



Grove Road Primary School
Pupil Premium Strategy 2018/19
GROWING & ACHIEVING TOGETHER
Community, Respect, Self-Belief & Ambition

This is how we plan to spend our Pupil Premium Grant this year. Our main focus is on diminishing the difference between our Disadvantaged pupils (DVP) and Non Disadvantaged pupils especially in maths.

Summary information		
School Grove Road Primary		
Academic Year: 2018-19		Total PP budget: £38,580
Total number of pupils on role: 447	Total number (%) of Disadvantaged pupils: 31 (7%)	
	Categories: UIFSM: 13 (42%) FSM: 4 (13%) Ever 6: 7 (23%) Post-LAC: 3 (10%) Ever 6 Service: 2 (6%) EYPP: 2 (6%) Girls: 16 (52%) Boys: 15 (48%) Pupil Premium and SEND: 3 (10%)	
		Date of most recent PP review: October 2018
		Date for next internal review of this strategy: June 2020

Whole school data		
Attainment data 2017-18	Pupils eligible for PP	Pupils not eligible for PP
% achieving a good level of development in EYFS (PP = 2 pupils, Non PP = 55)	50%	87%
% achieving expected standard or above in reading, writing and maths combined (Y1 – 6. PP = 22, Non PP = 321)	48%	68%
% achieving expected standard or above in reading	68%	79%
% achieving expected standard or above in writing	55%	75%
% achieving expected standard or above in maths	50%	78%

Progress for 2017-18	Pupils eligible for PP	Pupils not eligible for PP
% making expected progress or above in reading	71%	76%
% making expected progress or above in writing	62%	70%
% making expected progress or above in maths	62%	74%

The Grove Road PPG toolkit:

Obstacles to Learning	Examples of Interventions & Spending of Funding
Attendance	AIO liaison and first day contact from the school Family contact and support meetings Pupil Progress Meetings Family Support Worker Pupil Conferencing
Speech & Language (including EAL)	Teaching Assistant and Teacher led interventions Phonics support Nurture groups to support social interactions Elklan and Wellcomm training and support Pre-teaching
Emotional & Behavioural	Additional Teaching Assistant support Learning Mentor Provision Pastoral Support Plans Step On de-escalation training and support Nurture groups to support social interactions Therapeutic interventions from clinical psychologist
Parent Literacy Levels and Social Capital	Verbal contact channels to supplement communications Family Support Worker Social Care liaison/Families First interventions Regular Family Learning sessions to promote parental engagement Curriculum workshops to encourage and support parental engagement
Low self-confidence, resilience -affecting attitudes to learning	Transition workshops for vulnerable learners Learning Mentor & Inclusion leader Pupil Conferencing including involvement from Tring staff to support transition Teaching Assistant support and interventions Growth Mindset and meta-cognition training and strategies for learning Resilience workshops (Supporting Links) Sport and enrichment opportunities Funded places at clubs and on trips
Special Educational Needs and developmental delay	SENCo provision Precision Teaching and other specific interventions Teaching Assistant support and interventions Regular liaison with external partners to access expertise and training
Admissions during the school year (school changes and multiple transitions)	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 PPG children, we look very closely at the individual as our cohort of PPG children is small and the barriers are often not visible through the percentages.

Priority Barriers to address:

Target A: To target Speech and language skills, phonics skills and underlying SEN needs for pupils in EYFS and KS1

Method/ Focus	Implementation	Desired Outcome
Quality First Teaching	<p>Parent workshops- Phonics building blocks</p> <p>Develop a parent zone – noticeboard with recommended books, how to help at home etc.</p> <p>Extra adult support in the nursery and TA support in Reception</p> <p>Outdoor learning promoted with weekly forest school sessions</p> <p>Use of the Early years toolkit to identify barriers and ensure provision put in place to move forward</p>	<ul style="list-style-type: none"> - Results show that PP pupils attainment is more in-line with Non PP children- they are making accelerated progress. - Positive feedback from parents workshops show increased engagement and knowledge of how to support learning at home - Forest school observations show improved use of language and development of social skills: teamwork, collaboration, listening and communicating – seen in journals
Targeted Support	<p>Use EYPP to offer the extended day and cover lunch clubs</p> <p>Small group provision for delivery of Well Comm</p> <p>1:1 conferencing with the PP children each half term focusing on key barriers</p> <p>Fine and gross motor skills intervention – use of Ready Steady Write</p> <p>Intervention to focus on specific needs planned by class teachers</p> <p>Enrolment of key children into lunch time sports clubs</p>	<ul style="list-style-type: none"> - Pupil voice of Forest school shows enjoyment and engagement - Specific gaps in the PP children's learning will be identified and targeted and as a result children will make accelerated progress. - Pupil voice shows positive impact of sports clubs

