

Grove Road Pupil Premium Plan 2020-2021



The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Grove Road Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps by addressing inequalities and raising attainment of those students in low-income families. Targeted additional support strategies are planned to result in every pupil, being able to have full access to our curriculum and all our extra-curricular experiences.

Barriers to educational achievement		Desired Outcomes
A	Rise of anxiety and fear in children in light of Covid-19	Mental Health and Well-being intervention and support for children who are struggling with the changes and the pandemic.
B	Low baseline assessments on entry to Nursery and Reception indicate poor communication and oracy skills.	Targeted support for speaking & listening throughout the EYFS department. The % of pupils meeting their developmental age band increases.
C	KS2 Language beginners who have limited support at home.	Rapid support for KS2 Beginner English children in order that they can access their year groups learning and meet most of the expectations by the end of KS2.
D	Lack of experiences outside of school which disadvantage children's thinking skills and development.	Enrichment Funding to cover the cost of as many trips and visits as is possible to enhance children's experiences. In turn Reading and Writing achievement is increased.
E	Lack of parental support for reading and writing with low aspirations which in turn results in poorer attitudes to homework and catch up learning.	High quality Intervention delivered effectively by teachers and support staff. Increased reading and writing achievement within each year group.
F	Concerns regarding access to online learning devices for any lock down or isolation periods at home.	Survey to investigate access to devices in homes. Laptop scheme to support all families who are without suitable learning devices.

School results for 2019/20

Due to Covid-19 no final assessments or testing was carried out in the summer term of 2020.

The following is the Gap analysis after the lock down period which indicates the baseline data for September 2020.

Maths

Class	Average Point Score	Gap
2 Green	163	-37
3 Blue	252	-48
4 Indigo	358	-42
5 Violet	442	-58
6 Gold	562	-38

Reading

Class	Average Point Score	Gap
2 Green	185	-15
3 Blue	244	-56
4 Indigo	349	-51
5 Violet	448	-52
6 Gold	557	-43

Writing

Class	Average Point Score	Gap
2 Green	178	-22
3 Blue	235	-65
4 Indigo	358	-42
5 Violet	444	-56
6 Gold	561	-39

Scores

15-29 points = up to ½ term behind

30-35 = 1 term behind

35- 50 = 1 ½ terms behind

50 – 70 = 2 terms behind

70- 100 = 3 terms behind

100+ = more than 1 school year behind

2020/21 Strategy

Number of pupils and pupil premium grant (PPG) received				
Total number of pupils on role		230		
Total number of pupils eligible for PPG		45		
Total amount of PPG received		£67,250 + £6042 EYFS + £8800 (Catch Up Funding) = £82,092		
Date of last review		September 2020	Planned date of next review	
September 2021				
Desired Outcomes				
<ol style="list-style-type: none"> 1. To fill the learning gaps left by the Pandemic and Lockdown, especially for those vulnerable and disadvantaged children. 2. To ensure high quality intervention to close the attainment gap between disadvantaged and non-disadvantaged pupils. 3. For disadvantaged pupils to increase their rate of attendance and for 0% of disadvantaged children to be on the PA list. 4. For disadvantaged children to have access to high quality texts, learning opportunities, visits and experiences to support their access to learning and the curriculum. 5. To support those children with language deprivation due to disadvantages at home. 				
Strategy:				
Focus	Targeted Pupils	Cost from PPG funding	Intended outcome	Impact
Quality Interventions – to be taught by Class teacher and HLTA support in identified catch in catch up areas (maths, Reading and writing)	All disadvantaged pupils working below ARE (as well as children with multiple barriers).	£14,700 £20,494 Additional HLTA	To decrease the gap between PPG Children and Non-PPG Children by 10% in Reading, writing and Maths	The gap between PPG and Non-PPG children is: Reading gap closed by 8 progress points Writing gap closed by 1.5 progress points Maths 0 progress points.
	Targeted interventions to support children identified with anxiety disorders	£5760	Class Charts WB program to identify and monitor children.	Class charts monitored 24 children identified by adults. Chill out area created for pupil wellbeing £2050 0% increase in children with SEMH. Behaviour % stayed the same as last two years (89% positive)

