

# The Grove Primary School

## The Grove Primary School Pupil Premium Grant Expenditure

Report: 2015/16

### Context of School

The Grove Primary School is a larger than average sized primary school with 285 pupils on roll in July 2016. We serve an area of high deprivation in the centre of a large council housing estate on the edge of Cambridge City Centre.

The majority of our pupils are from one of the following ethnic groups: White British (38.95%), Bangladeshi (7%) and any other white background (19.65%). There are approximately 19 different languages spoken by children at the school. A large proportion of our pupils have English as an additional language (32.9%), 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 (36%). 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 (17.5%). The number of pupils who have a Statement of Special Educational Needs (1.4%) or an Education, Health and Care plan (2.1%) is just above with 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

# The Grove Primary School

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	285
Total number of pupils eligible for PPG	103
<b>Total amount of PPG received</b>	£137,845

Nature of Support 2015/16	
Focus on learning in the curriculum	79.5%
Focus on social, emotional and behaviour	10.7%
Focus on enrichment beyond the curriculum	8.5%
Focus on families/community	0.19%
<b>Curriculum Focus:</b>  Increase % of children working at age related expectations in reading, writing and maths.	

# The Grove Primary School

Performance of disadvantaged pupils at the end of KS2			
Number of children eligible for Pupil Premium funding in 2015-2016 = 13	2016	2015	2014
% of Pupil Premium children achieving ARE in reading	62%	87%	82%
% of Pupil Premium children achieving ARE in writing	62%	80%	64%
% of Pupil Premium children achieving level ARE in maths	62%	93%	73%
% of Pupil Premium children making at least expected progress in Reading	Data to follow	100%	80%
% of Pupil Premium children making at least expected progress in Writing	Data to follow	86%	60%
% of Pupil Premium children making at least expected progress in Maths	Data to follow	71%	70%

KS1 data was unavailable for 1 child.

	2014		2015		2016	
Subject	% level 4+		% level 4+		% achieving age related expectations	
	PP children	Non PP children	PP children	Non PP children	PP children	Non PP children
Reading	80%	92%	87%	93%	62%	86%
Writing	60%	83%	80%	79%	62%	86%
SPaG	80%	92%	73%	71%	46%	77%
English	80%	92%	80%	79%	62%	86%
Maths	70%	100%	93%	93%	62%	93%
English and Maths combined	80%	100%	80%	86%	62%	86%

# The Grove Primary School

Narrowing the Gap between Pupil Premium and other children			
	Reading gap	Writing gap	Maths gap
2016	-24	-24	-31
2015	-6	+1	0
2014	-12	-23	-30

Other Supporting Evidence of Impact
<p><b>It should be noted that comparisons of 2016 data with that for 2015 and earlier are difficult due to the changes in the national curriculum, which has raised end of year expectations for all year groups, and in the new assessment without levels system, which does not link to the previous levelling system.</b></p> <p><b>Our detailed document: ‘Strategies for supporting children entitled to Pupil Premium funding’,</b> 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.</p> <p><b>Our ‘Pupil Premium end of year data analysis of EYFS outcomes’ shows that at the end of EYFS:</b></p> <p>The percentage of children achieving age related expectations by the end of EYFS has increased significantly from 2015 in Reading, Writing and Number.</p> <p><b>Our ‘Year 1 Phonics Screening analysis’ shows that:</b></p> <p>The percentage of children achieving the standard at the end of Year 1 has increased from last year. The gap between PP and non PP children is closing.</p> <p><b>Our ‘Year 2 Phonics Screening analysis’ shows that:</b></p> <p>The percentage of children achieving the standard at the end of Year 2 has increased from last year.</p> <p><b>Our detailed ‘Pupil Premium End of Year Attainment and Progress Analysis’ for Year 2 shows that:</b></p> <p>44% of PP children achieved ARE in Reading and Writing. 56% achieved ARE in Maths. These figures are down from last year and the gap between PP and non PP pupils has widened.</p> <p>No PP SEN pupils achieved ARE in any subjects. This was in line with non PP SEN, apart from in Maths.</p> <p>100% of PP EAL pupils achieved ARE in Maths. This was greater than the percentage for non PP EAL.</p> <p>The most significant gaps occurred in PP EAL Reading and Writing and PP SEN Maths.</p>

# The Grove Primary School

**Our detailed 'Pupil Premium End of Year Attainment and Progress Analysis' for Year 6 shows that:**

## **Age Related Expectations:**

62% of PP children achieved ARE in Reading, Writing and Maths. This is down on the figures for last year. Non PP children outperformed PP children in Reading, Writing, SPAG, Maths and English and Maths combined, with significant gaps in all areas. The gap is greater in all areas than in 2015 but has narrowed in English and is close in Writing and Maths to 2014 results.

No PP SEN pupils achieved ARE in any subjects. There were significant gaps between PP SEN and Non PP SEN in all areas, except Maths as no Non PP SEN children achieved ARE in that subject.

PP EAL children outperformed non PP EAL children in all areas (by 12 % points), except Maths, where there was no gap.

The overall drop in figures for PP children from 2015 could be due to the raised expectations in the new curriculum and change in assessment system.

## **Progress:**

The Grove has created a way of measuring progress to link with our new assessment system by assigning points to each stage within the curriculum for each year group and tracking this back to the end of KS1 results.

The percentage of children making at least expected progress was down in all areas. However, ARE have changed and been raised since this cohort were assessed at the end of KS1.

## **Our analysis of pupils achieving ARE across the school shows:**

- a rise in percentages for the Years 1 and 5 cohorts in Reading, Writing and Maths

- a rise in percentage for the Year 6 cohort in Writing

## **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 2015: 96% of pupils (23/24) made progress.

Spring 2016: 100% of pupils (22/22) made progress.

Summer 2016: 96% of pupils (22/23) made progress.

End of year reports provided by the music therapist show progress made in the behaviour and emotional development of the children she worked with.

End of intervention assessments (SDQs and Aims Measures) show that 100% of children who worked with Blue Smile mentors and therapists made progress from the start of their sessions. Many made significant progress.

All 10 pupils from KS1 and 2 who participated in the vocabulary development programme run by the Speech and Language Therapist made progress from the start to the end of the programme. 60% made progress in Writing over the year.

# The Grove Primary School

3 pupils from Reception took part in the programme. One left The Grove before the end of the year. Two made expected progress in Reading and Writing and reached GLD at the end of the year.

## **Pupil Premium Progress Grids**

Progress for PP children in each year group has been monitored and analysed at the end of each term to identify impact of PP 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 PP 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.

## **Implications for Pupil Premium Spending in 2016/17**

### **Year 6:**

Continue working on closing the gap 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. Use of PP TA to lead focused interventions and provide targeted in class support guided and overseen by PP Champion.

Improve on number of PP children making good progress in Reading and Writing 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. Maintain and extend the number of children achieving good progress in Maths.

### **Year2:**

Continue working on closing the gap 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 and provide targeted in class support guided and overseen by PP Champion.

### **Whole School:**

The provision of learning support for PPF 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

# The Grove Primary School

PPF pupils or individuals across the school in Reading, Writing and Maths.

The PP teaching assistant will provide in class support, targeted intervention groups and 1:1 work for identified PP children in the areas of Reading, Writing and Maths, under the direction and guidance of the PP Champion. Focus year groups will be Year 6, 4, 3 and 2.

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 are to continue for identified PP children in order to provide the opportunity for the development of social and emotional needs, so that children are ready to learn and achieve to their full potential.