



Grove Lea
Primary School

Pupil Premium Grant (PPG) Impact 2019-2020

Acronyms used in report

SMT= Senior Management Team

SDP= School Development Plan

SLA = Service Level Agreement

CPD = Continued Professional Development

CiC = Child in Care

Overview of the school:

| Breakdown of Pupil Premium throughout school: | |
|--|--|
| Year groups 2018/2019 | Number of pupils in each cohort |
| Nursery | 5- 1 previously CiC |
| Reception | 0 |
| Year 1 | 4 |
| Year 2 | 5- 1 previously CiC |
| Year 3 | 6 |
| Year 4 | 4 |
| Year 5 | 5 + 2 Service |
| Year 6 | 5 + 1 CiC |

Objectives in spending PPG:

- To continue to improve 'Quality first Teaching' to Good and Outstanding through bespoke CPD (Continued Professional Development) training. Thorough monitoring systems in place to review the above as part of performance appraisals, pupil progress meetings and feedback from learning walks, observations and work scrutinys.
- To continue improve Quality First Training through innovative resources. (Iris)
- To continue to improve the roles of teaching assistants within the classroom through bespoke CPD training which is identified through rigorous performance appraisals.
- To raise attainment of lower attainer's in writing through bespoke intervention
- To identify pupil premium pupils who are falling behind and initiate classroom strategies to support. Implementation of intervention when needed. Progress to be measured through termly data reports and monitoring of learning and teaching strategies.
- To accelerate the progress made in reading for identified groups of pupils in KS1. Continue with intervention packages such as Catch Up and/or additional 1:1 reading time. Continue Paired Reading on a Friday morning.
- To increase the % of school attendance overall as evidenced through attendance reports- To offer children free places to morning/after school club
- To continue to offer the new nurture group in order to support and develop children's well-being
- To target support in the classroom for cohort specific identified needs.
- To continue to facilitate and increase the engagement of families through a more effective home school partnership, thereby narrowing the gap. Involvement and release of Learning Mentor. Support provided around barriers to learning.
- To use Target Tracker throughout school and to ensure children who have access to intervention are carefully monitored. Intervention to be assessed as soon as possible rather than waiting until the end, therefore adapting or changing the programme if necessary. To also allow children to share their new learning and have a gap between programmes in order to check the success.

Summary of spending and actions taken:

Spending has focused on staffing CPD, resources, ways to promote attendance (including support for families) and educational opportunities both in and out of school .

Impact of Spending

Data:

We continue to use Target Tracker to monitor the progress and termly attainment of all children across Key Stage 1, Key Stage 2 and EYFS. Year groups are assessed against their age group expectations. School reports on if a child is working below, towards, at or above age group expectations. Each year group is given a different Band. Year 1 children should be working on Band 1 objectives, Year 4 children; Band 4, etc. We use Target Tracker for all subjects across the curriculum.

Across the whole of school our Pupil Premium numbers are very low compared to national and it is very hard to make comparisons with their peers. For example in Year 4 there are 4 children, so if 2 children do not meet age related it would mean 50% did and 50% did not.

Data shows that Pupil Premium children do as well as their peers and in some cases better. Where Pupil Premium children do not meet National Expectations it is due to additional barriers of learning. Their progress is still good and in a lot of cases outstanding. We continue to work hard to support these children in closing the gap.

Please visit the school website below for full details:

<https://grove-lea-primary-school.secure-primariesite.net/school-data/>

Commentary Snapshots for reported Data:

No statutory testing was completed this year.

Below is commentary on how Pupil Premium Children's attainment for the Spring 2 Term. This was our last assessment point.

| Year Group | No. of Children | Brief Commentary on their attainment for the core subjects (Reading, Writing and Maths) |
|------------|-----------------|--|
| 1 | 4 | 2 out of 4 children working at ARE for reading and writing 3 out of 4 children working at ARE for maths |

| | | |
|---|---------------|---|
| 2 | 5 | 4 out of the 5 children are working at ARE for Reading, Writing and Maths |
| 3 | 6 | 5 out of the 6 are ARE in reading 4 out of 6 are ARE in writing and maths 2 children working at Greater Depth in Reading and Maths 1 child working at Greater Depth in Writing |
| 4 | 4 | 3 out of 4 children working at ARE for reading, writing and maths 1 child working at Greater Depth in all 3 core subject areas |
| 5 | 5 + 2 Service | All children working at ARE in Reading 4 out of 5 children working at ARE in Writing and Maths 2 children are working at Greater Depth for reading And 3 children working at GD in writing Both Service Children are working at ARE for Reading and Maths. Just 1 out of the 2 working at ARE for Writing |
| 6 | 5 + 1 CiC | 4 out of the 5 working at ARE in Reading 3 out of the 5 working at ARE for Maths and Writing 1 child working at Greater Depth across all 3 subjects CiC child working below ARE in all 3 core subjects. He has however made excellent progress. |

Summary of Additional Support in Class:

Rather than purchasing national programs the intervention at Grove Lea Primary is bespoke and meets the individual needs of the children based on children's work and formative assessments using Target Tracker. Teacher's use assessment for learning strategies continuously to make sure all children's needs are met and that all children make progress. All children access all lessons we do not withdraw children from lessons to complete interventions which could widen the gap further. This year we have found pre-teaching children in smaller groups during lesson introductions has been most effective.

The Learning Mentor and ELSA (Emotional Support Teaching Assistant) has been particularly efficient and effective in supporting the children where barriers have been emotional or social, this has been through running bereavement programmes and by working alongside other agencies, for example the primary Practitioner.

Attendance Figures:

Whole School Attendance = 96.07%

Full Year Pupil Premium Attendance = 95.58%

The Learning Mentor with SMT and administrator continue to monitor attendance of all vulnerable children. The EWO meets with Miss Litchfield each half term and advises the school on what action needs to be taken next. We have systems in place to meet with parents when we have concerns but we also praise and celebrate when attendance is above 98% and when attendance is improving.

Questionnaires:

Questionnaires are normally completed in the Summer Term. Due to school closure we have been unable to do this monitoring. When school re opens we will conduct the Questionnaires.

LAC and Service Children

The school receives funding for 1 Child in Care in Y6 and 2 Service Children in Y5. The CiC child has embraced the after school club provision where he attends a session most nights. He has also attended all school trips. Due to the fact the child is working way below age related expectations we have spent most of his funding on small group work and additional 1 to 1 teaching time. He continues to work below Age Related but makes good progress despite his learning difficulties. Both Service children have attended clubs free of charge and had trips fully subsidised. One child continues to have access to the Speech and Language Therapist. Both children are working at expectations for reading and maths with one working towards age related in writing. Progress for both children have been at least good.

EYFS Pupil Premium

Premium Money Funding was used for additional 1 to 1 and small group time as children were operating below age expectations. Children also had opportunities to work with the school's speech and language therapist and by developing their social and communication skills through Musical Interaction.

In Nursery 5 children were entitled to Early Years Pupil Premium Funding. 1 child out of the 5 is working at age related expectations. 3 of the children are currently accessing additional support for SEN, 1 of which will require EHCP. All 3 of these children work with the school's Speech and Language Therapist.

In Reception 0 children were entitled to funding.

As a school we need to continue to focus on the improved attendance of EYFS children, especially those in Nursery. Transition meetings will clearly state that places will be withdrawn for children who's attendance is poor.



EYFS PP Spring
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