

The Grove Pupil Premium Strategy Statement 2020-2021- Review

1. Summary information					
School	The Grove Primary School				
Academic Year	2020-21	Total PP budget	£145,237.42	£118,980 (PPF) + £26, 257.42 (remaining from 2019-2020 PPF due to Covid-19 pandemic)	
Total number of pupils	230	Number of pupils eligible for funding	82	Date for next internal review of this strategy	Summer Term 2021
<p>Our vision statement:</p> <p>“At The Grove we seek to inspire, nurture and empower individuals to become curious, creative and confident life-long learners, with the skills, mind-set and independence to thrive in an ever-changing society.”</p> <p>At The Grove we aim to create a community of learners, who will reach their full potential, by developing a love of learning through fun, real and meaningful experiences, which will motivate and inspire them throughout their lives. We believe that every child should be given an equal opportunity to succeed and that no child should be left behind. We strongly believe that attitude and enthusiasm for learning make the difference between success and failure and we are determined to ensure that our children, no matter what their personal circumstances, are given every chance to realise their full potential. Our Pupil Premium funding accounts for a significant amount of our budget and we are committed to ensuring that it is spent to maximum effect.</p> <p>Our school context</p> <p>The Grove is a diverse community primary school with 230 pupils on roll. The school is located in an area of high social deprivation in a large housing estate to the north of Cambridge city centre and we have a high percentage of children eligible for pupil premium, which brings some complex challenges. Staff are committed to working together with pupils and parents to ensure that all pupils have the opportunity to reach their full potential. We believe that it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.</p> <p><i>“The progress of disadvantaged pupils has accelerated since September because the use of pupil premium funding is effective. Strategies to support the most able disadvantaged pupils are beginning to bear fruit. Effective intervention plans are in place to support all pupils in this group and these are rigorously monitored to ensure that the progress of disadvantaged pupils is close to that of others nationally.” (Ofsted 2017)</i></p>					

2. Current attainment at end of KS2 (2018-2019)			
	Pupils eligible for PP (22)	All pupils	National All %
% achieving in reading, writing and maths	59%	63%	65%
% attaining expected standard in reading	64%	70%	73%
% attaining expected standard in writing	64%	74%	78%
% attaining expected standard in maths	60%	70%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) - Data sourced from Analyse School Performance and school data analysis		
A.	High levels of deprivation: 36% of pupils receive pupil premium funding, compared with 17.7% nationally. The school's deprivation indicator is 0.26, which is higher than the national average of 0.21.	
B.	Social care needs: Many families supported historically or currently by Social Care. Parents need support from school to help them to address their needs and to support their children's learning.	
C.	Mental and social health and well-being need: a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions.	
D.	Diversity: High numbers of children from minority ethnic families; 24% of children in receipt of PPF speak English as an additional language. Some of the children need targeted support in order to catch up with their peers in terms of language and oracy.	
E.	Starting points: assessment on entry to the foundation stage shows many children have poorly developed communication skills, little or no English, and poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children. 29% of children in receipt of PPF have SEND needs.	
F.	Mobility: the school has high mobility, with some children arriving from overseas, often with no English and little/no prior formal education.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	KS2 – Close gap in attainment between pupil premium and all pupils	Gap narrows between pupil premium pupils and all pupils
B.	KS1 and EYFS – Attainment of disadvantaged pupils to be in line with or above national	Attainment is in line with or above national at end of KS1 and EYFS
C.	Increase percentages of disadvantaged pupils working above national at all key benchmarks	An increased % of children achieving greater depth across the school
D.	Years 1, 3, 4 and 5 - Children make good progress and meet end of year targets	Year 1, 3, 4 and 5 children make good progress and meet end of year targets
E.	Children in key groups make good progress	Children in key groups make good progress and the gap between them and their peers closes
F.	Improve and support mental health and social and emotional needs of disadvantaged children and their families	Children with mental health, social and emotional issues make good progress
G.	Increase parental engagement for disadvantaged pupils	Increased attendance of parents at school events such as parent evenings and workshops Evidence of parents engaging more effectively with learning and as a result the targeted pupils make good progress

