

**Pupil Premium Strategy Statement – Grove House Primary School
2018 - 2019**

Summary Information

School	Grove House Primary School			
Academic Year	2018 - 2019	Total PP Budget	£272, 495	Date of the most recent PP Review Dec-18
NOR	458	Number of pupils eligible for PP	85	

Additional Information – Purpose of Spending

We will use the pupil premium grant in ways we think will best support the raising of attainment for the most vulnerable pupils. Our priority in the academic year 2018 - 2019 will be focussed on 'narrowing the gap' for those pupils not on track at the end of Key Stage 2, as well as supporting children in other classes who might not achieve as well as their peers. The premium is provided in order to support these pupils in reaching their potential. We recognise that not all pupils who are disadvantaged are registered or qualify for free school meals and, therefore, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable. The schools ethos is for all children to achieve their fullest potential.

	Reading		Writing		Maths	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
All Pupils	71%	1.55	86%	2.75	88%	1.42
Disadvantaged (15 Pupils)	60%	4.14	73%	3.35	67%	1.77

Quality of Teaching for All

Desired outcome	Approach	Reflection
Leaders and teachers have an accurate overview of pupils progress from their starting points	Implement Target Tracker	Target Tracker has given leaders a good starting point in tracking and understanding whole school data. They have been able to share this understanding with class teachers and in turn support teachers in developing their own understanding of trends in their class, something that was unheard of previously. The use of target tracker will continue next academic year.
All classrooms have effectively and purposeful learning environments.	Update learning environments across school	All classrooms have now been decluttered and are much more purposeful to support learning. Alongside this approach, leaders have written a rationale and procedure for developing consistency and progression in learning environments. This approach has given the school a full-face lift. The focus will now be on maintaining environments and keeping them updated and fresh.

<p>The school has an effective library, which is also used as an additional learning space.</p>	<p>Revamp the library as a productive learning environment.</p>	<p>The library has now been refurbished and reopened by the Lord Mayor of Bradford. The design of the library is inspirational (an indoor garden) and children now want to visit and read there. It has added to areas in the school that can also be used to support emotional wellbeing, as it is such a calm space to be. The next step will be to keep the environment refreshed, continue to build its use across school and ensure books available are up to date, work which will continue into next year.</p>
<p>Teachers are skilled and have a good knowledge of what good teaching and learning looks like.</p>	<p>Contribution to Iris Connect</p>	<p>In Iris, we now have a learning platform to develop the professional development of others of all adults in school. Areas of good practice in school are now being recorded and displayed for all to see and discuss professionally. Our Iris has been connected with the Iris at Crossley Hall allow us to develop teachers ensuring they see how things work in other schools. This approach will continue next academic year.</p>
<p>All classrooms have appropriate and functional technology to support teaching.</p>	<p>Replace IWB with touchscreens across school</p>	<p>IWB in years 2, 5 and 6 now have Samsung Touch screens. Teachers have adapting to using the new boards well and comment on their quality. Remaining boards are going to be upgraded during academic year 19/20.</p>
<p>Progress children making in reading and KS1 is in line with or above the National Average from their starting points.</p>	<p>Implement a systematic approach to the development of early reading skills across KS1</p>	<p>With consultant support, the school now has Reading Strategy in place, which is followed by all. A series of reading cards go alongside this approach to allow adults reading with children focusing on the key questions they should be asking when carrying out 121 reading. This approach also allows adults to track the books that children have read.</p> <p>Our KS1 reading data shows that pupil outcomes for EXS and GDS is both above the national average for disadvantaged pupils.</p>
<p>The number of children reaching GDS in reading is in line with or above the National Average at KS2.</p>	<p>Implement Whole Class Reading lesson across Key Stage 2</p>	<p>A great deal of CPD has gone into teaching the children to read for understanding, choosing appropriate texts and effective questioning. As children are beginning to show signs of understanding at a greater depth, intervention groups were formed allowing teachers and leaders to build on this learning.</p> <p>The gap in data for reading is narrowing and more disadvantaged children meeting the higher standard.</p>
<p>All teachers have a good understanding of the teaching and learning of reading and its progression as pupils move across school.</p>	<p>CPD with Alison Philipson</p>	<p>The school continues to work with Consultant Alison Philipson. Over the last 12 months, we have together written and implemented the Grove House Reading Strategy and leaders have since developed a whole school approach to teaching vocabulary. This has supported the progression in the teaching of reading across school.</p>

