

# 1. Pupil premium strategy statement (primary) Summary information

Article 28- Every child has the right to an education

<b>School</b>	Plymouth Grove Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£195360	<b>Date of most recent PP Review</b>	Sep 2019
<b>Total number of pupils</b>	457	<b>Number of pupils eligible for PP</b>	166	<b>Date for next internal review of this strategy</b>	Sep 2020

## 2. 2019 KS2 attainment and progress

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving EXS or above in Reading, Writing and Maths</b>	R:79.2% , W: 62.5%, M:83.3% , RWM:54.2 %	R:70.6%, W:73.5% , M:94.1%, RWM: 67.6%
<b>% achieving higher standard in reading, writing and maths</b>	R:25% W: 0%, M: 20.8% RWM:0%,	R: 41% W:11.8% , M:35.3% RWM:8.8%%
<b>Average Scaled Score attained in Reading, Writing and Maths</b>	R:104.3, W: 97.4, M: 106	R:105.8, W: 101.1 , M:108.5
<b>DfE progress measure in Reading</b>	2.89	0.57
<b>DfE progress measure in Writing</b>	-1.89	-1.72
<b>DfE progress measure in Maths</b>	3.44	2.8

## 2019 KS1 attainment and progress

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>DfE EXS in reading</b>	66.7%	63.2%
<b>DfE EXS in writing</b>	38.1%	63.2%
<b>DfE EXS in maths</b>	52.4%	57.9%
<b>DFE Higher standard in reading</b>	4.8%	18.4%
<b>DFE higher standard in writing</b>	0%	0%
<b>DFE higher standard in maths</b>	14.3%	10.5%

## 2019 Year 1 phonics

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% meeting the Year 1 phonics standard</b>	75%	85%
<b>2019 EYFS</b>		
<b>Good level of development</b>	61.5%	54.2%

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

#### In-school barriers

<b>A.</b>	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>B.</b>	Nationally, higher attaining children who qualify for Pupil premium do not make as much progress as those who do not qualify.
<b>C.</b>	Pupils eligible for PPG who were middle prior attaining don't always achieve age related expectations.
<b>D.</b>	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.
<b>E.</b>	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*)

<b>F.</b>	Parental engagement/ support available for parents
<b>G.</b>	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>
<b>A.</b>	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.	The gap between PP and non PP children reaching EXS is narrowed. Reading- disadvantaged children 84%, non-disadvantaged children 84%. Writing – disadvantaged children 72%, non-disadvantaged children 70% Maths – disadvantaged children 80%, non-disadvantaged children 82%
<b>B.</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.
<b>C.</b>	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.
<b>D.</b>	Levels of resilience, confidence and independence are improved in children eligible for PPG. In maths, cognitive load will be reduced by reducing the word count and simplifying the language in problem solving and reasoning. Greater use of visual aids, pare down content to essentials.	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.
<b>E.</b>	Increased formal opportunities for children to discuss and debate issues leading to improved oracy skills	A wider range of formal opportunities for discussing and debating issues

	and development of vocabulary.	will be embedded across school with a focus on including pupil premium children. Wellcomm screening will see improvements in language acquisition.
<b>F.</b>	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
<b>G.</b>	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.

### 3. Planned expenditure

**Academic year**      **2019/20**

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?
<b>D</b> Implement evidence based research focused on retrieval practice, cognitive load and metacognition.	<b>Implement teacher journal clubs as our approach to CPD.</b>	Most CPD is premised on the idea that informing teachers of research findings, or techniques informed by them, will allow teachers to implement these ideas in the classroom and feed through into improved student attainment. Teacher journal clubs are a regular cycle of meetings at which teachers discuss research. In the subsequent meetings, participants feedback and discuss their experiences implementing their plans in te classroom.	Teachers will be required to share their findings collaboratively on a shared document so that learning from other year groups is shared.	<b>MC</b>	<b>July 2020</b>
<b>Total budgeted cost</b>					£2,000

