**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | The Grove School | | | | |
| **Academic Year** | 2017-8 | **Total PP budget** | £55,020 | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 279 | **Number of pupils eligible for PP** | 38 | **Date for next internal review of this strategy** | October 2018 |

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| 1. **Current attainment in school** | | |
| KS2 SATs July 2017 | *4 Y6 Pupils eligible for PP (25% each child)* | *30 Y6 pupils (3% each child)* |
| **% achieving expected level in reading, writing and maths** | 75% | 77% |
| **% achieving expected level in reading** | 75% | 100% |
| **% achieving expected level in writing** | 75% | 83% |
| **% achieving expected level in maths** | 75% | 86% |
| Whole school attainment July 2017 | 38 children in school (7% each child) | 279 whole school All pupils (0.4% each child) |
| **% achieving expected level in reading** | 66% | 86% |
| **% achieving expected level in writing** | 55% | 80% |
| **% achieving expected level in maths** | 61% | 84% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability) from review summer term 2018** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Emotional barriers to learning eg additional stress in lives, lack of confidence, lack of perseverance, coping with challenge and resilience – an issue for 13 children (mostly KS2) | | |
|  | | Personality barriers to learning eg stubbornness – an issue for 12 children (mostly KS1) | | |
| **C.** | | Lack of maturity barriers to learning – an issue for 11 children (mostly KS1) | | |
| **D.** | | SEN barriers to learning – an issue for 12 children | | |
| **E.** | | Low self-esteem barrier to learning – an issue for 7 children (mostly KS2) | | |
| **F.** | | No barriers to learning – only 5/38 PP children had no barriers to learning | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **G.** | | attendance | | |
| **H.** | | Safeguarding concerns | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Supporting emotional traumas and equipping children with skills for life management | | That emotional trauma is a reduced barrier for the majority of children |
|  | Supporting mental health of children to create a can-do attitude | | That children are more willing to approach challenge |
|  | To develop teaching strategies to enable children who mature less quickly than their peers | | That immaturity is not a block to learning |
|  | To recognise a combination of SEN and PP factors can increase barriers to learning and often overlap | | That PP issues aren’t an additional barrier for SEN children |
|  | Raising aspirations of children by increasing and enriching their wider life experiences | | That children will have widened their home life experiences through in school and out of school opportunities such as clubs and activities |
|  | Increasing self-esteem and self-belief in our learners | | That self-esteem is not a blocker for children’s learning |
|  | Increasing attendance rates | | That children access a full education by arriving on time and having 96%+ attendance rate |
|  | Covering home learning opportunities in school | | That children make great progress regardless of home intervention |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018-19** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of 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?** |
| For all children to make good or better progress | - Quality TA approach to learning  - Feedback and marking policy  - Very targeted approach for all children through assessment and review strategies  - Curriculum delivery designed for impact | Pretested strategies  Research backed | Well led and managed  Class monitoring enquiries to ensure consistency through classes | SLT | Termly |
| **Total budgeted cost** | | | | | In school budget |
| 1. **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?** |
| For PP children to have reduced barriers to learning and access learning successfully | - THRIVE to support children and reduce emotional barriers  - Y 5 Grammar familiarisation club | Previously tested | Be well led and managed | Thrive lead  SEN lead  PP lead | Termly |
| For intervention strategies to have the greatest impact  To have a pastoral care support TA who will carry out 1-1 for all PP children in 6 week blocks on a personalised approach and support emotional needs. | -pre and post teaching strategies  - targeted approach in mixed age classes  - TA intervention strategies  - 1-1 support through all year groups with a a 6 week intervention plan | Previously tested  research | Carry out a TA intervention audit to review which strategies have the greatest impact |  |  |
| **Total budgeted cost** | | | | | £53,000 |
| 1. **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?** |
| To raise aspirations and develop the whole child | To offer suitable and valuable intervention for an individual child who would not be able to access this without the school’s support. | Previously tested | PP lead | Head | termly |
| **Total budgeted cost** | | | | | £2,000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-18** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost approx** |
| High attainment | - Quality TA approach to learning  - Feedback and marking policy  - Very targeted approach for all children through assessment and review strategies  - Curriculum delivery designed for impact | High impact on all children not just PP children. 100% of children make good or better progress using these systems. | Continue with this approach, modifying and improving marking and feedback systems further based on experience and research. | £10,000 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost approx** |
| Raise aspirations  Reduce barriers to learning  Support and repair gaps in knowledge and understanding | - 1-1 support through all year groups with a a 6 week intervention plan  - THRIVE to support children and reduce emotional barriers  - TA intervention strategies  - Y 5 Grammar familiarisation club  -pre and post teaching strategies  - targeted approach in mixed age classes | 6 week intervention strategies and outcomes show high impact for the majority of children  Thrive has high impact enabling access to learning and breaking down barriers  TAs are very skilled at supporting children  Y5 can access the 11+ papers regardless of income at home being able to pay for a tutor  Pre and post teaching has very high impact and is well used  Mixed age targeted approach for phonics and literacy in particular are working well | Continue with this approach.  TA audit was very useful to look closely into intervention strategies  Personalised monitoring of every child’s barriers led to a greater understanding of their needs. | £31,000 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost approx** |
| To raise aspirations and develop the whole child | To offer extra curricular activities and clubs eg music, sport, dance, drama etc | High impact. Children can access aspects of life they could not have afforded and can realise potentials within a safe environment. This has a big effect on aspirations within the classroom and beyond | Continue with this approach with specific children who could not access without the schools support in the belief that this support will have a great impact on the development of the individual child. | £5,000 |

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| 1. **Additional detail** |
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