

The Grove Primary School

The Grove Primary School Pupil Premium Grant Expenditure

Report: 2017/18

Context of School

The Grove Primary School is a larger than average sized primary school with 276 pupils on roll in September 2017. We serve an area of high deprivation in the centre of a large housing estate on the edge of Cambridge City Centre.

The majority of our pupils are from one of the following ethnic groups: White British (51%), Bangladeshi (7.25%) and any other white background (17.4%). There are approximately 19 different languages spoken by children at the school. A significant proportion of our pupils have English as an additional language (20%).

Although pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage. We have a high school deprivation indicator (0.27), consequently the proportion of pupils known to be eligible for Pupil Premium funding is above the national average (33%). Two pupils are eligible for Pupil Premium Plus funding. The mobility of our pupils is also higher than national figures. The proportion of our pupils at SEN Support is above average (14.9%). The number of pupils who have an Education, Health and Care plan (1.45%) is just above the national average.

At The Grove Primary School, 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.

Objectives of Pupil Premium Spending

When making decisions about Pupil Premium Funding it is important to consider the context of the school and the challenges faced by its pupils. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence and self-esteem, behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our main objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through reduced class sizes and targeted interventions we are working to eliminate barriers to learning and progress. Our aim is to ensure that children make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data and used a range of research materials, such as the Sutton Trust Toolkit and 'The Pupil Premium- How schools are spending the funding successfully to

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maximise achievement' produced by Ofsted in 2013, to inform our decision making.

Number of pupils and Pupil Premium grant (PPG) received	
Total number of pupils on roll in September 2017	276
Total number of pupils eligible for PPG	91
Total amount of PPG received	£114, 680

Nature of Support 2017/18	
Focus on learning in the curriculum	79%
Focus on social, emotional and behaviour	16%
Focus on enrichment beyond the curriculum	4%
Focus on families/community	1%
Curriculum Focus: Increase % of children working at age related expectations in reading, writing and maths.	

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End of KS2 Results for DA Children

Number of children in Y6 eligible for Pupil Premium funding in 2017-2018 = 14	2017	2018
Total number in cohort = 30		
% of Pupil Premium children achieving ARE in reading	42%	86%
% of Pupil Premium children achieving ARE in writing	57%	64%
% of Pupil Premium children achieving level ARE in maths	35%	86%
% of Pupil Premium children making at least expected progress in Reading from KS1	43%	86%
% of Pupil Premium children making at least expected progress in Writing from KS1	50%	79%
% of Pupil Premium children making at least expected progress in Maths from KS1	36%	93%

Comparison of DA and All pupils over time

	% achieving age related expectations					
Subject	2017			2018		
	DA	All	Gap	DA	All	Gap
Reading	42%	56%	-14	86%	80%	+6
Writing	57%	70%	-13	64%	74%	-10
SPaG	64%	70%	-6	86%	90%	-4
Maths	35%	60%	-25	86%	91%	-5
English and Maths combined	21%	43%	-22	64%	65%	-1

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Other Supporting Evidence of Impact

Our detailed document: 'Strategies for supporting children entitled to Pupil Premium funding', outlines and explains the objectives for our PP spending over the year and links these to the desired outcomes. It shows how our PPG has been used towards achieving our goals.

Our 'Pupil Premium end of year data analysis of EYFS outcomes' shows that at the end of EYFS:

The percentage of children achieving age related expectations by the end of EYFS has risen from 2017 in Reading, Writing and Maths. DA pupils outperformed All in Writing and there was no gap in Maths.

100% of pupils made at least expected progress in Reading, Writing and Maths.

Our 'Year 1 Phonics Screening analysis' shows that:

The percentage of DA children achieving the standard at the end of Year 1 has risen significantly from the previous year. The gap between DA and All children is closing.

Our 'Year 2 Phonics Screening analysis' shows that:

Y2 DA pupils outperformed All pupils by +12%.

Our detailed 'Pupil Premium End of Year Attainment and Progress Analysis' for Year 2 shows that:

50% of DA children achieved ARE in Reading, 63% in Writing and 88% in Maths. The figures for Writing and Maths are significant improvements from last year and the gap between DA and All pupils has narrowed in those areas; with DA pupils outperforming All in Maths.

Implications for Pupil Premium Spending in 2018/19

Year 6:

Continue to work on closing the gap, with a particular focus on Writing. Use specialised subject assessment tools and ongoing teacher assessment to identify and plug gaps for children in these subjects.

Improve on number of DA children making good progress in Reading, Writing and Maths across KS2 through careful and regular monitoring of progress by class teachers, KS2 leader and PP Champion in order to provide support and boosting where needed.

Year2:

Continue working on closing the gap in attainment in Reading and Writing, with a particular focus on Reading, through focused targeting of children for support and booster groups, along with in

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class and additional teaching support. Use specialised subject assessment tools and ongoing teacher assessment to identify and plug gaps for children in these subjects.

Whole School:

The provision of learning support for DA pupils will be reviewed at the end of each term, as assessment data is analysed and areas of need are identified.

The Inclusion Mentor will support the PP Champion in enabling access to the curriculum as well as providing for the additional needs for SEN children who are entitled to PP funding.

Music Therapy and Blue Smile sessions will continue for identified DA children in order to provide the opportunity for social and emotional needs to be addressed, so that children are ready to learn and achieve to their full potential.