The school has an appropriate and skills leader to lead raising standards in reading.	TLR to lead Early Reading and Language Skills	This TLR has brought about increased leadership capacity to the teaching and learning and reading. In addition, this new leaders has led reading with passion and drive to bring about rapid improvements. As a result, standards in reading are increasing.
The number of children reading GDS in writing is line with or above the national average.	Implement Talk 4 Writing across school	Talk for writing is well established across school, supporting the teaching and learning of writing with a clear focus on author intent and effect on the reader. The teaching of writing in year 6 has been a particular strength this year and teachers have been skilled at identifying those gifted writers and being more creative in how to develop the craft of writing further.
The assessment of writing across school is accurate and teachers are able to generate approach next steps in order to accelerate progress.	CPD with Alison Philipson and Cathy Lynch through the BEOP Partnership	Alison Philipson system for assessment is used across school and investment has been given to developing teachers' forensic understanding of what a child can and cannot do, and what needs to come next for them. This has been supported through developmental moderation workshops. This has led to increasing standards in writing, particularly in UKS2 where a focus has gone on the craft of the writing and author intent. Leaders will continue with this approach next year to ensure pupils continue to make at least good progress in this area.
The number of children working at GDS in maths is at least in line with or above the National Average at the end of the KS1 and KS2.	CPD for staff through the support of consultant Sharon Day	This year, the number of children working at greater depth fell short of the national average. This has prompted leaders to reconsider their approach. An application has been submitted to the Maths Hub to enter into a Mastery Project where leaders will work with an SLE to develop maths and maths at the greater depth across school. This work will begin in September 2019.
Children are given the opportunity to reason, discuss and prove their thinking in maths.	Implementation of Maths Caddies from Y1 to Y6	Teachers use manipulatives with the children to help develop pupil's conceptual understanding of mathematical concepts. However further investments needs to be put into how teachers can use these resources to effective use. This CPD will be built in to the Maths Hub project next academic year.
The curriculum is purposeful and equips pupils for future learning.	Implement the IPC from year 1 to Year 6.	Leaders have reviewed the curriculum, year group long-term plans and built the Grove House Curriculum around the newly purchased International Primary Curriculum. All teachers have been trained on how to use the resource The use of the International Primary Curriculum will continue next year as will the development of the curriculum.
The Grove House Curriculum adds depth to learning and experience	Begin to develop a range of approached to enrich the curriculum	The international primary curriculum has provide the school with a framework to follow which includes curriculum learning at a greater depth. Approaches have been developed to complement the curriculum further including the Grove House Values and 101 things to do. This will be launched during the next academic year.

<p>The curriculum provides pupils with a range of experiences to add depth to their learning.</p>	<p>TLR to lead and broaden curriculum experience and opportunity across school.</p>	<p>As it became clear the amount of work around the curriculum that was needed, the HoS and Assistant Head took ownership of the curriculum. Together they have worked with class teachers to review long term plans, implement IPC and write 101 Things. This is something that will benefit all but particularly the disadvantaged as it is based around experiences.</p>
<p>Pupil learning habits across school are at least good.</p>	<p>Implement new Positive Behaviour Policy.</p>	<p>Following a period of review, leaders have now written the schools new Relationship Policy where the focus is on praising children who have an 'Always Attitude' and make those good and safe choices. Part of this CPD involved teachers committing to reading 'When the Adult Changes, Everything Changes.' In addition a new Hall of Fame card system has been purchased and implemented across school, bringing about a completely new layer of positivity to school. After trials, leaders and adults will fully implement this approach across school.</p>
<p>The number of children reaching GLD by the end of Reception is in line with the National Average.</p>	<ul style="list-style-type: none"> ▪ Redesign and refurbish all early years classrooms. ▪ Declutter and improve the resources in the early years outdoor learning space. 	<p>Outcomes in early years improved in July 2019. The environments between the classes are now much more consistent, bright and meet the learning needs of the pupils. The space provided both indoors and out as allowed the children to have the space to learn, create and interact. Our average point score went up from 28 in 2018 to 34 in 2019.</p>
<p>Progress for children in year 1 is good or better from their starting points.</p>	<p>2 additional teaching assistants to work across KS1</p>	<p>This approach has been key to reaching high phonics outcomes in 2019. Overall, 95% of children reached the required standard with 100% of disadvantaged reaching the required standards. This will remain a focus for school next year allowing us to build excellent reading foundations.</p>
<p>Year 1 phonics outcomes are above the National Average.</p>	<ul style="list-style-type: none"> ▪ Implement a consistent approach to the teaching and learning of phonics. ▪ Implement a TLR for Phonics 	<p>Following a review of phonics, resources were brought to ensure provision for children was consistent from group to group. The new phonics leaders reviewed how the sounds were taught and the speed at which this happened. CPD was given to all staff on the delivery of effective teaching and learning of phonics.</p> <p>Our year 1 phonics outcomes was 95% in June 2019 with 100% of pupil premium children passing the phonics screener.</p>
<p>The number of children who are working at EXS and GDS in KS2 is better than the National Average.</p>	<ul style="list-style-type: none"> ▪ 2.5 teaching assistants working in year 6. ▪ Year 6 Breakfast Booster Clubs & CGP revision resources for reading, maths and SPaG & Monster SATs ▪ Booster groups delivered by AHTs 	<p>Breakfast boosters were well attended for all subjects. These were more structured through the use of the CGP revision guides which the children took great pride in using and following.</p> <p>Boosters provided children with an opportunity to follow Monster SATs alongside a teacher where they could use the questions as teaching points.</p> <p>Leaders targets pupils for additional support through interventions. The outcomes for disadvantaged can be found at the top of this table.</p>

