

1. Pupil premium strategy statement (primary) Summary information

Article 28- Every child has the right to an education

School	Plymouth Grove Primary School				
Academic Year	2021-2022	Total PP budget	£239 030	Date of most recent PP Review	November 2021
Total number of pupils	421	Number of pupils eligible for PP	169	Date for next internal review of this strategy	Sep 2022

2. 2021 KS2 attainment and progress

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS or above in Reading, Writing and Maths	R:65% , W: 45%, M:60% , RWM:45 %	R:75%, W:75% , M:75%, RWM: 63%
% achieving higher standard in reading, writing and maths	R:5% W: 0%, M: 10% RWM:0%,	R: 41% W:13% , M:25% RWM:9%
Average Scaled Score attained in Reading, Writing and Maths	R:100.8, W: 100.3, M: 101.5	R:107.9, W: 105.5 , M:105.2
DfE progress measure in Reading	NA	NA
DfE progress measure in Writing	NA	NA
DfE progress measure in Maths	NA	NA

2021 KS1 attainment and progress

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
DfE EXS in reading	54%	81%
DfE EXS in writing	38%	71%
DfE EXS in maths	42%	73%
DFE Higher standard in reading	13%	19%
DFE higher standard in writing	0%	0%
DFE higher standard in maths	0%	0%

2021 Year 1 phonics		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% meeting the Year 1 phonics standard	37%	63%
2021 EYFS		
Good level of development	10%	18%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Analysis of attainment at Plymouth Grove shows that underperformance for children who qualify for Pupil Premium does not show a consistent trend or pattern. Different children underperform in different areas.
B.	Nationally, higher attaining children who qualify for Pupil premium do not make as much progress as those who do not qualify.
C.	Pupils eligible for PPG who were middle prior attaining don't always achieve age related expectations.
D.	Levels of resilience and confidence in their own ability are lower for some children eligible for PPG as a result of low metacognition, poor retrieval and cognitive overload.
E.	Poor oral skills and vocabulary gap for some groups of children due to high percentage of children with EAL and high levels of social deprivation

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Parental engagement/ support available for parents
G.	On-going well-being issues leading to lower attendance in some children eligible for PP

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to narrow the gap in achievement between disadvantaged children at Plymouth Grove and those at Plymouth Grove who are not, so that attainment of the two groups is broadly similar in all subjects.	The gap between PP and non PP children reaching EXS is narrowed.
B.	For higher attaining children eligible for PPG to achieve accelerated progress.	There is no gap between higher achieving PP and higher achieving non PP.
C.	All children who are eligible for pupil premium and are middle prior attainment are on track to achieve age related expectations.	All children eligible for pupil premium and middle attaining on track to achieve age related expectations.
D.	Levels of resilience, confidence and independence are improved in children eligible for PPG. Through interventions and whole class teaching pupils are increasingly ready to learn and have effective learning to learn strategies.	The resilience, confidence and motivation of children eligible for PPG in learning situations will be improved. Attainment and progress for these pupils is improved through improved retrieval practice. . They will be able to work more independently for longer periods of time. Have strategies in place to know how to support themselves without relying on adult support.

E.	Increased formal opportunities for children to discuss and debate issues leading to improved oracy skills and development of vocabulary.	A wider range of formal opportunities for discussing and debating issues will be embedded across school with a focus on including pupil premium children. Wellcomm screening will see improvements in language acquisition.
F.	Increased parental engagement and school readiness in the foundation stage and targeted groups in KS1 and KS2.	Higher level of parental engagement from parents of children eligible for PPG. These parents are able to access support they need from school and outside agencies
G.	Children eligible for PPG with ongoing medical issues will have increased levels of attendance	Increased attendance for children eligible for PPG with ongoing medical issues and SEMH issues.