Year Group	Item/ project	Actual amount spent	Evidence / Rationale	Objective	Outcome
Whole School	Pupil Premium Champion (2 days)	£70, 500	Experience and data analysis has shown us the benefits of having a senior leader to provide a link between and oversee key areas affecting PPF families, such as attendance, safeguarding and SEND.	To oversee, monitor and evaluate provision for PPF pupils, analyse data and identify future learning and support needs and provide support for staff.	<p>A. KS2- Close gap in attainment between pupil premium and all pupils Year 6 data in July 2021 showed the attainment gap had widened in writing (-22) and maths (-22) since Dec 2020, with the gap in reading (1) closing so that PP pupils outperformed ALL.</p> <p>B. KS1 and EYFS – Attainment of disadvantaged pupils to be in line with or above national</p> <p>C. Increase percentages of disadvantaged pupils working above national at all key benchmarks No National data produced for 2020-2021 due to Covid-19 pandemic.</p> <p>D. Years 1, 3, 4 and 5 - Children make good progress and meet end of year targets Year 1: Progress of All was greater than PP in reading, writing and maths. Out of 12 PP pupils, 33% made at least expected progress in reading and writing, 67% in maths. Year 3: Progress of PP was greater than All in reading, writing and maths. Out of 10 PP pupils, 100% made at least expected progress in reading, writing and maths. Year 4: Progress of All was greater than PP in reading, writing and maths, although gaps were narrowed in all subjects from March 2021. Out of 13 PP pupils, 67% made at least expected progress in reading, 75% in maths and 58% in writing. Year 5: Progress of All was greater than PP in reading, writing and maths with gaps narrowing in reading and remaining the same in maths since March 2021. Out of 13 PP pupils, 67% made at least expected progress in reading and maths and 58% in writing.</p> <p>E. Children in key groups make good progress EYFS progress of All was better than PP in all subjects. Gaps narrowed in reading and maths but widened in writing from Dec 2020. Out of 8 PP pupils, 77% made at least expected progress in reading and maths and 38% in writing. Year 2 progress of PP was the same as All in reading, with widening gaps in writing and maths. Out of 13 PP pupils, 75% made at least expected progress in reading, with 58% in writing and 50% in maths. Year 6 progress of All was greater than PP in reading,</p>

					<p>writing and maths. Gaps narrowed in reading and maths from March 2020 but widened in writing. Out of 12 PP pupils, 77% made at least expected progress in reading and maths, with 38% in writing.</p> <p>F. Improve and support mental health and social and emotional needs of disadvantaged children and their families</p> <p>During school closure families of 33 DA pupils were contacted up to 3 times a week by the PPC and SFLO to provide support as needed. Practical support included providing and hand delivering paper copies of school work where families were unable to access learning menus online; organizing food parcels via school, Red Hen or food bank vouchers; arranging for FSM vouchers to be printed at school and hand delivered to families who were unable to access them online; providing advice re community support agencies; supporting SEND needs and preparing referral documents for outside agencies and organizing ongoing Blue Smile sessions for pupils during lockdown period through liaison with those agencies and parents.</p> <p>Pastoral TA 'Talk Time' role continued and was extended to 'Drawing and Talking Intervention', which was accessed by 8 PP pupils over autumn and summer terms.</p> <p>Weekly meetings between PPC, SFLO and PTA to discuss social/emotional support for DA pupils.</p> <p>G. Increase parental engagement for disadvantaged pupils</p> <p>Meet and greet outside school at start and end of school day by PPC and PTA. Parents groups were not able to be run due to Covid-19 restrictions.</p>
	Behaviour and Aviary Class Lead (2.5 days)		Experience, internal monitoring and awareness of appropriate research has shown us that PPF pupils often display challenging behaviour due to their adverse childhood experiences.	To oversee development, implementation and monitoring of behaviour strategies and support across the school based on the STEPS programme and nurture initiatives. To lead The Grove's alternative learning provision in order to support the learning and progress of high needs PPF pupils.	
	Safeguarding and family liaison officer (2 days)		Safeguarding data has shown that a high proportion of families accessing additional support have been in receipt of PPF.	To provide pastoral support for PPF children and increase engagement of parents within school and the local community through running lunchtime and after school clubs and coffee mornings, attending relevant meetings, liaising with local community organisations to provide	