Impact:

EYFS results (5 pupils)

Attainment:

	Summer 2018 Entry		Summer 2019 Exit	
	Below ARE	Within ARE	Below ARE	Within ARE
C and L	60% (3)	40% (2)	40% (2)	60% (3)
Literacy	60% (3)	40% (2)	40% (2)	60% (3)

Progress:

	Good progress	Accelerated Progress
C and L	100%	40%
Literacy	100%	40%

- Targeted support in speech and language including WellComm, Pre-teaching with a vocabulary focus and daily story time integrated in phonics has contributed to accelerated progress.
- Nurture groups have also encouraged development of vocabulary and speech and language skills.
- 100% have made good progress in C and L.
- 40% have made accelerated progress in C and L. Accelerated progress was made by the two pupils who did not reach expected level.
- 100% have made good progress in literacy.
- 40% have made accelerated progress in literacy. Accelerated progress was made by the two pupils who are below expected level.
- One pupil is identified as being ARE as she is summer born and achieving 40-60S (percentage identified at age-related at 80%) but, because she has not achieved ELG, we have identified her within next steps below.

Feedback from EYFS parent workshops

Phonics Parent Worksop 15.11.18

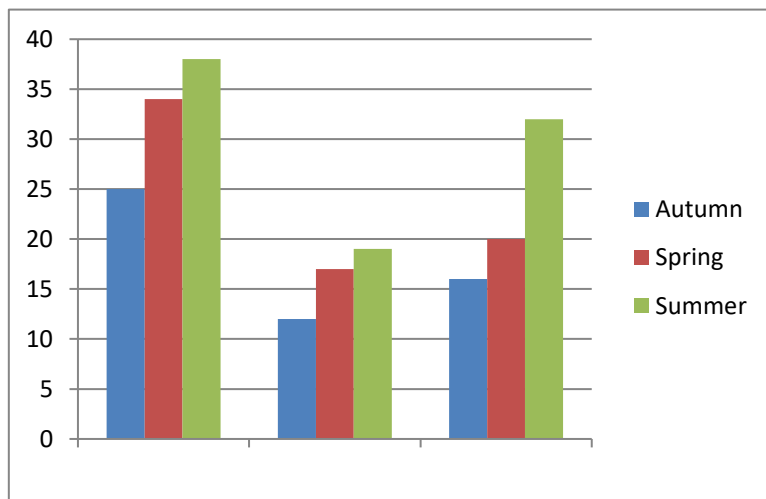
67% of parents attended. 100% said:

- Yes - they have further understanding
- Yes - they understand the importance of listening, speaking and reading activities
- Yes - they feel more confident supporting their child at home
- Yes - the workshop was useful

Feedback from EYFS Forest school pupil voice

PPG children 5 pupils	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
Do you enjoy forest school?	5 100%				
Have you learnt something new in Forest School?	5 100%				
Has it helped your resilience?	5 100%				
Has it helped your team building skills?	15 100%				
Has it helped you to talk to friends (communicate) better?	5 100%				
Would you like to continue doing forest school?	5 100%				

Y1 Phonics Screening test results



Pupil	Autumn	Spring	Summer
A	25	34	38
B	12	17	19
C	16	20	32

- One child in receipt of PPG is not included in this data due to significant SEND and SEMH difficulties.

Y1 and 2 Reading and writing progress data

	Reading			Writing		
	FSM	Ever FSM	Non Ever FSM	FSM	Ever FSM	Non Ever FSM
Year 1	2.0	0.3	1.6	-1.0	-2.0	0.9
Year 2	0.3	0.4	0.5	0.3	0.4	0.4

	Positive progress
	Negative progress

- PPG have made positive progress in Reading in Year 1 and 2.
- Progress for disadvantaged pupils is in-line or better than non-disadvantaged pupils in reading for both Year 1 and 2 and writing in Year 2.
- Progress is negative for disadvantaged pupils in writing in Year 1 – one PPG child in Year 1 has significant SEND and SEMH difficulties and provision is in place to address these barriers to learning.
- Year 1 PPG girls' average is lower than PPG boys: -5.0 v -1.0. This girl is the pupil with significant SEND difficulties and support interventions in place, including long-term, ongoing psychotherapy funded by school.
- Phonics test results have improved from Autumn to Summer with two children moving from 'not passed' to 'passed'.

