



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 Pupil Premium and Non Pupil Premium children especially in maths

Summary information					
School Grove Road Primary					
Academic Year	2018-19	Total PP budget	£36,242.10	Date of most recent PP review	October 2018
Total number of pupils	446	Number of pupils eligible for:		Date for next internal review of this strategy	June 2018
		PPG	22		
		PPG+	3 (3 x post-LAC)		
		Ever 6 Service	2		
		EYPP	1		

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%

When identifying the barriers to learning for our PPG children, we look very closely at the individual as our cohort of PPG children is so small and the barriers are often not visible through the percentages.

Barriers to future attainment for pupils eligible for PPG (including higher attainers) at Grove Road		
A	Skills across all areas of learning on entry to nursery and reception are lower for some pupils with PP compared to Non PP pupils	
B	Children who are eligible for PP in KS1 and KS2 are not meeting the expected standard in maths compared to Non PP children (55% v 75%)	
C	Children who are eligible for PP in KS1 and KS2 are not meeting the expected standard in writing compared to Non PP children 50% v 78%)	
External barriers (issues which also require action outside school, such as low attendance rates)		
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.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	PP pupils in EYFS will be supported and accelerated progress will be made to ensure that their attainment is in-line with Non PP children	<ul style="list-style-type: none"> - Specific gaps in the PP children's learning will be identified and targeted and as a result children will make accelerated progress. - Half termly results show that PP pupils attainment is more in-line with Non PP children- they are making accelerated progress

B	By the end of the year, the attainment gap between PP children and Non PP children will be reduced in maths	<ul style="list-style-type: none"> - Pupils eligible for PP make rapid progress in maths following focused intervention. 'Diminishing the difference' project. - Targeted children meet set targets after intervention (in and out of class). - Half termly results show a reduced gap in attainment in maths between PP children and Non PP children.
C	By the end of the year, the attainment gap between PP children and Non PP children will be reduced in writing	<ul style="list-style-type: none"> - Each half term targeted PP children are seen to be making accelerated progress - PP children meet set targets after intervention (in and out of class). - Half termly results show a reduced gap in attainment in writing
D	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.	<ul style="list-style-type: none"> - Targeted pupils with SEN will make at least expected progress in-line with their peers - Improvement in PP pupils' confidence and resilience (seen in conferencing) - Attendance for PP children is in-line with Non PP children - Intervention tracking shows that targeted pupils are meeting their targets set (pupils falling behind data) - Increased parental engagement - Increased participation in extra-curricular activities

Planned Expenditure					
Academic Year		2018-19			
How Grove Road is using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Planned Expenditure					
Academic Year		2018-19			
How Grove Road is using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. PP pupils in EYFS will be supported and accelerated progress will be made to ensure that their attainment is in-line with Non PP children	<p>Use EYPP to offer the extended day and cover lunch clubs</p> <p>Outdoor learning promoted with weekly forest school sessions</p> <p>Parent workshops- Building blocks 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>The more the child is at school the better foundations we can build.</p> <p>Many of the PP children in this class love the outdoors and this will engage them.</p> <p>We want to show our parents what and how our children learn at school and we want to equip them with the skills to support their child at home.</p> <p>More adults means we can check in and support the disadvantaged</p>	<p>Regular monitoring of provision (lesson observations, work scrutiny)</p> <p>Parent feedback from workshops</p>	PP Coordinator and EYFS lead (KC)	November 2018, February 2019 and June 2019

		children more			
B. Higher levels of attainment in maths for pupils eligible for PP across KS1 and KS2	<p>Embed Essentials Maths</p> <p>Develop children's everyday fluency and arithmetic skills</p> <p>CPD in Metacognition – promote self-regulation in the classroom.</p>	<p>EEF Recommendation for improving maths: Use manipulatives and representations. Use tasks and resources to challenge and support pupils.</p> <p>Ensure that pupils develop a fluent recall of facts so they can apply to reasoning problems.</p> <p>Provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others</p>	<p>CPD identified for all staff- lesson observations</p> <p>Regular monitoring of provision (lesson observations, work and planning scrutiny).</p> <p>Impact (tracking of data) overseen by PP and Maths coordinator.</p>	PP Coordinator and Maths Coordinator (JR)	November 2018, February 2019 and June 2019
C. Higher rates of attainment in writing across KS1 and KS2 for pupils eligible for PP	<p>CPD in Metacognition – promote self-regulation in the classroom</p>	<p>Fewer PP pupils are reaching ARE compared to Non PP children. We want to equip our PP children with the skills to achieve ARE.</p> <p>Responding to EEF recommendations: Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their</p>	<p>CPD identified for all staff</p> <p>Regular monitoring of provision (lesson observations, work and planning scrutiny).</p> <p>Impact (tracking of data) overseen by PP and English coordinator.</p>	PP Coordinator English Coordinator (S'OL)	November 2018, February 2019 and June 2019