				support and advice for parents.	
Years 3-6	Intervention TA	£7,300	The EEF toolkit has been used to select some interventions, such as 1:1 tuition and targeted small group tuition.	To run a targeted reading and spelling intervention for identified pupils across KS2.	D. Years 3, 4 and 5 - Children make good progress and meet end of year targets Year 3: Progress of PP was greater than All in reading, writing and maths. Out of 10 PP pupils, 100% made at least expected progress in reading, writing and maths. 2 pupils on IDL program
	IDL program	£199		Purchase of International Dyslexia Learning program	Year 4: Progress of All was greater than PP in reading, writing and maths, although gaps were narrowed in all subjects from March 2021. Out of 13 PP pupils, 67% made at least expected progress in reading, 75% in maths and 58% in writing. 2 pupils on IDL program Year 5: Progress of All was greater than PP in reading, writing and maths with gaps narrowing in reading and remaining the same in maths since March 2021. Out of 13 PP pupils, 67% made at least expected progress in reading and maths and 58% in writing. 4 pupils on IDL program. A. KS2- Close gap in attainment between pupil premium and all pupils Year 6 data in July 2021 showed the attainment gap had widened in writing (-22) and maths (-22) since Dec 2020, with the gap in reading (1) closing so that PP pupils outperformed ALL. 3 pupils on IDL program. IDL program ran in autumn term only due to Covid-19 school closure in spring term and bubble restrictions in summer term.

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2019/20					
Year Group	Item/ project	Cost	Evidence / Rationale	Objective	Outcome
Whole school	Blue Smile	£14,400	Recent government policy requires effective support for children's mental health and well-being needs.	To provide play/art therapy and counselling for identified children requiring SEMH support.	<p>E. Better support mental health and social and emotional needs of disadvantaged children and their families.</p> <p>Blue Smile: 14 PP pupils accessed Blue Smile therapy. This made up 65% of pupils accessing the service. All had the option of continuing sessions via phone contact during the lockdown period of spring 2021.</p> <p>Pastoral TA: Talk time sessions Drawing and Talking- 8 pupils accessed the intervention during the autumn or summer terms. 3 pupils Summer 2021- SDQs completed as baseline and at end of intervention with the following outcomes:</p> <p>2 pupils- made improvement on total difficulties score 1 pupil- no change on total difficulties score</p> <p>2 pupils- significant improvement in one or more areas of difficulty 1 pupil- no changes in areas of difficulty</p> <p>Pupil with no change/improvement in areas of difficulty- increased verbalization within school environment.</p> <p>Use of Boxall Assessment: Aviary class- Boxall was used with 2 pupils to identify areas of need and to monitor social and emotional development over the year. Improvements were made. CiC- Boxall showed progress in targeted areas over the year. Developmental and diagnostic scores showed improvement by July 2021. Individual pupils- Boxall was used with 2 other PP pupils to identify areas of need and to generate Additional Support Plan targets. One pupil made significant improvement in targeted area. One pupil was referred on for additional external assessment and received diagnosis during summer 2021.</p> <p>Drama therapy: 4 pupils accessed 1:1 therapy over Summer 2021. Reports received by therapist. 2 pupils moving to secondary school. 2 pupils to continue with alternative therapy from September 2021.</p>
	In school SEMH support	£13,000 £325		To provide the opportunity for the development and support of social, emotional and communication needs and well-being through development of pastoral TA role and purchase of Boxall assessment tool to identify specific needs.	
	Music Therapy	£7,500		To provide music therapy for identified children requiring SEMH support.	
	Red Hen	£6,000	Safeguarding data has shown that a high proportion of families accessing additional support have been in receipt of PPF.	To provide a range of support for families in the home setting, at school and through training workshops to enable PPF pupils and their families to thrive.	

					Red Hen: 8 families/ 14 children received direct support from family workers over the year.
Year 5/6	High needs support TA	£12,400	Large numbers of pupils with SEND needs in Year 5/6 cohorts.	To provide in class and/or intervention support for Year 5/6 DA SEND children.	D. Year 5 - Children make good progress and meet end of year targets Out of 13 PP pupils, 67% made at least expected progress in reading and maths and 58% in writing. A. KS2- Close gap in attainment between pupil premium and all pupils Year 6 data in July 2021 showed the attainment gap had widened in writing (-22) and maths (-22) since Dec 2020, with the gap in reading (1) closing so that PP pupils outperformed ALL. 44% of SEND/PP pupils in Y5-6 achieved at least expected progress in reading. 25% of SEND/PP pupils in Y5-6 achieved at least expected progress in writing. 38% of SEND/PP pupils in Y5-6 achieved at least expected progress in maths. 5 pupils were supported with 1:1 reading- all made progress 10 pupils were supported with times table intervention- 4 made progress, 6 made significant progress Y5 pupil was supported to access English, Guided Reading and Maths lessons in class- achieving age related expectations in reading and writing and greater depth in Maths. Y6 pupil accessed additional EP assessment due to high level of need, resulting in a successful EHCP application. Additional maths support provided for 11 Y6 pupils and 4 Y5 pupils 1 pupil accessed specialist assessment, providing evidence for a successful EHCP Needs Assessment.
Whole School	Specialist educational assessment and advice	£2,500	Large numbers of PP children across the school with a variety and complexity of SEND needs.	To provide school with detailed, specialist assessment information for high needs DA SEND children in order that appropriate support/interventions can be implemented.	
EYFS	High needs support TA	£6,600	High needs child with specific difficulties requiring individualized curriculum and at least 1:1 support whilst in school.	To provide most appropriate support in order to meet the needs of a PP child with extremely high SEND needs.	Pupil was able to attend school full time and access a sensory curriculum which met their significant learning and developmental needs.