3. Planned expenditure

Academic year **2021/2022**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Making the difference for disadvantaged learners	Phase leaders to engage with the Manchester research school programme for disadvantaged learners.	Data outcomes indicate that there are significant differences between pupil estimates and outcomes in certain subjects.	Using the EEFs schools guide to implementation. Staff meetings looking at the progress of these pupils. Leadership time to access development with the Manchester Research School	MC	July 2022
Total budgeted cost					£15,000

ii. Targeted support-the use of specialist teachers to enable class teachers to implement interventions.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Case studies for identified underperforming disadvantaged children with reading	<ul style="list-style-type: none"> Trained in the use of early and later phonics - Letters and Sounds Reading is a priority in the classroom Catch up programme matches the phonic reading programme 	Summer 2021 outcomes reading	<p>Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.</p> <p>Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.</p>	AF	Termly

	<ul style="list-style-type: none"> ● Assessments linked to reading progression at Plymouth Grove document ● Curriculum development of reading including core literacy texts 		<p>Fischer Family Trust tracker used to assess and track individual children's gaps.</p> <p>Staff meeting time to develop catch up programme</p>		
Case studies for identified underperforming disadvantaged children with writing	<ul style="list-style-type: none"> ● Complete comparative judgement assessments across the school. ● Diagnostic analysis of writing assessments using Comparative Judgement reports, scaled scores and writing age. ● Develop whole class feedback, which must be used after Comparative Judgement and trial implementation of whole class feedback after any 'big writes' that the children complete within their literacy units. 	Summer 2021 outcomes with writing	<p>Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.</p> <p>Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.</p> <p>Staff meeting time to implement the use of comparative judgement.</p> <p>Development of feedback to improve writing.</p>	STh	Termly
Case studies for identified underperforming disadvantaged children with maths	<ul style="list-style-type: none"> ● Diagnostic analysis of maths assessments ● NFER question level analysis ● Extension of maths vocabulary. 	Summer 2021 outcomes with maths	<p>Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.</p> <p>Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.</p> <p>Diagnostic analysis used to inform next steps in teaching.</p> <p>Staff meeting time to develop the concrete, pictorial abstract approach.</p>	STu	Termly.
Total budgeted cost					£180 000
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve the attendance and attainment of vulnerable groups through well-being (ready to learn) offer in class and through targeted interventions</p>	<ul style="list-style-type: none"> ● Completion of Boxall profiles ● Pupil Voice (zones, BLP) ● Learning walks (BLP, Blank questioning) ● CPOMS referral reports ● CPOMS behaviour reports ● teacher review meetings ● Approach to teaching and learning ● SEND review meetings <ul style="list-style-type: none"> ● Behaviour and Attitudes report 	<p>Children who found lockdown learning most challenging lacked effective learning to learn strategies.</p>	<p>Staff training on the use of Boxall training and identification of children who would benefit from the approach.</p> <p>Staff training on Building Learning Power approach</p> <p>Implementation of zones of regulation</p> <p>Art intervention groups</p>	<p>JS and HC</p>	<p>July 2022</p>
<p>E- Increased formal opportunities for children to discuss and debate issues leading to improved oracy skills and development of vocabulary.</p>	<ul style="list-style-type: none"> ● children eligible for PPG included in Debate Mate programme 	<p>Language development through structured debating provides effective strategies that can be applied in reading and writing.</p>	<p>Children will take part in after school debating</p>	<p>STh</p>	<p>July 2022</p>
<p>E- Development of wellcomm screening in EYFS</p>	<ul style="list-style-type: none"> ● all children in EYFS to be screened using Wellcomm 	<p>Early spoken language skills are the most significant predictor of literacy skills at age 11. One in four (23%) children who struggle with language at age 5 do not reach the expected standard in English at the end of primary school.</p> <p>Data from EYFS indicates a significant decline in language development</p>	<p>Use of Wellcomm tracker to assess and track progress.</p>	<p>WB</p>	<p>July 2022</p>
Total budgeted cost					<p>£56 940</p>

4. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D Implement evidence based research focused on the quality of remote learning for pupils required to self-isolate.	Implement teacher journal clubs as our approach to CPD.	All teachers were highly engaged with research relating to effective home learning to deal with the challenges of the pandemic. The research was focused around pupils that struggled to engage with online learning during the first lockdown. Class teachers identified 74 children to conduct case studies and clear impact can be seen through increased engagement with identified children.	Support for the parents was more vital than support for the children in terms of increasing engagement. Access to devices was a key factor and the chromebook helped increase access.	£45 000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Continue to diminish the difference in achievement between disadvantaged children at Plymouth Grove and those at Plymouth Grove who are not so that attainment of the two groups is broadly similar in all subjects.	Identify appropriate booster groups to address gaps in learning across the school.	29 children were identified to access booster groups on a Friday afternoon for two hours. These sessions included supporting children to access independent learning through seesaw and google classrooms.	Increased known intelligence about children's access and use of technology in the home. Further information was also gathered about children's learning to learn skills and how these could be developed to support learning in and out of the classroom.	£45 000