	<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>Regular conferencing in lessons to provide valuable, immediate feedback</p> <p>Regular external and internal moderation of writing with a focus on PP</p>	<p>learning.</p> <p>Develop children's motivation and capability to write</p> <p>Teach pupils to use strategies for planning and monitoring their writing.</p> <p>Moderation allows teachers to identify clear next steps and will inform their planning.</p>			
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Accelerated progress for PP children in EYFS to bring their attainment more in-line with Non PP children	<p>Small group provision of Well Comm</p> <p>1:1 conferencing with the PP children each half term</p> <p>Smart moves programme to develop fine and gross motor skills</p> <p>Use of the Early</p>	Some children have specific barriers which need to be targeted (vocabulary, speech and language, motor skills) and these programmes and strategies have been successful.	<p>External training (if needed) and time given to identified staff who run the interventions</p> <p>Impact overseen by PP Coordinator</p>	PP Coordinator and EYFS lead (KC)	November 2018, February 2019 and June 2019

	<p>years toolkit to identify barriers and ensure provision put in place to move forward</p> <p>Intervention to focus on specific needs planned by class teachers</p>				
<p>B. Higher levels of attainment in maths for pupils eligible for PP across KS1 and KS2</p>	<p>Herts Diminishing the difference project in maths to be carried out in identified year groups across the school - targeted intervention by the class teacher or inclusion lead</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</p>	<p>PP pupils' attainment scores are lower than Non PP in the school.</p> <p>EEF Recommendation: Use structured interventions to provide targeted support</p>	<p>Teaching time and preparation time given</p> <p>CPD given to TAs if needed</p> <p>Clear provision maps for intervention in place (Provision maps to be checked each half term)</p> <p>Impact overseen by PP coordinator and Inclusion lead (Tracking)</p>	<p>PP Coordinator, Maths Coordinator (JR) and inclusion lead (DL)</p>	<p>November 2018, February 2019 and June 2019</p>

	line with rigorous provision map use – with PP pupils in a priority position for discussion				
C. Higher rates of attainment in writing across KS1 and KS2 for pupils eligible for PP	<p>Small group and 1:1 targeted interventions from fully trained TAs: FFT Five minute write Spelling Handwriting</p> <p>Reading fluently and reading comprehension intervention Write away together 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>	<p>EEF recommendations for improving literacy: - Use structured interventions to provide targeted support.</p> <p>-Teach reading comprehension and writing strategies through modelling and supported practice</p> <p>- Develop pupils' transcription and sentence construction skills through extensive practice</p>	<p>Teaching time and preparation time given CPD given to TAs if needed</p> <p>Clear provision maps for intervention in place (Provision maps to be checked each half term)</p> <p>Impact overseen by PP coordinator and Inclusion lead (Tracking)</p>	PP Coordinator, English Coordinator (S'OL) and Inclusion lead (DL)	November 2018, February 2019 and June 2019

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Support and develop the emotional wellbeing of children who are	<p>Counselling and other therapeutic services</p> <p>Adapt our behaviour</p>	DFE Supporting the attainment of disadvantaged pupils: "The most successful	<p>Carry out Pupil voice to assess impact</p> <p>CPD for all staff</p>	PP Coordinator (BR) and Inclusion lead (DL)	November 2018, February 2019 and June 2019

<p>eligible for PP so that they show greater resilience and confidence</p>	<p>policy to follow the procedures from the 'Step On' training-adopting a therapeutic approach.</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, KR, S'OL and BR).</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</p>	<p>schools see pupils as individuals, each with their own challenges, talents and interests. They seek out strategies best suited to addressing individual needs.”</p> <p>Provide children with pastoral support and prepare them for transition to secondary school</p> <p>Regular updates and discussions with disadvantaged</p>	<p>Regular discussions between counsellor and Inclusion lead</p> <p>KS leads carry out 1:1 conferencing and feedback key issues/targets to colleagues</p> <p>Monitor attendance at clubs and impact (pupil voice)</p> <p>Pupil voice carried out to evaluate the impact of 1:1 conferencing</p>		
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	meeting their child's academic, social and other wellbeing needs	families will enable them to focus on key areas/barriers at home and work alongside the school to overcome these.			