**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | The Grove School | | | | |
| **Academic Year** | 2016-17 | **Total PP budget** | 41,500 | **Date of most recent PP Review** | March 2017 |
| **Total number of pupils** | 240 | **Number of pupils eligible for PP** | 31 | **Date for next internal review of this strategy** | July 2017 |

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| 1. **Current attainment in school** | | |
| KS2 SATs July 2017 | *3 Y6 Pupils eligible for PP (33% each child)* | *30 Y6 pupils (3% each child)* |
| **% achieving expected level in reading, writing and maths** | 66% | 83% |
| **% achieving expected level in reading** | 100% | 100% |
| **% achieving expected level in writing** | 100% | 97% |
| **% achieving expected level in maths** | 66% | 83% |
| Whole school attainment July 2017 | 31 children in school (3% each child) | 240 whole school All pupils (0.4% each child) |
| **% achieving expected level in reading** | 71% | 83% |
| **% achieving expected level in writing** | 68% | 77% |
| **% achieving expected level in maths** | 77% | 85% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Emotional barriers | | |
|  | | Aspiration limiting barriers | | |
| **C.** | | Lack of home learning support | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | attendance | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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 |
|  | Supporting emotional traumas and equipping children with skills for life management | | That emotional trauma is a reduced barrier for the majority of children |
|  | Covering home learning opportunities in school | | That children make great progress regardless of home intervention |
|  | Increasing attendance rates | | That children access a full education by arriving on time and having 96%+ attendance rate |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-18** | | | | |
| 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 | -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** | | | | | £31,000 |
| 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 extra curricular activities and clubs eg music, sport, dance, drama etc | Previously tested | PP lead | Head | termly |
| **Total budgeted cost** | | | | | £10,000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-17** | | |
| 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. | Included in whole school budget |
| 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  Carry out an audit of TA interventions for deeper analysis of impact and where and how intervention has the biggest impact eg EYFS | £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 | £10,000 |

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| 1. **Additional detail** |
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