



Grove Road Primary School Pupil Premium Impact Report 2017/18



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 that 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.

Obstacles to Learning & Progress	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 Pre-teaching Nurture groups to support social interactions Elklan and Wellcomm training and support
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 Mind-set 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



Target 1: Close attendance gap between DVP (Disadvantaged pupils) and Non-DVP

Impact:

- 2015-2016 attendance for PPG pupils was 94.4% (non-PPG 97%)
- 2016-2017 attendance for PPG pupils was 96% (non-PPG 97%)
- 2017-18 attendance for PPG pupils was 95.36% (non-PPG 96.7%)

Of the 22 PPG pupils on roll for both 2016/17 and 2017/18, 10 have improved their attendance when compared to 2016/17 with a further four pupils having broadly the same number of absences.

22/24 PPG pupils (Rec-Y6) have attendance above the 90% threshold for persistent absenteeism.

15/24 PPG pupils (Rec-Y6) have attendance above 95%

9/24 PPG pupils (Rec-Y6) have attendance above the school average of 96.9%

Next steps

- Continue to monitor persistent absentees and continue to provide a strong link between the school and PPG parents.

Target 2: Develop self-confidence, resilience and positive attitudes to learning through conferencing to bespoke provision

Impact:

Action: Conferencing throughout the school:

Conferencing, carried out by senior leaders, allowed for close monitoring of individual PPG children. Regular meetings on a one to one basis was a positive process as the children knew they had someone to talk to and areas of barriers for the children were highlighted and passed onto the class teacher who was able to focus on these.

Evidence of impact from Standards Review visit (October 2018):

Quote: "Leaders have a clear approach to supporting Disadvantaged and Vulnerable pupils (DVP). Pupil conferencing enables every child to have an assigned 'key adult' within the school. Time is taken with each child to identify their specific needs and to plan a personalised support programme. Successes and next steps are regularly shared with the pupil. Leaders assess the impact of this work through 'hard' evidence such as attendance or assessment data as well as 'soft' data in terms of pupil wellbeing and social skills. For example, one pupil had increased his mental arithmetic score over 8 weeks from 8/40 to 22/40. He was clearly proud of his achievement which was discussed during a HIP led discussion with pupils. During the book look, work from DVP was compared with non-DVP; work was of the same quality of both sets of books. The work of a previous Year 6 DVP was also shared (left 2018). Progress could be seen within the books."



Next steps:

- Continue to use conferencing as a means to addressing gaps and providing PPG children with an adult to talk to in school

Action: Transition to secondary school:

Effective transition between Grove Primary and Tring secondary was a big focus with fortnightly conferencing carried out by the Tring Deputy Head with Year 6 PPG pupils. This enabled them to get to know the children and ensure they were supported effectively when moving into secondary school. Barriers and learning or behaviour difficulties were highlighted and passed on. 100% of Y6 PPG pupils were positive about the conferencing and felt that it had supported their transition into Year 7.

Year 7 pupil voice:

Questions / statements	1 Strongly disagree	2 Disagree	3 somewhat	4 Agree	5 Strongly agree
I felt confident moving from Grove Road to Tring				50% 2	50% 2
The conferences with Mrs Williams whilst I was at Grove Road helped me with my move to Tring					100% 4
I feel familiar with life at Tring school now				25% 1	75% 3
I know who to talk to at Tring if I have a problem or a worry					100% 4
I would recommend that Grove Road continue to link pupils in Y6 with a member of staff from Tring school this year					100% 4

External Review visit (June 2018):

Quote: “Provision for pupils who have special educational needs and who are disadvantaged is well developed and this means that these pupils are well catered for. The pupil conferencing with a senior leader from Tring School exemplifies this strength. There is positive feedback from a recent questionnaire. Pupils say that the conferencing ‘showed me how to learn better.’ They talk about being helped with reading ‘which was stopping me learning.’”



Next step:

- Continue to focus on ensuring a smooth transition between Y6 and Y7 through conferencing and class visits to the secondary school.

Target 3: Ensure Quality First teaching and targeted support to close the gap between DVP and Non DVP pupils

Impact:

Extra teaching assistant support has been provided across the school and interventions put in place according to need. These interventions run alongside the classroom support. Key children are also provided with learning mentors for emotional and behavioural support. PPG pupils are a focus in teaching and learning with regular in-class conferencing providing clear verbal feedback.

