



# Pupil Premium Strategy

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

- is registered for free school meals (FSM)
- has a parent serving in the armed forces (Ever4)
- has 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 (Post Looked After Children - LAC).

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	2014-15	2015-16	2016-17	2017-18
Number of pupils on roll in September	424	428	431	440
% of pupils eligible	4.7%	4.2%	4.2%	5.2%
Amount for each PPG category	£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	£1320 Ever 6 £1900 PPG+ £300 Ever 4 £334 EYs PPG
Number of pupils under each category		* Ever 6 = Children who have been eligible for free school meals in the last 6 years. FSM = Children who currently qualify for free school meals. Ever 4 = Children whose parents have worked in the military. Post LAC – Children who have been adopted from care/previously Looked After Child EYPPG – Pupils in Nursery or Reception who qualify for Early Years pupil premium.		* Ever 6 – 7 pupils FSM – 11 pupils Post-LAC – 3 pupils Ever 4 – 2 pupil EYPPG – 3 pupils  <b>Total (Sept 17) of 26 PPG pupils</b>
Total amount of Grant received	£25,450	£24,460	£25,995	£30,062

*'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 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.

**The Grove Road PPG Toolkit:**

<b>Obstacles to Learning &amp; Progress</b>	<b>Examples of Interventions &amp; Spending of Funding</b>
Attendance	AIO liaison and first day contact Family contact and support meetings 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 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 & Inclusion leader Pupil Conferencing Nurture groups to support social interactions Teaching Assistant support and interventions Growth Mind-set and meta-cognition training and strategies for learning Resilience workshops (Supporting Links)
Special Educational Needs and developmental delay	SENCo provision Pupil 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 Pupil Conferencing School to school liaison/handover

### **Established PPG Provision 2013 – 2016**

- Training for staff in new intervention programmes, such as the Fischer Family Trust in literacy.
- Continued targeted Teaching Assistant (TA) 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 on 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 TAs 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 Head Teacher to monitor the Pupil Premium spending and progress of the children
- Support and training from the two new Assistant Head Teachers 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.

**New Provision 2017 – 2018, in addition to those already listed above:**

- All PPG pupils will have 1:1 Pupil Conferencing sessions regularly with either a phase leader or member of SLT.
- Debbie Lamb – Inclusion Leader - will take over the monitoring and data analysis of PPG pupils across the school and provide support and training for staff.
- Phase leaders will be responsible for tracking and monitoring provision for PPG pupils in their specific phases and will liaise with teaching staff regularly.
- PPG toolbox and action set have been shared and discussed with new class teacher as part of the transition process.
- PPG toolbox will be used to continue to track and review actions and provision for each individual.
- Inclusion Leader and SENCo will work closely together to review provision/ provision maps and they will ensure staff are fully aware of and trained in new initiatives.

**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;
- Pupil Conferencing to work on specifically set targets.

**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.*

- 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 the expected standard (EXS) in Reading, Writing & Maths.
- 60% of the PPG pupils in Y2 reached EXS in Reading, Writing and Maths. 80% of the group reached EXS 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 EXS 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:**

**General evidence of impact:**

- Attitudes to learning amongst PPG pupils are very positive.
- 2015-2016 attendance for PPG pupils was 94.4% (non-PPG 97%)
- 2016-2017 attendance for PPG pupils was 96% (non-PPG 97%) This shows that the PPG pupils at Grove Road Primary have good attendance. The attendance gap is closing and is in line with non-PPG pupils.
- Pupil Conferencing sessions have had a positive impact and have further supported transition support for PPG pupils.
- Use of the PPG toolbox has helped the school to identify and target specific needs, create action and show measurable impact.
- Attendance of PPG pupils is improving and closer to the national average attendance for non-PPG pupils.

	2014/15 PPG	2014/15 Non-PPG	2015/16 PPG	2015/16 Non-PPG	2016/17 PPG	2016/17 Non-PPG
School	93.76%	96.96%	94.41%	96.99%	95.76%	97.18
National	94.9%	96.7%	94.8	96.6		
Difference	3.2		2.58		1.42	

**Evidence of impact from Summer Review visit from Herts for Learning:**

- For pupils who attract the Pupil Premium Grant funding (PPG), there is a similarly strong picture; all of the pupils meet the various measures across the classes and subjects.
- All PPG pupils have some additional provision, regardless of their ability.
- Pupils known to be eligible for free school meals (FSM) do at least as well as PPG pupils and often do better than non-FSM pupils.
- The two Children Looked After (CLA) on roll have made strong progress from their starting points.
- Where FSM pupils are working below age related expectations, they are making strong progress.

**Evidence based on data analysis from Summer 2017**

- Progress for all PPG pupils (100%) across the school is at least good and in some cases very strong.
- 100% PPG Progress in Year One is good, in line with non-PPG pupils, and better in Reading and Writing.

- 100% PPG Progress in Year Two is good, in line with non-PPG pupils, and better in Maths.
- 100% PPG Progress in Year Three is good and in line with non-PPG pupils.
- 100% PPG Progress in Year Four is good and in line with non-PPG pupils.
- 100% PPG Progress in Year Five is good, in line with non-PPG pupils and better in Reading and Writing.
- 100% PPG Progress in Year Six is good and in line with non-PPG pupils.
- 100% of FSM pupils are making at least expected progress and in most cases the progress is considered good, and some evidence of very strong.
- FSM pupils, in Reading across the school are making good progress (100%) and 40% of these pupils are making very strong progress.
- FSM pupils, in Writing across the school are making expected progress (100%) and 80% of these pupils are making good progress; 40% making very strong progress.
- FSM pupils, in Maths across the school are making expected progress (100%) and 80% of these pupils are making good progress; 20% making very strong progress.
- Attainment of PPG pupils shows that in the vast majority of Year groups pupils' attainment is broadly as expected in comparison with non-PPG pupils.

***Evidence of impact using at the end of each Phase/ Key Stage***

- In Reception 100% of pupils receiving the PPG funding achieved ARE in all areas and in 60% achieved above ARE in some strands.
- 100% of Reception pupils receiving PPG funding achieved a Good Level of Development GLD. That is to say they met the standards expected for their age.
- 100% of the PPG pupil/s in Y2 attained age related expectations in Reading, Writing and Maths, with 100% achieving GDS in Maths.
- 100% of PPG pupils in Y6 achieved expected standards in Reading, Writing and Maths.
- PPG children in Y6 scored a combined scaled score of 104.5 (Reading), 109.0 (Maths), and 115 (Grammar, Spelling and Punctuation). 100 is expected at Y6.
- Progress for PPG pupils in Y6 was +1.1 (Reading), +1.8 (Writing), +5.5 (Maths).
- All PPG pupils in Y6 met the expected standard (EXS) in Science.

***Evidence of impact using Pupil voice:***

- 94% of PPG pupils agree or strongly agree that they feel safe at school.
- 88% of PPG pupils strongly agree that they feel happy at school.
- 100% of PPG pupils feel that they are making progress in their learning.
- 100% of PPG pupils agree or strongly agree that there is someone they can talk to at school.
- 88% of PPG pupils agreed and strongly agreed that their learning was challenging.
- 100% of PPG pupils agree or strongly agree that their learning is interesting and exciting.
- 100% of PPG pupils agree or strongly agree that they are encouraged to work independently.
- 100% of PPG pupils either agreed or strongly agreed that support and help was given when needed.
- 100% of PPG pupils said that they knew when they were doing well in their learning.
- 100% of PPG pupils agree or strongly agree that they know what to do to make further improvements.
- 94% of PPG pupils agree or strongly agree that Pupil Conferencing has helped with their learning.