Feedback from KS1 Forest school pupil voice:

PPG children 10 pupils	Strongly Agree	Agree	Not sure	Disagre e	Strongly disagree
Do you enjoy forest school?	10 100%				
Have you learnt something new in Forest School?	10 100%				
Has it helped your resilience?	10 100%				
Has it helped your team building skills?	10 100%				
Has it helped you to talk to friends (communicate) better?	10 100%				
Would you like to continue doing forest school?	10 100%				

- Forest school has made a significant impact on the attitudes of Year 1 and 2 pupils with 100% of the pupils believe that it has had a positive effect on their resilience, team building and communication skills.

Next Steps:

- Target support for Y1 pupil to ensure passing of phonics re-check in Y2
- Continue to target speech and language, phonics and writing in KS1 as two pupils from Y1 remain vulnerable and will need additional support to secure current progress.
- Continue targeted intervention through speech and language, nurture groups, phonics and writing for Reception cohort (3 children in particular)
- Continue Forest School in EYFS and embed in KS1

Priority Barriers to address:**Target B: Low self-confidence and resilience affecting attitudes to learning especially in maths**

Focus	Implementation	Desired Outcome
Quality First teaching	<p>Embed Herts For Learning Essentials Maths</p> <p>Develop children's everyday fluency and arithmetic skills through targeted teaching and intervention</p> <p>CPD in effective differentiation and developing reasoning skills in Essentials Maths planning- Herts advisor and diminishing the difference team</p> <p>CPD in Metacognition – promote self-regulation in the classroom.</p>	<ul style="list-style-type: none">- By the end of the year, the attainment gap between PP children and Non PP children will be reduced in maths- Pupils eligible for PP make rapid progress in maths following focused intervention.- Targeted children meet set targets after intervention (in and out of class).- Results show a reduced gap in attainment in maths between PP children and Non PP children.
Targeted support	<p>Herts Diminishing the difference (removing key barriers and overlearning) project in maths to be carried out in identified year groups across the school - targeted intervention by the class teacher or inclusion lead/Learning mentor</p> <p>Pupils falling behind tracking and small group intervention</p> <p>Homework club for Disadvantaged pupils</p> <p>TA intervention- pre-teaching and post-supporting pupils falling behind and boosting pupils towards Greater Depth</p> <p>Pupils falling behind tracking and intervention.</p> <p>High quality Pupil Progress Meetings, in line with rigorous provision map use – with PP pupils in a priority position for discussion</p>	

Impact:**EYFS maths data (5 pupils)****Attainment**

	Summer 2018 Entry			Summer 2019 Exit		
	Below ARE	Within ARE	Above ARE	Below ARE	Within ARE	Above ARE
Maths	40% (2)	60% (3)	0%	40% (2)	40% (2)	20% (1)

Progress

	Good progress	Accelerated Progress
Maths	100%	60%

- One pupil reached above ARE
- 100% made good progress in maths
- 60% have made accelerated progress in maths.
- Accelerated progress was made by the two pupils who did not reach ARE as well as the pupil at Above ARE

Feedback from EYFS Maths parent workshopMaths Parent Workshop 22.11.18

73% of parents attended. 100% said:

- Yes – they have a further understanding
- Yes- they understand the importance of exploring number and shape in a variety of ways
- Yes – they feel more confident supporting their child at home
- Yes – the workshop was useful

End of Key Stage 1 Maths data

Attainment (percentage at Age-Related Expectations (ARE) or Greater Depth (GD))

	Summer 2019 (7 PPG; 42 Non)	
	ARE+	GD
Pupil Premium	85.7%	28.6%
Non Pupil Premium	78.6%	35.7%

Progress scores

	2019
Pupil Premium	0.5
Non Pupil Premium	0.7

- Percentage of pupils in receipt of PPG reaching age-related expectations or Greater Depth has increased this year.
- Percentage of pupils in receipt of PPG reaching age-related expectations compares favourably to other pupils.
- Progress scores remain positive for pupils in receipt of PPG.