B For higher attaining children eligible for PPG to achieve accelerated progress.	Booster groups for higher attaining pupils will receive additional intervention to ensure that they are on track to achieved greater depth.	Use of fischer family trust target setting provides the context around high expectations. Evidence from previous years' achievements show that high attaining pupils eligible for PP are achieving equally to non PP children.	Areas of the reading, writing and maths curriculum that are revisited less throughout the year were identified as the gaps that these children had missed.	£27 000
C Higher rates of conversion from middle attaining pupils in writing	Booster groups for higher proportion of middle attaining pupils to achieve higher standard in writing at the end of Year 6.	Evidence shows that fewer children eligible for pupil premium who are middle or higher attaining go onto to achieve the higher standard at the end of year 6. Use of fischer family trust data identified children.	Using new age related and term expectation writing assessments to identify common gaps and areas to develop. this target also led to the development of comparative judgement to support robust assessment.	£30 000
D Creating effective retrieval practice activities.	Increase retrieval practice in booster groups through direct verbal questioning, self-questioning, writing notes from floor books from previous years.	Evidence shows that a majority of children eligible for pupil premium do not retain or consolidate learning as well as other non-disadvantaged children. This strategy is regularly built into classroom practice for the whole class.	The use of the floorbooks also enabled the development of the schools approach on schema and how this can support long term memory.	£45 000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E- Increased formal opportunities for children to discuss and debate issues leading to improved oracy skills and development of vocabulary.	Pupil premium children invited to participate in debate mate.	Research shows that improved oracy leads to cognitive gains, personal and social gains and civic engagement and empowerment. 15 out of 26 children competed in the Debate mate programme All children were in line with their end of year estimates.	Most progress was evident in reading outcomes.	£4000

<p>E- Increased formal opportunities for children to discuss and debate issues leading to improved oracy skills and development of vocabulary.</p>	<p>Accelerate is a behaviour intervention add-on to our current core debate programme. The Accelerate Programme uses Debate Mate's methodology to teach language skills and influence positive behaviour. The programme also targets children who may be having difficulties engaging due to SEN or lack of self-confidence. The aim of the programme is to re-engage these children and give them a boost in regards to their self-esteem and mental wellbeing.</p>	<p>Research shows that improved oracy leads to cognitive gains, personal and social gains and civic engagement and empowerment.</p>	<p>Monitoring of children's development Through the debate mate programme and the English speaking board programme.</p>	<p>£2000</p>
<p>E- Improved oracy skills and development of vocabulary through Wellcomm screening and interventions</p>	<p>Wellcomm is an intervention that will ensure the inclusion of all our children in our drive for developing better oracy skills. The children will have weekly Language Hunters (a name concocted by the children) booster sessions in while they will have the opportunity to elevate the quality of talk, cultivate higher-level vocabulary and embrace their own authentic voice.</p>	<p>Early spoken language skills are the most significant predictor of literacy skills at age 11. One in four (23%) children who struggle with language at age 5 do not reach the expected standard in English at the end of primary school.</p> <p>12 children were identified for further intervention with all children making significant progress from their baseline in the nursery (2019) to end of reception (2021)</p>	<p>Wellcomm tool proved really useful when trying to understand the impact of lockdown during the pandemic.</p>	<p>£20 000</p>

<p>F Increased Parental engagement</p>	<p>Year groups to hold parental engagement meetings to identify ways they can support their children with learning.</p>	<p>Extra individual meetings with parents to support their child's learning at home.</p> <p>Class teachers completed case studies on supporting parents to engage with learning.</p>	<p>Use of school cloud to support parental engagement during lockdowns.</p> <p>Outcome included a better understanding of support parents needed.</p>	<p>£1000</p>
<p>G Improved attendance for children who are identified as needing additional well being .</p>	<p>Attendance meetings and support from the children and families team</p>	<p>The gap between pupil premium and non pupil premium was 0.25%.</p>	<p>Monitoring of attendance to be in line with whole school average</p>	<p>£7000</p>

<p>5. Additional detail</p>
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