

Grove Lea Primary School Pupil premium strategy statement

School overview

Metric	Data
School name	Grove Lea Primary School
Pupils in school	244
Proportion of disadvantaged pupils	40 children (16%)
Pupil premium allocation this academic year	53,800
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Governing Body
Pupil premium lead	Sally Henshall
Governor lead	Oli Hall

Pupil progress scores for last academic year (2018/19)

Measure	Score
Reading	-0.44
Writing	0.00
Maths	0.74

Disadvantaged pupil performance overview for last academic year (2018/19)

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	33%

No assessment data due to Covid 19.

Please see embedded below attainment and progress reports for in school data.

Data Dashboard Spring 2020



Spring 2 2020 also
final year.docx with E

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>All teachers to attend R, Wr, Inc Training to observe and understand the importance of consistency, modelling and repetition. All staff to attend training on how phonics is delivered and taught in school so that it is consistent for all children.</p> <p>An audit to be completed of the Phonics books (home and guided reading) currently in school and then to purchase new books where there are gaps in order for all children to have a matched phonics book to their phonics group</p>
Priority 2	<p>Work with the maths hub and use resources and materials to aid and allow children to 'Catch Up'</p> <p>EYFS teachers and NQT to attend the relevant Maths Hub programmes to support their delivery of teaching with the Maths Hub resources and materials</p>
Priority 3	<p>Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develops their academic vocabulary (Quigley)</p>
Barriers to learning these priorities address	<p>Ensuring staff deliver high quality, quality first teaching across the curriculum that leads to long term learning</p> <p>Ensuring staff use evidence-based whole-class teaching interventions</p> <p>Addressing pupils' language deficit</p>
Projected spending	£47,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 23
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 23

Progress in Mathematics	Achieve average KS2 Mathematics progress score for disadvantaged pupils nationally (-0.6)	Sept 23
Phonics	Achieve above national average expected standard in PSC	Sept 23
Other	Improve attendance of disadvantaged pupils to national average (96.3%)	Sept 23

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

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Priority 2	<p>Work with the maths hub and use resources and materials to aid and allow children to 'Catch Up'</p> <p>EYFS teachers and NQT to attend the relevant Maths Hub programmes to support their delivery of teaching with the Maths Hub resources and materials</p>
Priority 3	<p>Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develops their academic vocabulary (Quigley)</p>
Barriers to learning these priorities address	<p>Ensuring staff deliver high quality, quality first teaching across the curriculum that leads to long term learning</p> <p>Ensuring staff use evidence-based whole-class teaching interventions</p> <p>Addressing pupils' language deficit</p>
Projected spending	£47,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure the teaching of phonics is delivered consistently following the practises of Re, Wr, Inc Children have a reading book which matches their phonics group
Priority 2	Establish small group maths interventions alongside quality first teaching for disadvantaged and falling behind age-related expectation
Barriers to learning these priorities address	Encourage wider reading and providing catch up in mathematics- typically an area of weakness
Projected spending	As above

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating and embedding a Breakfast club
Priority 2	Sharing a part-time education welfare officer with Trust schools to support families with attendance and acute need
Priority 3	Provide bespoke support for pupils with SEMH needs to enable them to re integrate post covid and learn effectively (link to catch up)
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£6,800

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided to allow for release to work alongside senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with HLTA to enable her to monitor maths across school and work with individuals (once social distancing measures are reduced)

Wider strategies	Engaging the families facing most challenges	Working closely with the LA and early help hub to provide additional support Learning mentor attends relevant courses to help support her in her role (Input Services)
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Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Organisation of Guided Reading improved. No Outcomes due to school closure.
Progress in Mathematics	Maths continues to be delivered consistently throughout school. All classes continue to use Big Maths in order to improve arithmetic. Times Table Rockstars used as a resource to improve times table fluency. No results due to closure.
Phonics	Quality Review by external consultant (Leah Charlesworth) validates school leader reports that phonics is delivered consistently throughout school. No results due to closure
Other	Attendance continues to be monitored. Schools are proactive at working closely with families where attendance declines. Learning Mentor and Senior Admin liaise closely with SLT. The school continues to promote the importance of good attendance and sets high expectations; 97%