End of Key Stage 2 Maths data

Attainment (percentage at Age-Related Expectations (ARE) or Greater Depth (GD))

	Summer 2019 (4 PP; 52 Non PP)	
	ARE+	GD
Pupil Premium	100%	25%
Non Pupil Premium	86.5%	19.2%

Progress scores

	2019
Pupil Premium	-0.29
Non Pupil Premium	-0.39

- Percentage of pupils in receipt of PPG reaching age-related expectations has improved.
- Percentage of pupils in receipt of PPG reaching age-related expectations compares favourably to other pupils.
- Progress scores have improved from 2018 and broadly in-line with Non PPG pupils.

Whole School Maths Attainment (Y1-6)

	Summer 2018			Summer 2019		
	Broadly ARE+	ARE+	GD	Broadly ARE+	ARE+	GD
PP	78.3%	50%	17.4%	88.0%	56%	20%
Non PP	90.3%	77.8%	32.5%	90.7%	74.7%	31.3%

- There has been an increase in children reaching broadly ARE+, making good progress to move from below ARE.

Whole school maths progress (Y1-6)

- Progress has improved for PPG children.
- There are more children making significant and positive progress.
- Average attainment and progress has also improved across the school.

Next Steps:

- Continue targeted intervention including pupil conferencing with SLT.
- Focus on giving children strategies to build resilience in the classroom (in line with whole school development plan).
- Focus on pre-teaching of key vocabulary and concepts to improve confidence in the classroom.
- Continue focused arithmetic and reasoning work.

Priority Barriers to address:

Target C: Attainment in writing. Barriers to attainment in writing presenting for individual children are: spelling, fine motor skills leading to poor handwriting, reluctance to write, use and knowledge of advanced vocabulary.

Focus	Implementation	Desired Outcome
Quality First teaching	<p>CPD in Metacognition – promote self-regulation in the classroom</p> <p>More opportunities for incidental writing planned for (In other subjects including science, RE and thematic learning) to re-embed skills learnt in English lesson.</p> <p>Training in differentiation - how to scaffold, stretch and challenge</p> <p>Regular conferencing in lessons to provide valuable, immediate feedback.</p> <p>Regular conferencing sessions with learning mentors focuses on next steps in writing</p> <p>Regular external and internal moderation of writing with a focus on PP</p>	<p>- Higher rates of attainment in writing across KS1 and KS2 for pupils eligible for PP</p> <p>- Each half term targeted PP children are seen to be making accelerated progress</p> <p>- PP children meet set targets after intervention (in and out of class).</p> <p>- Half termly results show a reduced gap in attainment in writing</p>
Targeted support	<p>Small group and 1:1 targeted interventions from fully trained TAs: FFT Five minute write Spelling Handwriting</p> <p>Reading fluency and reading comprehension interventions put in place each half term</p> <p>High quality Pupil Progress Meetings, in line with rigorous provision map use – with PP pupils in a priority position for discussion</p>	

Impact:**End of Key Stage 1 Writing****Writing attainment**

	Summer 2018 (3 PPG; 55 Non PPG)		Summer 2019 (7 PPG; 42 Non PPG)	
	ARE+	GD	ARE+	GD
Pupil Premium	33.3%	0	85.7%	28.6%
Non Pupil Premium	81.8%	29.1%	71.4%	26.2%

Writing Progress

	2018	2019
Pupil Premium	3.0	0.0
Non Pupil Premium	0.5	0.4

- Percentage of pupils in receipt of PPG reaching age-related expectations and Greater Depth have improved and compares favourably to other pupils.
- Percentages are above Non PPG pupils
- Progress is positive for PPG and Non PPG pupils

End of Key Stage 2 Writing**Writing Attainment**

	Summer 2018 (5 PPG; 55 Non)		Summer 2019 (4 PPG; 52 Non)	
	ARE+	GD	ARE+	GD
Pupil Premium	60%	20%	100%	50%
Non Pupil Premium	89.1%	29.1%	88.5%	30.8%