Whole school	Supporting families	£2,500	<p>Past experience has shown us that though providing targeted places before and after school, children's attendance and attitudes to learning have improved.</p> <p>Experience and knowledge of the needs of our local community has shown us that many of our families require additional support, especially since the initial Covid-19 lockdown in March 2020.</p>	<p>Places provided in breakfast club and in after-school provision in order to improve punctuality, attendance and social skills.</p> <p>To provide uniform and basic supplies for families in urgent need of support.</p>	<p>Children have a good start to the school day with a healthy breakfast (Discussion / Observations)</p> <p>Attendance and punctuality improves.</p> <p>Increased parental engagement- parents able to attend meetings with school staff.</p> <p>Breakfast club fully funded for 3 pupils during autumn term, leading to improvement in punctuality and access to daily breakfast.</p> <p>Breakfast and/or after school club were accessed by 14 PP pupils in autumn and/or summer terms.</p> <p>School uniform, clothes items and toiletries provided for 5 pupils during autumn and summer terms.</p> <p>Adult Mental Health First Aid training for Assistant Head (Pupil Premium Champion) to provide support for staff/parents, particularly in response to the Covid-19 pandemic. Parents of 12 families (19 children) supported during academic year. This led to: improvement in engagement with online/home learning during March 2021 school closure, improved engagement of parents with school, improved attendance, access to family worker/Red Hen support at home, SEND and/or emotional needs of children addressed.</p>
Whole school	Forest school development	£0	<p>Past experience has shown us that Forest School has had a positive and lasting impact on children's well-being, self-confidence and attitude to learning.</p>	<p>To provide opportunities for increased self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p>	<p>KS2 – Close gap in attainment between pupil premium and all pupils</p> <p>D. Years 1, 3, 4 and 5 - Children make good progress and meet end of year targets</p> <p>E. Improve and support mental health and social and emotional needs of disadvantaged children</p> <p>Not started due to Covid-19 pandemic restrictions- training unavailable.</p>

Whole school	Covid-19 contingency	£2,000	Emergency funding to be used in school in response to issues arising from Covid-19 pandemic.	To provide additional emotional or academic support for those pupils who have been affected significantly by the Covid-19 pandemic.	<p>D. Years 1, 3, 4 and 5 - Children make good progress</p> <p>Year 1: Progress of All was greater than PP in reading, writing and maths. Out of 12 PP pupils, 33% made at least expected progress in reading and writing, 67% in maths.</p> <p>Year 3: Progress of PP was greater than All in reading, writing and maths. Out of 10 PP pupils, 100% made at least expected progress in reading, writing and maths.</p> <p>Year 4: Progress of All was greater than PP in reading, writing and maths, although gaps were narrowed in all subjects from March 2021. Out of 13 PP pupils, 67% made at least expected progress in reading, 75% in maths and 58% in writing.</p> <p>Year 5: Progress of All was greater than PP in reading, writing and maths with gaps narrowing in reading and remaining the same in maths since March 2021. Out of 13 PP pupils, 67% made at least expected progress in reading and maths and 58% in writing.</p> <p>E. Children in key groups make good progress</p> <p>EYFS progress of All was better than PP in all subjects. Gaps narrowed in reading and maths but widened in writing from Dec 2020. Out of 8 PP pupils, 77% made at least expected progress in reading and maths and 38% in writing.</p> <p>Year 2 progress of PP was the same as All in reading, with widening gaps in writing and maths. Out of 13 PP pupils, 75% made at least expected progress in reading, with 58% in writing and 50% in maths.</p> <p>Year 6 progress of All was greater than PP in reading, writing and maths. Gaps narrowed in reading and maths from March 2020 but widened in writing. Out of 12 PP pupils, 77% made at least expected progress in reading and maths, with 38% in writing.</p> <p>F. Improve and support mental health and social and emotional needs of disadvantaged children</p> <p>During school closure families of 33 DA pupils were contacted up to 3 times a week</p>
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					accessed additional SEMH support over 2020-2021.
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Total budget	£145,237.42
Total actual spend	£145, 224

