

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	2020-2021	Total PP budget	£228 270	Date of most recent PP Review	Sep 2020
Total number of pupils	419	Number of pupils eligible for PP	166	Date for next internal review of this strategy	Sep 2021

2. 2020 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:83% , W: 78%, M:87% , RWM:78 %	R:86%, W:86% , M:94.1%, RWM: 83%
% achieving higher standard in reading, writing and maths	R:30% W: 17%, M: 26% RWM:17%,	R: 40% W:20% , M:49% RWM:20%%
Average Scaled Score attained in Reading, Writing and Maths	R:105.4, W: 105.5, M: 106	R:107, W: 107.2 , M:108.9
DfE progress measure in Reading	1	3
DfE progress measure in Writing	-1	9
DfE progress measure in Maths	1	2.6

2020 KS1 attainment and progress

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
DfE EXS in reading	58%	70%
DfE EXS in writing	53%	65%
DfE EXS in maths	42%	73%
DFE Higher standard in reading	5%	28%
DFE higher standard in writing	0%	23%
DFE higher standard in maths	5%	20%

2020 Year 1 phonics

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% meeting the Year 1 phonics standard	NA	NA
2020 EYFS		
Good level of development	NA	NA

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 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 at KS2. Conversion rates for KS1 to KS2 and EYFS to KS2 are also narrowed with a specific focus on writing.
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. 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. Access and engagement with online and remote learning will be consistent.
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.

3. Planned expenditure

Academic year **2020/2021**

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?
D Implement evidence based research focused on the quality of remote learning for pupils required to self-isolate.	To make sure that children are able to engage in remote learning if required to self-isolate. Teacher journal clubs will be used as our approach to CPD.	The approach will be informed using the Education Endowment Foundation rapid assessment on distance learning. This will also include the provision of chromebooks on a loan basis to support access to learning.	Teachers will identify four children as case studies. These children will be identified as those who face challenges to online learning. Success will be measured through increases in	MC	July 2021
Total budgeted cost					£25 000

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?
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.	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. This will be another chance to identify lost or 'rusty' knowledge as a result of school lockdown.	Use Pupil Progress information to ensure children receive the necessary support they need. This will also include information from fischer family trust curriculum tracker on attainment and progress in foundation subjects.	MC	Termly

<p>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>C 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>D 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>
<p>Total budgeted cost</p>					<p>£147 000</p>

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>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 Though the debate mate programme and the English speaking board programme.</p>	<p>FD</p>	<p>July 2020</p>
<p>E- 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 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>Intervention time will be provided for children to access support through the Wellcomm programme. All new nursery and reception children to be screened.</p>	<p>WB</p>	<p>July 2020</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>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.</p>	<p>Feedback from parents via class dojo and attendance at parents evening and year group events.</p>	<p>Year group leaders</p>	<p>July 2020</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>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.</p>	<p>Monitoring of attendance to be in line with whole school average</p>	<p>LSm</p>	<p>July 2020</p>
<p>Total budgeted cost</p>					<p>£56 940</p>

4. Review of expenditure				
Previous Academic Year		2019-2020		
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> <p>The process of retrieval practice has also been useful in providing greater evidence when assessing pupils in all foundation subjects. This has been used not only within a year but also across a year.</p> <p>This has also informed our approach to try loops of learning that we hope will enable children to be able to articulate and understand their own progress and how they can improve.</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>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.</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.</p> <p>Both progress and attainment indicate that pupils eligible for pupil premium are in line with national non pupil premium children.</p> <p>We will continue to develop this approach but be mindful to prevent any narrowing of the curriculum.</p>	<p>Further investigation will be needed regarding those children who are currently FSM and identify any barriers to progress.</p>	<p>£40 000</p>
<p>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>KS2 progress measures indicate an improvement in children eligible for pupil premium achieving the higher standard.</p> <p>Higher attaining pupil premium children achieved greater average scaled score and progress measures than non pupil premium higher attaining pupils.</p>		<p>£35 000</p>
<p>C 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>In 2018-19 0 children with medium prior attainment and eligible for pupil premium achieved the higher standard at the end of KS2. This year, 3 children achieved the higher standard in writing, a similar figure to those not eligible for pupil premium.</p> <p>93% of middle attaining children eligible for pupil premium achieved the expected standard compared with 100% of non pupil premium children.</p>		<p>£35 000</p>

<p>D 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>This approach has now been extended to foundation subjects and analysis can now be used to measure the impact between non pupil premium and pupil premium children.</p>	<p>Year on year data can now be used to ensure the impact of the approach to assessing attainment and progress in foundation subjects and therefore inform curriculum statements.</p>	<p>£65 000</p>
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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
<p>E- 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>Unfortunately due to the impact of the pandemic, formal assessments previously used were unable to be conducted.</p> <p>The accelerate debate mate programme proved to be highly effective in engaging children in developing language skills and ultimately influencing positive behaviour.</p>	<p>Continue this approach and combine with blank level questioning when dealing with behaviour challenges.</p>	<p>£56 940</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>Evidence shows that children who have support with their learning at home show greater cognitive gains.</p> <p>Due to the impact of the pandemic parental engagement meetings were unable to be hosted.</p>	<p>One of the outcomes of the pandemic and lockdown was that class teachers were able to identify those parents who were struggling to engage with online learning. This information has been useful in informing new class teachers of families where additional support is required.</p>	<p>£1000</p>

G Improved attendance for children who are identified as needing additional well-being .	Attendance meetings and support from the children and families team	Prior to lockdown we were beginning to see the impact of greater monitoring for children who were at risk of persistent absence.	Strategies to continue in 2020-2021.	£1000
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5. Additional detail