Pupils have a safe space to go for support with any concerns or worries.	Create space for a nurture room and resource it appropriately.	We now have an appropriate space for children to share any worries or concerns. Any pastoral group work is carried out in this space as well. Resources have been purchased to support conversations through play in a more therapeutic approach. This is an approach that we would like to develop to support parental engagement and one which will continue next year.
Children with additional needs make good progress from their starting points and are well supported through an inclusive approach.	The employment and development of 3 apprentices.	In September 2018, children with additional needs above range 4 were provided with 121 support if their EHCP deems this appropriate. This has allowed their learning support to be bespoke allow for small steps of progress to be made.
Pupils take pride in their work and present it neatly.	Motor skill support for KS1 - handwriting development	Finger gym in early years has been very successful and has been accessed by the few children in KS1 who may have needed it. This is an approach we have found straight forward to manage and one which will be continued next year.
Pupils who have additional speech and language needs are well supported and make good progress from their starting points.	Support from external SALT	Children continued to access SALT support in school. However, in order to target a greater number of pupils, with a faster turnaround of assessment processes, we will next year be working with Mable. Their online approach will allow us to implement their advice to classroom learning much faster than previously.
The support of external experts is engaged to ensure the additional needs of pupils are met.	<ul style="list-style-type: none"> ▪ Additional EP Sessions ▪ Behaviour Support Sessions 	<p>We were able to access the support of behaviour specialist through this approach for pupils as appropriate. This was particularly useful when submitting evidence to panel and being successful in securing a place at a Behaviour Support Centre.</p> <p>Through following the support of the EP, we were able to ensure provision for children was effective and meeting the needs of pupils who are both SEND and Disadvantaged.</p>
Children are provided with opportunities to learn at home through the setting of effective homework.	<ul style="list-style-type: none"> ▪ Resources to support the implementation of a new homework policy ▪ Provide pupils with a suite of core online learning resources 	<p>Following a review of homework using research based evidence from EEF and considering the opinions of parents, a selection of online learning resources were purchased and support home learning. Children can access these as additional learning resources.</p> <p>This approach has been well received by pupils and will continue next academic year.</p>
Play times are harmonious and children play and interact well together.	Purchase a range of playtime games	<p>As the year progressed, there was an overall reduction in the number of incidents at playtime. This was particularly evident during the summer term when leaders were trailing the new Relationship Policy.</p> <p>Through the use of games and interactive resources that promote being active, children have gradually become more engaged at lunchtime. This approach will continue next academic year in partnership with the JU:MP Project.</p>

Pupils in year 6 have aspirations for the future	Y6 Graduation	The year 6 graduation was planned and developed by year 6 teachers. It was a grand event in school involving families and key partners in school. Nearly all parents and all staff attended it. It was a fantastic way to celebrate the achievements of our children and the journey they have made from nursery to year 6. This approach is just one element of our aspirational programme and is one that will continued next year.
Attendance is at least in line with the National Average and Persistent Absence is less than the National Average.	Attendance Rewards	<p>Each half term, children have been recorded for good attendance through half termly celebrations and attendance badges. Children with 100% attendance for the year also had a ride through the local area in our Attendance Limo ride.</p> <p>This approach has been hugely popular and will be continued next year.</p>
Parental engagement and relationships with parents are good.	Employ a PIW	We began the year with a PIW in post. However, this approach was ineffective. Leaders quickly made the decision to alter this approach outsourcing attendance and home visits to an external consultant, BCL. This allowed leaders to put in place tighter systems for attendance and begin to improve the culture of attendance in school through building positive relationships with parents and families.
Families experiencing financial hardship are supported in providing appropriate uniform and supported in paying for school trips.	<ul style="list-style-type: none"> ▪ Fund school uniform for identified pupils. ▪ Subsidising school trips for families as appropriate. 	<p>Those families who meet the criteria for pupil premium received free school uniform to help them meet the financial commitment of having the correct uniform for their child allowing them to feel a sense of belonging in school. When parents have approached us, have been given financial support in meeting the cost of educational visits.</p> <p>This approach is key to leaders adapting an inclusive approach and will be continued next year.</p>