Writing Progress scores

	2018	2019
Pupil Premium (PP)	-0.40	2.76
Non Pupil Premium (Non PP)	-0.38	0.47

- Percentage of pupils reaching expected standard or greater depth has improved with 100% reaching age-related expectations and 50% reaching Greater Depth
- Progress has improved from -0.40 to 2.76

Next Steps:

- Continue the provision and support for writing to ensure progress and attainment improved of the current Y5 cohort coming into Y6 (2019/20)
- Target writing skills with a focus to addressing key barriers and improving progress to ensure positive progress.
- Target higher level readers to ensure that they meet expected outcomes and make the expected progress - higher level texts, echo reading, vocabulary building, phonics support

Priority Barriers to address:

Target D: Children who are eligible for PP face barriers to their learning which affect their emotional wellbeing: fewer opportunities for extra-curricular activities; SEN, emotional and behavioural difficulties; lack of parental engagement; lower self-confidence and resilience.

Focus	Implementation	Desired Outcome
Quality First Teaching	Adapt our behaviour policy to follow the procedures from the 'Step On' training - adopting a therapeutic approach.	-Teachers have a good understanding of the needs of their PP children and PP children with SEN (wellbeing, confidence and resilience) and appropriate support is put in place for these children so that they are able to achieve in the classroom- seen through results
Targeted support	<p>Counselling and other therapeutic services</p> <p>Provide a comprehensive and engaging range of enrichment opportunities – educational trips, clubs, workshops, sports coaching</p> <p>Social skills and nurture groups</p> <p>1:1 Pupil conferencing- all pupils provided with a learning mentor (DL, JR, S'OL, SS and BR) focusing on small step targets.</p> <p>Reading buddies – In-school and from Tring school</p> <p>Tring staff member to carry out pupil conferencing with Y6 weekly</p> <p>Inclusion lead (with PP lead) to continue to work closely with families to ensure that the school is meeting their child's academic, social and other wellbeing needs</p>	<p>-Targeted PPG pupils with SEN will make at least expected progress in-line with their peers</p> <p>-Improvement in PP pupils' confidence and resilience (seen in conferencing – assessed through pupil voice)</p> <p>-Attendance for PP children is in-line with Non PP children</p> <p>-Intervention tracking shows that targeted pupils are meeting their targets set (pupils falling behind data)</p> <p>-Increased participation in extra-curricular activities - Impact seen from additional support from therapist (Gayle Hammill)</p> <p>- Test scores show an improvement in confidence and resilience Small step targets are being met</p>

Pupil Conferencing

Small step progress can be seen in conferencing records.

Early Years Pupil voice (5 pupils)

Questions / statements	1 Strongly disagree	2 Disagree	3 somewhat	4 Agree	5 Strongly agree
I feel safe at school				1 (20%)	4 (80%)
I feel happy at school				1 (20%)	4 (80%)
I am making progress in my learning				1 (20%)	4 (80%)
I can talk to someone at school if I have a problem				1 (20%)	4 (80%)
I find my learning challenging		1 (20%)		1 (20%)	3 (60%)
I find my learning interesting and exciting				1 (20%)	4 (80%)
I am encouraged to work independently				1 (20%)	4 (80%)
I get help and support (when needed) in lessons				1 (20%)	4 (80%)
I know if I am doing well		1 (20%)		1 (20%)	3 (60%)
I know how to make further improvements				1 (20%)	4 (80%)
I think pupil conferencing sessions have helped me				1 (20%)	4 (80%)

- 100% agree or strongly agree that they feel safe at school
- 100% agree or strongly agree that they feel happy at school
- 100% agree or strongly agree that they are making progress in their learning
- 100% agree or strongly agree that they find their learning interesting and exciting
- 100% agree or strongly agree that they get help and support (when needed) in lessons
- 100% agree or strongly agree that they know how to make further improvements
- 100% agree or strongly agree that pupil conferencing sessions have helped them

Key Stage One Pupil voice (11 pupils)

Questions / statements	1 Strongly disagree	2 Disagree	3 somewhat	4 Agree	5 Strongly agree
I feel safe at school			1 (9%)	2 (18%)	8 (73%)
I feel happy at school				3 (27%)	8 (73%)
I am making progress in my learning				2 (18%)	9 (82%)
I can talk to someone at school if I have a problem			2 (18%)	1 (9%)	7 (63%)
I find my learning challenging			2 (18%)	1 (9%)	8 (73%)
I find my learning interesting and exciting				2 (18%)	9 (82%)
I am encouraged to work independently			2 (18%)	3 (27%)	6 (55%)
I get help and support (when needed) in lessons			1 (9%)	3 (27%)	7 (64%)
I know if I am doing well			1 (9%)	3 (27%)	7 (64%)
I know how to make further improvements			1 (9%)	2 (18%)	8 (73%)
I think pupil conferencing sessions have helped me				3 (27%)	8 (73%)

