



Pupil Premium Allocation

Grove Road Primary school believes that access to good teaching is the key to success for all students. Whilst there is a place for additional input and support, the main focus is always on the provision of a high quality learning experience through good teaching.

Context:

Pupil Premium is a Government initiative designed whereby all schools receive a payment, or Pupil Premium Grant (PPG), for each child who:

- is registered for free school meals (FSM),
- those children who have a parent serving in the armed forces (Ever4)
- those who have been in continuous care for six months or more (Pupil Premium Plus).
- From April 2012 the Pupil Premium was extended to include children who have been eligible for FSM at any point in the last six years (Ever6)
- From April 2014, this also includes those children who have been adopted from care.

Data collected from schools in January each year, is used to determine the amount of funding a school will receive the following April, based directly on the number of pupils who are eligible for Free School Meals and PPG on that given date.

Financial Year	2013-14	2014-15	2015-16	2016-17
Number of pupils on roll in September	425	424	428	431
% of pupils eligible	5.8%	4.7%	4.2%	4.2%
Amount for each PPG category	£953.00 Ever 6 £300 Ever 4	£1300 Ever 6 £1900 PPG + £300 Ever 4	£1320 Ever 6 £1900 PPG + £300 Ever 4 £302 EYs PPG	£1320 Ever 6 £300 Ever 4 £302 EYs PPG
Total amount of Grant received	£23,172	£25,450	£24,460	£25,995

‘The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make.’

Source DfE website

At Grove Road Primary School, we have made use of the funding to enhance our provision in a targeted way including monitoring the impact of the provision.

The following table lists the barriers to learning for this group of children and the specific interventions and support that are used to support progress and confidence to learn.

The Grove Road PPG Toolkit:

Obstacles to Learning & Progress	Examples of Interventions & Spending of Funding
Attendance	AIO liaison and first day contact Family contact and support meetings (TAF) Pupil Progress Meetings Family Support Worker
Speech & Language (including EAL)	Teaching Assistant and Teacher led interventions Phonics support Nurture groups to support social interactions Elklan and Wellcomm training and support
Emotional & Behavioural	Additional Teaching Assistant support Learning Mentor Provision Pastoral Support Plans/CAF Step On de-escalation training and support Nurture groups to support social interactions
Parent Literacy Levels and Social Capital	Traveller Support Liaison Verbal contact channels to support parental engagement Family Support Worker Social Care liaison/Families First interventions Curriculum workshops to scaffold parental engagement
Low self-confidence, resilience affecting attitudes to learning	Learning Mentor Conferencing Nurture groups to support social interactions Teaching Assistant support and interventions Growth Mind-set and meta-cognition training and strategies for learning
Special Educational Needs and developmental delay	SENCo provision Conferencing Precision Teaching and other specific interventions Teaching Assistant support and interventions
Admissions during the school year (school changes and multiple transitions)	Buddy support and induction Learning Mentor sessions Conferencing School to school liaison/handover

Established PPG Provision 2013 – 2016

- Training for staff in new intervention programmes, such as the Fischer Family Trust literacy.
- Continued targeted Teaching Assistant support within Literacy and Mathematics lessons in class, focused where appropriate.
- Social Communications Groups for identified pupils
- Additional support staff hours to run maths booster group sessions and interventions such as 1:1 personalised programmes, Fischer Family Trust, 5-minute Write, Social Communications groups and phonic sessions for allocated pupils.
- Additional books for our library and our reading schemes (book banded) to provide a greater choice and range for pupils to read in both school and at home.