#### ii. Targeted support-the use of specialist teachers in PE and Music enables class teachers to implement their own 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?
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<p><b>A</b> 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.</p>	<p>Identify appropriate booster groups to address gaps in learning across the school.</p>	<p>Analysis shows that there is no pattern or trend for underperformance in a specific subject, year group or gender for children who qualify for Pupil Premium. Effective support needs to be planned according to the specific needs of the children in each cohort that qualify for Pupil Premium.</p>	<p>Use Pupil Progress information to ensure children receive the necessary support they need.</p>	<p>MC</p>	<p>Termly</p>
<p><b>B</b> For higher attaining children eligible for PPG to achieve accelerated progress.</p>	<p>Booster groups for higher attaining pupils will receive additional intervention to ensure that they are on track to achieved greater depth.</p>	<p>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.</p>	<p>Pupil progress meetings to ensure these children are on track.</p>	<p>MC</p>	<p>Termly</p>
<p><b>C</b> Higher rates of conversion from middle attaining pupils in writing</p>	<p>Booster groups for higher proportion of middle attaining pupils to achieve higher standard in writing at the end of Year 6.</p>	<p>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.</p>	<p>Pupil progress meetings to ensure these children are on track.</p>	<p>MC</p>	<p>Termly.</p>
<p><b>D</b> Creating effective retrieval practice activities.</p>	<p>Increase retrieval practice in booster groups through direct verbal questioning, self-questioning, writing notes from memory, using flash cards and through group discussion.</p> <p>Teaching assistant in lower key stage 2 to focus on times table retention and retrieval.</p>	<p>Evidence shows that a majority of children eligible for pupil premium do not retain or consolidate learning as well as other non-disadvantaged children.</p>	<p>Analysis of progress with NFER tests.</p>	<p>MC</p>	<p>Termly</p>

**Total budgeted cost** £175 000

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>E-</b> Increased formal opportunities for children to discuss and debate issues leading to improved oracy skills and development of vocabulary.</p>	<p>Pupil premium children invited to participate in debate mate.</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 Though the debate mate programme and the English speaking board programme.</p>	<p>ST</p>	<p>July 2020</p>
<p><b>E-</b> 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 Though the debate mate programme and the English speaking board programme.</p>	<p>ST</p>	<p>July 2020</p>
<p><b>E-</b> Improved oracy skills and development of vocabulary through Wellcomm screening and interventions</p>	<p>Wellcomm is a brilliant 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</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>Intervention time will be provided for children to access support through the Wellcomm programme.</p>	<p>ST</p>	<p>July 2020</p>

	and embrace their own authentic voice.				
<b>F</b> Increased Parental engagement	Year groups to hold parental engagement meetings to identify ways they can support their children with learning.	Evidence shows that children who have support with their learning at home show greater cognitive gains. Extra individual meetings with parents to support their child's learning at home.	Feedback from parents via class dojo and attendance at parents evening and year group events.	Year group leaders	July 2020
<b>G</b> Improved attendance for children who are identified as needing additional well being .	Attendance meetings and support from the children and families team	Evidence shows that children who are eligible for pupil premium and need extra well-being support have an average attendance of 90.5% compared with 95.6% for the rest of the school. Further support for families to improve attendance will help close this gap.	Monitoring of attendance to be in line with whole school average	LSm	July 2020
<b>Total budgeted cost</b>					£56 940

4. Review of expenditure				
Previous Academic Year		2018/19		
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 retrieval practice, cognitive load and metacognition.	Implement teacher journal clubs as our approach to CPD.	The teacher journal club record shows that the strategies researched and implemented have impacted on pupils knowing more and remembering more. to be achieved. A clear programme for future years teacher journal clubs has been developed.	<p>The DFE standards for professional development state that professional development should be underpinned by robust evidence and expertise with a focus on improving and evaluating pupil outcomes. CPD should include collaboration and expert challenge and be sustained overtime. The teacher journal club system has enabled all four of these key factors to be achieved. The biggest impact can be seen when conducting teacher review meetings and listening to the professional dialogue between teachers when discussing pupil progress.</p> <p>A clear programme for future years teacher journal clubs has been developed. This will include further research on developing schema related to early literacy acquisition.</p>	£4000
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