	and / or MH issues.			
<p>Breakfast and after school clubs -</p> <p>To support attendance and punctuality of all pupils and decrease the number of Persistent Absentees, especially amongst vulnerable groups.</p>	All year groups	£9261	Improved attendance and lateness for vulnerable groups so that overall PA % decreases to 6% (-4%)	Attendance = 94.6% which is 2% under national average and 2% less than 2019 data. PA is 4% (which is 9 pupils from 8 families). This is 2% less PA from previous years. It exceeds target by 2%.
<p>Enrichment fund – In order that all children can experience trips, visits and workshops to enhance and support their learning and experiences. Real life experiences to support understanding and quality of learning especially in the EYFS.</p>	All PPG pupils (incl.)	£15000	<p>The attainment gap for PPG pupils in writing and reading decreases to be in line with Local and National averages.</p> <p>The % of children achieving the GDS at KS1 in reading increases to be in line with Local and NA.</p>	<p>Enrichment fund has not been used to support trips and visitors as before due to the restrictions set by the pandemic. Instead, Enrichment has been used to provide socially distanced events in school for all children to attend. Any additional funding will be carried over to next academic year in order to support more families.</p> <p>As both reading and writing gaps have closed and there is no gap for maths, this would put us above National Average averages.</p> <p>School - Reading 33%, Writing 27% and Maths 30% LA (2019) – R 31%, W 19% and M 29% National (2019) – R 25%, W 15% and M 22%.</p>
<p>Access to quality books and reading materials – To ensure that all children, especially our vulnerable children, have access to quality texts and reading</p>	All pupils	£7504 – Part Time Librarian	Reading progress and attainment increases as	All classes have used their library allocated time. After school library for the community did not happen due to covid-19 restrictions. Move to September 2021. Book shack for while school arrived w/b – 28 th June. All children take two books home.

materials through regular library visits and lending facilities.		£1509 – Extended opening hours for families to attend library.	well as children's enjoyment of reading.	Read-a-thon challenge started, all children involved. Reading Eggs implemented in January 2021. 100% uptake and use by children.
EAL Beginner Support - TA support time for children new to the country in KS2 who need targeted, fast tracked support.	EAL Beginners in KS2	£3724 – group support intervention	Stronger acquisition of vocabulary Better classroom support for all EAL learners.	3 x weekly support for KS2 pupils 2 x weekly intervention for KS1 pupils. Children at KS2 exceeded the 100 pp (118) for reading and exceeded in writing too (116) from their starting points Children at KS1 also exceeded in both reading (106) and writing (111) from their starting points. KS2 were -27 attainment points compared to non-EAL in reading and -27 attainment points in writing. KS1 were -9 attainment points compared to non-EAL in reading and -10 in writing.
Speaking and Listening – To provide additional speaking and listening support for pupils in the EYFS who have yet to meet the standard in Speaking & Listening for their age of development.	Targeted intervention support with HLTA.	£2106	2% increase in the number of children achieving the AOL and GLD in speaking and listening at the end of Reception.	Daily Bucket time in EYFS Daily phonics in KS1 3 x weekly spiral group in KS1 (Sp&Lang). Nursery Listening and Attention: 83.33% made 3 points progress Understanding: 79.17% made 3 points progress Speaking: 75% made 3 points progress Reception Listening and Attention: 93.33% made 3 points progress Understanding: 90% made 3 points progress Speaking: 93.33% made 3 points progress GLD Listening and Attention: 50% reached ELG (87% in 2019) Understanding: 63.33% reached ELG (73% in 2019) Speaking: 50% reached ELG (73% in 2019) The lower attainment percentages are to be expected with the disruption to the school year. However, the progress is good and still in line with previous years showing that some of these gaps have been closed.

Laptops / Ipads – To offer loans of laptops to vulnerable, multi and disadvantaged families in order that all children can access learning during a lock down or isolation period.	Vulnerable / disadvantaged Families of more than 2	£4309	100% online access for home learning	30 Chrome books purchased £4659 DfE gave a further 23 laptops. 97% of children were engaged with online learning. (7 children did not). All school devices were loaned to the families to support online learning.
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TOTAL £84,367

Actual Spend £89,567

Please note that funding beyond that indicated will also be used to support these planned actions.