- Maths Booster School for a targeted group of year 6 pupils.
- Support with funding to allow pupils to access greater learning opportunities and experiences out of the classroom, which otherwise they may not have been able to access.
- A non-class based SENCo to enhance provision for vulnerable pupils and ensure personalised programmes are put in place and monitored regularly.
- Workshop sessions and in-house training for TAs focusing areas such as phonics, use of practical resources to support learning in maths, materials and effective use of questioning to support learning.
- Individualised support for some children on transition to new year groups and into year 7.
- Staff training from the local Specific Learning Difficulties Base on reading and inclusion.
- SENCo and SLT tracking and monitoring pupil progress.
- The purchase of a range of books for low level high interest readers in order to motivate vulnerable readers.
- Phonics groups tailored to the needs of the children run by teaching assistants and teachers.
- Teaching assistants to support vulnerable learners in Literacy and Numeracy.
- Teaching Assistants tailoring the interventions to the needs of the pupils to ensure continuity and progression from the Quality First Teaching delivered by the class teachers.
- Teaching Assistants keeping clear records of observations during interventions.
- Teachers and Teaching Assistants communicating regularly to ensure learning during Quality First Teaching and the intervention is parallel.
- Training and support for Midday Supervisors, including managing playground disputes.
- Assistant Headteacher to monitor the Pupil Premium spending and progress of the children
- Support and training from the two new Assistant Headteachers for implementation of the new curriculum and assessment
- Transition support programmes for vulnerable pupils.
- Teaching Assistants modelling and sharing good practice around interventions.
- Use of class Provision Maps to identify PPG pupils and the level of support in place.
- Close tracking of PPG pupils and monitoring how interventions can best support them.
- Regular moderation of teacher assessments to support the implementation of the new curriculum and assessment material.

New Provision 2016 – 2017, in addition to those already listed above:

- Learning Mentor support sessions for all pupils in receipt of PPG
- Support and training from Assistant Head Teacher for TAs and staff in the focused tracking and interventions to close attainment gaps.
- Training for the TAs on assessment materials and how to teach phonics
- SENCO support with training of all staff.
- Provision Maps to identify PPG pupils and the level of support in place.
- Close tracking of PPG pupils and monitoring how interventions can best support them.
- Additional TA allocated for vulnerable groups to support SENCo
- Early morning fitness club for pupils in Y1-Y3 to boost attendance, punctuality and fitness.

Summary of Impact

We are keen to ensure that the additional funding has maximum impact on the learning and progress of the pupils who qualify for the Pupil Premium funding. We monitor the impact in various ways including:

- data analysis,
- observations of class teaching and in-class TA support (including feedback),
- monitoring of intervention groups and 1:1 support (including feedback)
- pupil voice

Impact 2014 -15:

- The monitoring across the school shows that teaching is at least good and some of it is outstanding
- Children are closely monitored and identified to take part in targeted interventions linked to their needs
- Teaching Assistants are confident with their delivery of interventions
- Some of the pupils in receipt of PPG funding reached a level 5 in all areas at the end of Year 6.
- Teachers are closely monitoring the progress of children eligible for the PPG funding and are giving them opportunities to accelerate their progress.
- Children in Year 2 are exceeding progress in English and Maths and are working within Age Related Expectations.
- Children in Year 3 are all working at or above Age Related Expectation in all areas and are making expected progress.
- In Year 4 75% of children are at Age Related Expectations in all Reading and Maths. 25% are exceeding Age Related Expectations in Reading and Maths.

Impact 2015 -16:

- PPG Booster provision in Y6 judged outstanding by Local Authority HIP
- Attitudes to learning amongst PPG pupils are very positive and attendance is good
- Learning Mentor sessions have had a positive impact and have further supported transition support for PPG pupils.

Low numbers in each cohort make it difficult to report anonymised data. 60% + signifies a significant majority.

- In Key Stage 1 100% of PPG pupils made expected progress in Writing, with 75% making expected progress in Reading & Maths.
- 100% of PPG pupils in Y1 reached age related expectations in Reading, Writing & Maths.
- 60% of the PPG pupils in Y2 attained age related expectations in Reading, Writing and Maths. 80% of the group reached age related standards in Writing.
- Progress for this group exceeded the average progress of the cohort.

In Key Stage 2 the changes to curriculum expectations make year on year comparisons difficult.

- Based on Teacher assessment, 66% of Y6 PPG pupils reached age related expectations in Maths and Writing, 50% of pupils in Reading.
- 83% made expected progress in Reading, 100% in Writing and 83% in Maths.
- Of the group in Y6 67% had attendance over 99% across the year and 83% had attendance exceeding 97%.

Impact for 2016 – 17 to follow in October 2017