<p><b>A</b> 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.</p>	<p>Identify appropriate booster groups to address gaps in learning across the school.</p>	<p>Analysis shows that there is no pattern or trend for underperformance in a specific subject, year group or gender for children who qualify for Pupil Premium. Effective support needs to be planned according to the specific needs of the children in each cohort that qualify for Pupil Premium.</p> <p>KS2 progress measures in reading and maths are greater than those not eligible for pupil premium which indicate that the gap is narrowing. Further opportunities to look at pre teaching as a strategy for children with EAL.</p>	<p>We will continue to develop this approach but be mindful to prevent any narrowing of the curriculum.</p>	<p>£40 000</p>
<p><b>B</b> For higher attaining children eligible for PPG to achieve accelerated progress.</p>	<p>Booster groups for higher attaining pupils will receive additional intervention to ensure that they are on track to achieved greater depth.</p>	<p>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.</p>	<p>Attainment at the higher standard for KS2 shows that 8% of children not eligible for the pupil premium achieved the higher standard compared with 0% of children eligible for the pupil premium.</p>	<p>£35 000</p>
<p><b>C</b> Higher rates of conversion from middle attaining pupils in writing</p>	<p>Booster groups for higher proportion of middle attaining pupils to achieve higher standard in writing at the end of Year 6.</p>	<p>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.</p>	<p>0 children with medium prior attainment achieved the higher standard at the end of KS2. This will continue to be a target this year.</p>	<p>£35 000</p>

<p><b>D</b> Creating effective retrieval practice activities.</p>	<p>Increase retrieval practice in booster groups through direct verbal questioning, self-questioning, writing notes from memory, using flash cards and through group discussion.</p> <p>Teaching assistant in lower key stage 2 to focus on times table retention and retrieval.</p>	<p>The use of low stakes quizzing and precision teaching has identified gains in children knowing more and remembering more. These can be identified through the progress with NFER tests.</p>	<p>Analysis of progress with NFER tests. This programme will continue and extend to foundation subjects.</p>	<p>£65 000</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>E-</b> Increased formal opportunities for children to discuss and debate issues leading to improved oracy skills and development of vocabulary.</p>	<p>Pupil premium children invited to participate in debate mate.</p>	<p>Research shows that improved oracy leads to cognitive gains, personal and social gains and civic engagement and empowerment. Y5 and Y6 children took part in the English Speaking Board exams. Eleven Y5 children performed poetry, presented a topic of their choice All eleven children received full marks and a distinction. Four Year 6 children and four Year 5 children st the debating exam. The exam (level 2) is designed for children aged 14-16 and I am proud to announce that our 9-11 year olds passed with flying colours! In total, seven children received a distinction and one received a merit plus. The ESB exams are recognised by OFQUaL</p>	<p>Programme to continue but with a new focus on Accelerate 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>£56 940</p>
<p><b>F</b> Increased Parental engagement</p>	<p>Year groups to hold parental engagement meetings to identify ways thy can support their children with learning.</p>	<p>Evidence shows that children who have support with their learning at home show greater cognitive gains.</p>	<p>Feedback from parents via class dojo and attendance at parents evening and year group events.</p>	<p>£1000</p>

<b>G</b> Improved attendance for children who are identified as needing additional well-being .	Attendance meetings and support from the children and families team	Attendance for disadvantaged pupils was 5.1% compared to non-disadvantaged (5.69%). Persistent absence for disadvantaged pupils was 7.84% compared with non-disadvantaged of 16.4%.	Monitoring of attendance to be in line with national averages.	£1000
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## 5. Additional detail

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