Evidence based on data analysis from Summer 2018:

In year progress 2017/18:

Year group	Reading		Writing		Maths	
	Expected+ progress	Strong progress	Expected+ progress	Strong progress	Expected+ progress	Strong progress
1 (6 pupils)	83.3%		66.7%		83.3%	
2 (3 pupils)	66.7%		66.7%		100%	
3 (1 pupil)	100%		100%		100%	
4 (5 pupils)	80%	20%	60%	20%	100%	
5 (3 pupils)	33.3%	33.3%	100%	33.3%	100%	
6 (5 pupils)	40%	20%	60%	20%	60%	40%

Commentary:

There are positive results in maths with the majority of year groups having 100% of their PPG pupils making expected+ progress. Reading progress is lower for the Y6 pupils than writing and maths

Next steps:

- Focus on the new Y6 cohort to ensure catch up and accelerated progress made. Booster support will be put in place in the Spring term
- Continue to put in place Herts Essentials Maths and work to develop fluency and reasoning so that children who are working below age-related make accelerated progress.



- Diminishing the difference team to focus on improving Quality First Teaching of writing to ensure all children make expected+ progress
- Introduce the Herts reading fluency project – echo reading – to improve reading progress.

Evidence of impact at the end of each Phase/ Key Stage:

Early Years attainment 2017/18:

Percentage and number of disadvantaged children and ‘other’ children in the school achieving GLD in 2017/2018 end of EYFS cohort:

	Disadvantaged Pupils		Other Pupils (non-disadvantaged)	
	%	Number	%	Number
2017	100%	5	85.4%	48
2018	%	Number	%	Number
	50%	1/2	87%	48/55

Commentary:

For the past two years there have been very small numbers of DVP in Reception. In 2018, 50% of DVP achieved a GLD; however there were only two DVP.

Quote from Standards Review visit (October 2018): “During discussions with the EY leader it was evident that every child is treated as an individual. Baseline data is analysed to identify gaps and highly targeted plans are put into place to support all pupils to make good progress.”

Next Steps:

- Closely monitor PPG children coming up from nursery and put in place effective support to address barriers, e.g. speech and language support for key children



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KS1 Attainment 2017/18:

	Percentage and number of DVP pupils at Expected standard+ 2017	Percentage and number of DVP pupils at Expected standard+ 2018	Percentage and number of DVP pupils at Greater Depth standard 2017	Percentage and number of DVP pupils at Greater Depth standard 2018
Reading	100% (1)	33.3% (1)	0%	0%
Writing	100% (1)	33.3% (1)	0%	0%
Maths	100% (1)	66.7% (2)	100% (1)	0%

Number in cohort:
2017 = 60
2018 = 60

Number of disadvantaged and vulnerable pupils (DVP):
2017 = 1
2018 = 3

KS1 Progress data 2017/18:

DVP Y2 (3 pupils)										
Pupil	PPG type	EYFS PA Reading	Reading Level	Reading Progress	EYFS PA Writing	Writing Level	Writing progress	EYFS PA Maths	Maths Level	Maths progress
A	FSM	40-60D (Low)	A4	+8 steps	40-60D (Low)	A4	+ 8 steps	ELG (Middle – high)	A5	+6 steps
B	E6	40-60E (Low)	A4	+7 steps	40-60E (Low)	A4	+ 7 steps	40-60E (Low)	A4	+8 steps
C	E6	ELG (Middle-high)	A2	+3 steps	40-60S (Low-Middle)	A2	+4 steps	40-60S (Low – Middle)	A3	+5 steps



Commentary:

Progress over the key stage has been very strong in reading, writing and maths for 2 of our 3 PPG children. Our Low performing pupils made very strong progress. Attainment results look stronger in 2017 because there was only one PPG pupil within that cohort. Individual pupils received intervention throughout the year and this intensive support will still be in place in 2018-19.

Next steps:

- Continue close monitoring of PPG pupils and regular conferencing to address gaps

KS2 Attainment 2017/18:

No in cohort: 2017 = 60 2018 = 60	Percentage and number of All pupils at Expected Standard+		Percentage and number of DVP pupils at Expected Standard+		Percentage and number of All pupils at Greater Depth Standard		Percentage and number of DVP pupils at Greater Depth Standard		National Other percentage working at Expected Standard+		Percentage difference between School DVP pupils and National Other at Expected Standard+	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Reading	88%	88.3% (53)	100% (2)	60% (3)	33.3%	38.3% (23)	0%	40% (2)	77%	80%	+23%	-20%
Writing	78%	86.7% (52)	100% (2)	60% (3)	18.3%	28.3% (17)	0%	20% (1)	81%	83%	+19%	-23%
Maths	78%	81.7% (49)	100% (2)	40% (2)	20%	28.3% (17)	0%	20% (1)	80%	82%	+20%	-42%
R, W & M	67%	76.7% (46)	100% (2)	40% (2)	8%	11.7% (7)	0%	20% (1)	71%	72%	+33%	-32%