- 91% agree or strongly agree that they feel safe at school
- 100% agree or strongly agree that they feel happy at school
- 100% agree or strongly agree that they are making progress in their learning
- 100% agree or strongly agree that they find their learning interesting and exciting
- 91% agree or strongly agree that they get help and support (when needed) in lessons
- 91% agree or strongly agree that they know if they are doing well
- 91% agree or strongly agree that they know how to make further improvements
- 100% agree or strongly agree that pupil conferencing sessions have helped them

Quotes:

- "The teachers look after me."
- "I can tell a teacher if I have a problem."
- "I love challenges"
- "I can do lots myself."

Key Stage Two Pupil Voice (Y3-5) (9 pupils)

Questions / statements	1 Strongly disagree	2 Disagree	3 somewhat	4 Agree	5 Strongly agree
I feel safe at school			2 (23%)	3 (33%)	4 (44%)
I feel happy at school		1 (11.5%)	1 (11.5%)	3 (33%)	4 (44%)
I am making progress in my learning				6 (67%)	3 (33%)
I can talk to someone at school if I have a problem			1 (11.5%)	3 (33%)	5 (55.5%)
I find my learning challenging			5 (55.5%)	3 (33%)	1 (11.5%)
I find my learning interesting and exciting			2 (22%)	4 (44%)	3 (33%)
I am encouraged to work independently			1 (11.5%)	4 (44%)	4 (44%)
I get help and support (when needed) in lessons				5 (56%)	4 (44%)
I know if I am doing well			2 (23%)	3 (33%)	4 (44%)
I know how to make further improvements			2 (22%)	6 (67%)	1 (11%)
I think pupil conferencing sessions have helped me				3 (33%)	6 (67%)

- 100% agree or strongly agree that they are making progress in their learning
- 100% agree or strongly agree that they get help and support (when needed) in lessons
- 100% agree or strongly agree that pupil conferencing sessions have helped them

Year 6 Pupil Voice (4 pupils)

Question	Strongly disagree	Disagree	Somewhat	Agree	Strongly Agree
My regular conferences with a member of staff from Tring School have been helpful this year.				3 75%	1 25%
I have felt comfortable to talk openly to a member of staff.		1 25%		3 75%	
I felt listened to during my conferences.				2 50%	2 50%
My conferences have helped me break down my barriers to learning.		2 50%		2 50%	
My conferences have helped me make progress in my learning.		1 25%		2 50%	1 25%
I feel more confident about transferring to secondary school because of my meetings.		1 25%		2 50%	1 25%
I would recommend that Grove Road continue to link pupils in Y6 with a member of staff from Tring School next year.				2 50%	2 50%

- 100% agree or strongly agree that their regular conferences with a member of staff from Tring School have been helpful this year.
- 100% agree or strongly agree that they feel listened to during their conferences
- 100% agree or strongly agree that Grove Road continue to link pupils in Y6 with a member of staff from Tring

Impact from counselling

Over time, mood tracking is used impact within the counselling sessions and identify pathways of support. Feedback from counsellors and school staff that the PPG pupils who have received counselling identifies improvements such as:

- Anxiety has reduced significantly
- Finds joy in play
- Better emotional regulation
- More confidence in school
- Improvement in relationships
- Improved application in learning/participation
- Accessing support when needed

Attendance

	2018	2019
Pupil Premium	95.36%	95.81%
Non Pupil Premium	96.7%	97.02%

Next Steps:

- Continue conferencing and support new staff in ensuring effective conferencing that addresses key barriers
- Continue to have therapy available for vulnerable children
- Monitor attendance of key children (Y3/Y5) and liaise with parents if necessary
- Continue to track interventions to ensure small step progress
- Ensure children are aware who they can talk to and ensure adults challenge them and encourage them to be independent
- Conference PPG children regularly in lessons so that they know how to improve

Total budget: £38,580