

The Grove Primary School

Pupil Premium Grant Expenditure Report: 2016/17

Context of School

The Grove Primary School is a larger than average sized primary school with 304 pupils on roll in September 2016. 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 (50.32%), Bangladeshi (8.88%) and any other white background (21%). There are approximately 29 different languages spoken by children at the school. A large proportion of our pupils have English as an additional language (35.85%), this is significantly above the national average.

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 (33.8%). Three 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 (15.4%). The number of pupils who have a Statement of Special Educational Needs (1.31%) or an Education, Health and Care plan (0.98%) 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 maximise achievement' produced by Ofsted in 2013, to inform our decision making.

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Number of pupils and Pupil Premium grant (PPG) received	
Total number of pupils on roll in September 2016	304
Total number of pupils eligible for PPG	103
Total amount of PPG received	£137,080.71

Nature of Support 2016/17	
Focus on learning in the curriculum	83%
Focus on social, emotional and behaviour	12%
Focus on enrichment beyond the curriculum	3%
Focus on families/community	0.4%
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 2016-2017 = 14 Total number in cohort = 30	2016	2017
% of Pupil Premium children achieving ARE in reading	36%	42%
% of Pupil Premium children achieving ARE in writing	57%	57%
% of Pupil Premium children achieving level ARE in maths	50%	35%
% of Pupil Premium children making at least expected progress in Reading from KS1	58%	43%
% of Pupil Premium children making at least expected progress in Writing from KS1	58%	50%
% of Pupil Premium children making at least expected progress in Maths from KS1	58%	36%

Comparison of DA and All pupils over time

	% achieving age related expectations					
Subject	2016			2017		
	DA	All	Gap	DA	All	Gap
Reading	36%	41%	-5	42%	56%	-14
Writing	57%	74%	-17	57%	70%	-13
SPaG	43%	63%	-20	64%	70%	-6
Maths	50%	70%	-20	35%	60%	-25
English and Maths combined	21%	30%	-9	21%	43%	-22

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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 decreased from 2016 in Reading, Writing and Number.

60% of pupils made at least expected progress in Reading.

80% of pupils made at least expected progress in 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 been maintained from last year. The gap between DA and All children increased slightly.

Our 'Year 2 Phonics Screening analysis' shows that:

The percentage of DA children achieving the standard at the end of Year 2 has increased from last year and the gap between DA pupils and All pupils is narrowing.

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

64% of DA children achieved ARE in Reading, 50% in Writing and 57% in Maths. All of these figures are an improvement from last year and the gap between DA and All pupils has narrowed in all subject areas.

Provision Maps and Intervention Records:

Pupil Premium and whole school provision maps, along with detailed intervention records show that the vast majority of children who took part in intervention groups led by the PP champion made progress, with most making good or very good progress over the course of the sessions:

Autumn 2016: 94% of pupils made progress.

Spring 2017: 91% of pupils made progress.

Summer 2017: 100% of pupils made progress.

Assessment data from Reading, Writing and Maths interventions run by PP TA shows that:

Autumn 2016: 100% of pupils made progress

Spring 2017: 93% of pupils made progress.

Summer 2017: 83% of pupils made progress.

End of year reports provided by the music therapist show progress made in the behaviour and

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emotional development of the children she worked with.

17 DA pupils participated in Blue Smile sessions. 9 were able to complete their sessions by July 2017.

Pupil Premium Progress Grids

Progress for DA children in each year group has been monitored and analysed at the end of each term to identify impact of DA spending through reduced class sizes, interventions or booster groups that have taken place and to highlight implications for future spending.

Pupil Voice

Pupil feedback forms were completed by DA children in Years 1, 2, 3, 4 and 5 who worked with the PP champion over the course of the year in intervention groups or support groups linked to current class work. All were able to identify and verbalise how the support had helped them. Some referred to how the support had helped them back in class.

Monitoring

Regular monitoring of teacher's planning and children's work has taken place over the year to ensure that Quality First Teaching was in line with the demands of the revised curriculum, addressed the needs of DA pupils and that progress was evident in pupils written work and their ability to discuss their learning.

Implications for Pupil Premium Spending in 2017/18

Year 6:

Continue working on closing the gap in attainment in Reading, Writing and Maths through reduced class sizes and focused targeting of children for support and booster groups. 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, Writing and Maths through focused targeting of children for support and booster groups, along with in class and additional teaching support. Use specialised subject assessment tools and ongoing teacher assessment to identify and plug gaps for children in these subjects. Use of PP TA to lead focused interventions, guided and overseen by PP Champion.

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 PP Champion will provide targeted teaching and learning support for small groups of DA pupils or individuals across the school in Reading, Writing and Maths, as need is indicated by

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data.

The PP teaching assistant will provide in class support, targeted intervention groups and 1:1 work for identified DA children in the areas of Reading, Writing and Maths, under the direction and guidance of the PP Champion.

A part time teacher will allow smaller class sizes in Maths and English for Year 6.

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.

Partial funding of the school minibus and subsidised residential trips will provide opportunities for our PP pupils to engage fully in the wide range of activities and events which we provide at The Grove, in order for pupils to develop their social, emotional and academic skills.

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.