KS2 progress data 2017/18:

	Reading scaled score	Reading progress	Writing progress	Maths scaled score	Maths progress
School All (60)	107.5	+0.46	-0.38	105.2	-1.20
DVP (5):	103.4	+3.25	-0.42	99.6	-0.64
Other pupils School (55):	107.8	+0.3	-0.4	105.7	-1.2
Other pupils National	106.1	+0.31	+0.24	105.4	+0.31

PPG Y6 17/18 (5 pupils)	SEN	PPG type	KS1 PA	Reading Scaled Score	Reading Progress	Writing	Writing Progress	Maths Scaled Score	Maths Progress	GPS Scaled Score
A	C&L	FSM	N/A	84	No matched data	WTS	No matched data	84	No matched data	83
B		E6	13-13.9 Middle	102	+2.9	WTS	-5.8	97	-1.5	104
C		E6	20+ Higher	120	+9.6	GDS	+5.9	117	+6.4	120
D		CLA	14-15.9 Middle	98	-6.7	EXS	+0.9	94	-9.0	102
E		E6	18-18.9 Higher	113	+4.3	EXS	-2.6	106	-1.3	108

Commentary:

Disadvantaged and vulnerable pupils (DVP) made strong progress in reading at key stage 2 of 3.25 compared to national other figures of 0.31. The percentage of pupils achieving Greater Depth in reading, writing and maths combined at key stage 2 (20%) was above national other figures (12%). Individual progress scores (seen in table on the right) show how one child (CLA) made significantly low progress and therefore the school progress scores were low.

Next steps:

- Continue to conference Y6 pupils regularly to address any gaps in their learning
- Put in place booster support in the Spring term to ensure accelerated progress
- Identify individual children for Herts 'Diminishing the difference' project to ensure that accelerated progress is made by key children



Evidence of impact using Pupil voice:

Questions / statements	1 Strongly disagree	2 Disagree	3 somewhat	4 Agree	5 Strongly agree
I feel safe at school				7 58%	5 42%
I feel happy at school		1 8%	2 17%	5 42%	4 33%
I am making progress in my learning			1 8%	5 42%	6 50%
I can talk to someone at school if I have a problem			5 42%	4 33%	3 25%
I find my learning challenging		1 8%	6 50%	3 25%	2 17%
I find my learning interesting and exciting		1 8%	3 25%	7 58%	1 8%
I am encouraged to work independently			3 25%	6 50%	3 25%
I get help and support (when needed) in lessons			1 8%	5 42%	6 50%
I know if I am doing well		1 8%	1 8%	6 50%	4 33%
I know how to make further improvements			3 25%	6 50%	3 25%
I think pupil conferencing sessions have helped me				3 25%	9 75%



Commentary:

- 100% of PPG pupils feel safe at school and the vast majority feel happy at school. This means the school is providing the right environment to promote learning.
- The majority of pupils (92%) feel that they make progress which indicates that pupils are aware of personal steps of development
- 92% of PPG pupils feel that they get help and support where and when needed. This shows that the school is working to ensure pupils are independent but have the balance of guidance to help pupils when needed.
- The majority of pupils (83%) feel that they know when they are doing well. This shows that children feel that their work is valued and that positive praise and encouragement is used to reinforce learning.
- All pupils agree or strongly agree that pupil conferencing has helped them with their learning

Next Steps:

- Continue pupil conferencing with pupils as this has had a positive impact on the pupils and their progress. Pupils also talked about how they enjoyed these sessions.
- Teacher staff – to remind and encourage pupils to take ownership and challenge their own learning and ensure that children feel they are given the opportunity to challenge their thinking
- Discuss with pupils how they can celebrate, appreciate and 'see' the progress they are making in their learning by celebrating small steps, giving house points, verbal feedback etc.
- Continue to ensure when pupils are selecting own challenges that this pitch is appropriate
- Make more explicit when giving support or when asking pupils to try something independently because it is believed that they can achieve more without support.
- Make more explicit, using growth mind-set language, how to make further improvements to learning.

The schools next steps and main targets for pupil spend this year can be found in our Pupil Premium Strategy statement 2018/19 on the website.