



Grove Road Primary School
Pupil Premium Strategy Statement 2020 - 2021
GROWING & ACHIEVING TOGETHER
Community, Respect, Self-Belief & Ambition

School overview

Metric	Data
School name	Grove Road Primary School
Pupils in school	453
Proportion of disadvantaged pupils	34
Pupil premium allocation this academic year	£46,644
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Sharon Wilson
Pupil premium lead	Debbie Lamb
Governor lead	Janet Langdon

Disadvantaged pupil progress scores at the end of KS2 for last academic year (2018 -2019 cohort as no published data for 2019 – 2020 cohort)

Measure	Score
Reading	-1.41
Writing	2.76
Maths	-0.29

Disadvantaged pupil progress scores at the end of KS2 for last academic year (2018 -2019 cohort as no published data for 2019 – 2020 cohort)

Measure	Score
% achieving expected standard or above in reading	100%
% achieving expected standard or above in writing	100%
% achieving expected standard or above in maths	100%
% achieving expected standard in reading, writing and maths	100%

**The Grove Road Primary School
Pupil Premium Grant Toolkit**

Barriers to Learning	Examples of Interventions & Spending of Funding
<i>Attendance</i>	<p>AIO liaison and first day contact from the school</p> <p>Family contact and support meetings</p> <p>Pupil Progress Meetings</p> <p>Dacorum Family Support Worker support</p> <p>Pupil Conferencing</p> <p>Incentives</p>
<i>Speech & Language (including EAL)</i>	<p>Teaching Assistant and Teacher led interventions</p> <p>Phonics support</p> <p>Nurture groups to support social interactions</p> <p>Speech and Language Therapist directed intervention programmes</p> <p>Elklan and Wellcomm training and support</p> <p>Pre-teaching</p>
<i>Emotional & Behavioural</i>	<p>STEPS therapeutic approach to positive behaviour management</p> <p>Additional Teaching Assistant support</p> <p>Learning Mentor sessions from the Inclusion Team</p> <p>Pupil conferencing/Learning Mentor sessions from the SLT, including leaders from Tring School to support transition</p> <p>Individual Risk Assessment Management Plans</p> <p>Nurture groups to support social interactions</p> <p>Referral to outside support agencies e.g. DESC or CAMHS (where possible during current CV-19 restrictions)</p> <p>Therapeutic interventions from Psychotherapist and Integrative Counsellors through service level agreement with Circle Therapy (continued remotely during current CV-19 restrictions)</p>
<i>Parent Literacy Levels and Social Capital</i>	<p>Verbal contact channels to supplement communications</p> <p>Dacorum Family Support Worker support</p> <p>Social Care liaison/Families First interventions</p> <p>Regular Family Learning sessions to promote parental engagement (where possible during current CV-19 restrictions)</p> <p>Curriculum workshops to encourage and support parental engagement (support provided electronically during current CV-19 restrictions)</p>
<i>Low self-confidence, resilience affecting attitudes to learning</i>	<p>Transition workshops for vulnerable learners</p> <p>Learning Mentor sessions from the Inclusion Team</p> <p>Pupil conferencing/Learning Mentor sessions from the SLT, including leaders from Tring School to support transition</p> <p>Teaching Assistant support and interventions</p> <p>Growth Mindset and meta-cognition training and strategies for learning</p> <p>Resilience workshops (Supporting Links)</p> <p>Sport and enrichment opportunities</p> <p>Funded places at clubs and on trips (where possible during current CV-19 restrictions)</p>

<i>Special Educational Needs and developmental delay</i>	Quality First Teaching Specific interventions e.g. Precision Teaching; Fischer Family Trust Teaching Assistant support and interventions Regular liaison with external partners to access expertise and training
<i>Admissions during the school year (school changes and multiple transitions)</i>	Buddy support and induction Learning Mentor sessions Pupil Conferencing for first term and beyond if required School to school liaison/handover

When identifying the barriers to learning for our disadvantaged children, we look very closely at the individual child. This is because our cohort of PPG children is relatively small and the barriers are often not obvious when considering only data.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Accelerate the progress of vulnerable pupils and increase the % of pupils achieving ARE in Reading	Summer 2021
Progress in Writing	Accelerate the progress of vulnerable pupils and increase the % of pupils achieving ARE in Writing	Summer 2021
Progress in Mathematics	Accelerate the progress of vulnerable pupils and increase the % of pupils achieving ARE in Maths	Summer 2021
Phonics	Pupils eligible for PP in Y1 reach the expected standard in phonics screening at the end of Y1	Summer 2021
Phonics	Pupils eligible for PP in Y2 reach the expected standard in postponed phonics screening	Autumn 2020
Readiness to learn	The Covid-19 pandemic has brought many new and unexpected challenges to children's mental health, wellbeing and in turn, their readiness to learn. In the current climate, it is more important than ever that we support children's mental health and school will respond dynamically to need as it arises.	Autumn 2021

	Activity
Priority 1	Embed the use of the 'Back on Track' HfL resources for Maths and English to support closing gaps following school closure
Priority 2	Additional support for vulnerable learners to support disadvantaged pupils to reach the expected standard in phonics check at the end of Autumn 2 (Y2) and at the end of Y1
Barriers to learning these priorities address	Transition difficulties; gaps in learning due to school closure – for some disadvantaged learners, remote learning was inconsistent because of circumstance at home
Projected spending	£3000 for HfL 'Back on Track' English, Maths and Spelling materials; cost of additional adult support projected within approximate spend below.

Targeted academic support for current academic year

	Activity
Priority 1	Establish small group writing interventions and allocate pre-teaching time for disadvantaged pupils falling behind age-related expectations
Priority 2	Establish small group maths interventions and allocate pre-teaching time for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Writing - poor spelling; fine motor skills leading to poor handwriting; reluctance to write because of a paucity of ideas and lack of resilience; use and knowledge of advanced vocabulary. Maths - low self-confidence and resilience which affects learning behaviours and willingness to be challenged
Projected spending	£22,000

Wider strategies for current academic year

	Activity
Priority 1	Regular pupil conferencing with a dedicated Learning Mentor from SLT or Inclusion Team; dedicated Y5 TA support
Priority 2	Individual pupil counselling with Circle Therapy to support children eligible for PP with acute needs
Barriers to learning these priorities address	Children eligible for PP face barriers to their learning including lack of confidence; resilience; scholastic self-image; they may have fewer opportunities for extra-curricular activities; SEND difficulties, emotional and behavioural difficulties; lack of parental engagement or social capita
Projected spending	£25,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To identify gaps in learning and address these whilst still delivering planned curriculum	Purchase HfL 'Back on Track' materials for English (including spelling) and maths; dedicated INSET; Phase and Subject Leader support
Targeted support	Ensuring teachers are planning and providing opportunities for pre-teaching	Monitoring and targeted support for teaching staff from the Phase Leaders and Inclusion Team

Wider strategies	Ensuring SLT have capacity to lead regular pupil conferencing	Wider allocation of pupils amongst other staff members of the Inclusion team; RS to use the EYFS Pupil Premium Toolkit to create an adapted approach to pupil conferencing support in the EYFS; creative use of remote platforms to facilitate online support from staff
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