td>3</td><td>Maths</td><td>7</td><td>3</td></tr><tr><td>Tuesday</td><td>4</td><td>Maths</td><td>12</td><td>7</td></tr><tr><td>Tuesday</td><td>5</td><td>Reading</td><td>15</td><td>12</td></tr><tr><td>Tuesday</td><td>6</td><td>Reading</td><td>9</td><td>5</td></tr><tr><td>Tuesday</td><td>3 and 4</td><td>Ukulele</td><td>14</td><td>8</td></tr><tr><td>Tuesday</td><td>5 and 6</td><td>Brass</td><td>3</td><td>2</td></tr></table>	Day	Year group/s	Club	Number of children attending	PPG children attending	Monday	6 and 5	Keyboard	5	4	Monday	6	GCSE	10	3	Monday	4	Library	9	5	Tuesday	Reception	Literacy	15	4	Tuesday	1	Boys writing	12	1	Tuesday	1	Phonics	12	1	Tuesday	1	Maths Girls	12	4	Tuesday	3	Maths	7	3	Tuesday	4	Maths	12	7	Tuesday	5	Reading	15	12	Tuesday	6	Reading	9	5	Tuesday	3 and 4	Ukulele	14	8	Tuesday	5 and 6	Brass	3	2
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Wednesday	Reception	Literacy	12	3
Wednesday	2	Writing	12	4
Wednesday	2	Maths	12	4
Wednesday	2	Reading	12	5
Wednesday	3	Reading	14	3
Wednesday	4	Reading	12	6
Wednesday	5	Maths	15	12
Wednesday	6	Maths	9	5
Wednesday	5 and 6	Dhol	5	3

F.	Increased rates of attendance for pupils eligible for PP.	Reduce persistent absence for PPG pupils to below 10% (Year 1 to 6)	<p>Attendance and persistent absence review July 2019</p> <table border="1"> <thead> <tr> <th></th><th>Attendance Nursery to Year 6 Sept 18 - July 2019</th><th>Attendance Year 1 to Year 6 Sept 18 - July 2019</th><th>Persistent absence (10% or more) Sept 18 – July 19</th></tr> </thead> <tbody> <tr> <td>All pupils</td><td>95.4%</td><td>95.8%</td><td>10.71% (2017-2018 11.7%)</td></tr> <tr> <td>PPG pupils</td><td>95.48%</td><td>95.57%</td><td>5.0% (2017-2018 15.2%)</td></tr> </tbody> </table> <p>21/310 PPG children achieved 100% attendance since September 2018</p> <p>An additional 134 PPG children achieved 97-99.99% attendance since September 2018</p> <p>43/310 PPG pupils achieved an attendance between 96% and 97%</p> <p>155/310 PPG pupils achieved an attendance of 97%+ from September 2018 to July 2019</p> <p>198/310 PPG pupils achieved an attendance of 96%+ from September 2018 – July 2019</p> <p>Summary:</p> <p>Attendance continues to improve because:</p> <ul style="list-style-type: none"> • All Grove staff have performance objectives to improve attendance including PPG pupils; • The systems and procedures to check and monitor attendance on a daily, weekly and monthly basis are embedded and understood by staff at all levels; • School communicates regularly and effectively with parents about improved attendance (website and termly newsletters); • School recognises and rewards good and improved attendance weekly and termly, children and parents recognise and appreciate this; 		Attendance Nursery to Year 6 Sept 18 - July 2019	Attendance Year 1 to Year 6 Sept 18 - July 2019	Persistent absence (10% or more) Sept 18 – July 19	All pupils	95.4%	95.8%	10.71% (2017-2018 11.7%)	PPG pupils	95.48%	95.57%	5.0% (2017-2018 15.2%)
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			<ul style="list-style-type: none"> • The school budget is used to support improved attendance; • Leaders consistently demonstrate rigour in challenging attendance which is a cause for concern through meeting with parents, Early Help assessments and School Attendance Review Meetings; • Leaders work with agency professionals to improve attendance of pupils with medical needs and pupils who are vulnerable; • School support families whose children have unauthorised absence through the local authority Fast Track to attendance. • The school challenges leave in term time and requests fixed penalty fines are issued by Birmingham City Council. <p>New systems for 2018-2019</p> <ul style="list-style-type: none"> • An attendance noticeboard in each class, weekly certificates are displayed. Class incentives are displayed. • In year 1 children with good attendance have been selected to visit the 'Build a Bear Workshop' in Birmingham. Each class has a bear called Twinkle. Twinkle awards children with good attendance. • We have increased the incentives so that any pupil with 100% in a half- term is rewarded with a certificate and a prize.
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1. 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 booksA 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, diagraphA 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 progressA whole EYFS approach to celebrating reading, indoors and outdoors e.g reading rocket displays, reading opportunities in the areas of learning in outdoorsAll staff using the teacher guides as routine in every day teachingHigh quality provision and teaching of reading indoors and outdoorsA 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 outdoorEnsuring 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 textsAll staff being clear on age related expectations for end of nursery, reception and year 1 address any confusion about AREAll staff understanding exceeding reading expectations for end of nursery, reception and year 1 address any confusion about exceedingGood links to other subjects – promoting reading and phonics across the curriculum as a routine in all classesIdentification 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 monthMonthly 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 staffFeedback to staff on their ability to guide pupils during teaching time and not ‘going around the text’ and providing the answers too readilyTeam teaching with staff new to the key stageTrios and quartets focused on the teaching of reading and phonics throughout 2018-19Moderating teacher assessment judgements on Rigby tracker, phonics tracker, phoneme check, key word lists, SEND individual support targets, phonics screening checksInternal 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 quartetsAge related expectations by the end of nursery, reception, end of year 1 and end of year 2, greater depth Y1, Y2	Assistant Headteacher 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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E Maintain the improved outcomes for more able Year 6 PPG pupils in 2018	<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 readingthe 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 phonicsthe whole KS2 approach to reading champions – an entitlement of 1:1 reading twice times per week, pupils identified on the basis of key stage progressdaily use of the teacher guides as routinehigh quality teaching of reading focused on all content domainsensuring 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 AREunderstanding greater depth reading in Year 5 and Year 6using good links to other subjects – promoting reading and phonics/spelling across the curriculum as a routine in all lessonsbeing 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 solvingRegular planned opportunities to reason, justify and explainDevelopment of active talk in mathematics to promote maths language acquisitionAll staff using the Numicon pupil books and Busy Ant reasoning and problem solving booksA 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 monthMonthly 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 readilyTrios and quartets focused on the teaching of reading and phonics throughout 2018-19Moderating 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 quartetsAge related expectations by the end of Year 5 and Year 6, greater depth Y5, Y6To ensure teachers and teaching assistants have a good subject knowledge of content domains, question stems and reading laddersPlanning a high quality guided reading session – using teacher's guidesPhonics screeningAssessing reading – guided reading recordsMiscue analysis	AHTs YGLs	Dec 2018 April 2019 July 2019	
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</p> <p>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