

GROVE ACADEMY: PUPIL PREMIUM IMPROVEMENT PLAN 2017-2018

Plan Lead: J Blackhurst

Reviewed July 2018 (Unvalidated data)

1. Summary information

Academic Year	2017-2018	Total PLAN budget	248,560	Date of Plan review	July 2018
Total number of pupils	460	Number of pupils eligible if appropriate	171 (38.3%)	Date for next internal review of this plan	Dec 2019

2. End of Y6 attainment 2017 - 2018

	<i>PP</i>	<i>NON PP</i>
% achieving ARE (Age-Related Expectations) or above in reading, writing & maths (or equivalent)	21%	53%
% achieving ARE (Age-Related Expectations) or above in reading	12%	61%
% achieving ARE (Age-Related Expectations) or above in writing	37%	77%
% achieving ARE (Age-Related Expectations) or above in maths	35%	66%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school*)

A.	Pupils eligible for PP are often not emotionally and physically ready to learn
B.	Teaching and Learning is not consistently good
C.	Standards for Pupil Premium children are not good
D.	Attendance and punctuality systems, processes and support are not consistent
E.	Staffing capacity - development of Strategic lead for PDBW/Community & school specific Inclusion Team
F.	Pupil Premium children are not championed in school

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

G.	Parental engagement with education/school links (educational ability, value of education)
H.	Attendance and punctuality
I.	Deprivation/Parental access to resources to support pupils learning experiences
J.	Transient community

Plan BUDGET £248,560.00

Academic Year 2017-2018

Quality First Teaching

INTENDED OUTCOMES	ACTIONS	COST	IMPACT	LESSONS LEARNED
<p>1. 100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national.</p> <p>BARRIER B, C F and J</p>	<ul style="list-style-type: none"> Assessment for learning is used Robustly to identify gaps in learning for PP which enables pupils to accurately plan next steps teaching Ensure pupils eligible for pupil premium funding are known and championed by a named member of staff Identify gaps in knowledge, skills and understanding of TSAs and provide a programme of CPD to address these. 	<p>TLA salaries x 50% = £142,368</p> <p>PDBW leader salary contribution £20,000</p>	<ul style="list-style-type: none"> 100% pupils make good or better progress from individual starting point The vast majority of Pupil Premium Children that are below ARE make substantial progress in all year groups <p>Y3 – 84% DISADVANTAGED PUPILS MADE AT LEAST GOOD PROGRESS, 64% ACHIEVING ARE OR BETTER AND STAYING ON TRACK</p> <p>PROGRESS OF PUPIL PREMIUM PUPILS IN Y6 – IMPROVED FROM LAST YEAR BY 0.5% IN READING, 1.5% IN WRITING BUT DECLINED BY 1.2% IN MATHS.</p>	<p>Attention not sufficiently focussed on progress and attainment of disadvantaged pupils.</p> <p>Insufficient support for teachers to identify and address gaps in learning</p> <p>A more robust approach needed to implement next steps planning</p>
TARGETTED SUPPORT				
<p>Ensure staff have access to CPD that impacts on academy priorities raising standards and improving provision</p> <p>BARRIER B</p>	<ul style="list-style-type: none"> Coaching/monitoring of class based TSAs including: deployment, use of initiative, championing pupil premium children, demonstrating impact and value for money of QFT, support and interventions, adaptation, personalisation and differentiation of planning for Pupil Premium children 	<p>PDBW Lead £5,000.00 - salaries</p>	<ul style="list-style-type: none"> All class-based TSAs have accessed CPD and value for money impact is evident in outcomes of disadvantaged pupils <p>RECRUITMENT OF TSAS TOOK TIME AND TRAINING PROGRAMME NOW BEGINNING ROBUSTLY.</p> <p>PUPIL PREMIUM CHAMPIONS IN PLACE AND INDIVIDUAL PUPILS KNOWN.</p>	<p>Ensure PDBW lead has protected time to focus on disadvantaged pupils</p> <p>Induction process needs to identify specific staff CPD needs in relation to disadvantaged pupils. Time needs to be found to train TSAs.</p>
OTHER STRATEGIES				

<p>PRIORITY 3 – L&M</p> <p>2. Evidence how the views of pupils and parents are listened to and directly used to impact on our school's effectiveness.</p> <p>BARRIER F, G</p>	<ol style="list-style-type: none"> 1. Target pupil premium parents to represent disadvantaged families on the parent forum 2. Champion Pupil Premium children to be represented on the school council, ensuring pupils are confident and skilled in public speaking 	<p>PDBW lead salary contribution as above</p>	<ul style="list-style-type: none"> • Pupils and parents work with the school to strategically develop the role of homework • Pupils and parents work with the school to define measures and address any bullying <p>PARENTS TARGETED AND FORUM ESTABLISHED.</p>	<p>Start these processes earlier in the year</p> <p>Monitor impact on learning more robustly through pupil progress meetings</p> <p>Need to ensure homework impacts on outcomes.</p>
<p>EMBED, skilled, permanent and sustainable leadership and management structures.</p> <p>BARRIER E, I</p>	<ul style="list-style-type: none"> • Recruit DHT with specific non-teaching responsibilities for improving outcomes for PP children. • Recruit a HSLW as lead champion for Pupil Premium children in school • Arrange Link Governor visits, present and encourage rigorous challenge and evaluation against plans. 	<p>PDBW lead salary contribution as above</p>	<ul style="list-style-type: none"> • PDBW leader can demonstrate the impact of funding on outcomes and value for money from funding stream • PDBW leader achieves the success criteria set out in their plan • Academy evidence files (paper and electronic) support quality assurance and green plan outcomes • Grove Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors <p>HSLW RECRUITED. DEPUTY NOW IN PLACE TO FOCUS ON OUTCOMES OF DISADVANTAGED PUPILS.</p>	<p>PP leader to work more closely with TLA leader to improve outcomes through more rigorous focus on AfL</p> <p>Impact needs to be measured through pupil outcomes not plan achievement. Deputy to be empowered to impact on TLA strategies for disadvantaged.</p> <p>Evaluate roles and responsibilities of both HSLWs to ensure maximum impact</p>
<p>Pupils value their education and influence parents so that they rarely miss a day at school punctuality and attendance is improving rapid (for Pupil Premium)</p>	<ul style="list-style-type: none"> • Develop a consistent approach to monitoring pupil premium attendance and punctuality • Clarify roles and responsibilities and develop a sustainable model for Pupil Premium attendance operational management, monitoring, an analysis of impact (including PDBW, OM, HSLW, CTs). 	<p>HSLW salary Contribution £14,000</p>	<ul style="list-style-type: none"> • Increase attendance of PP from 95%-97% • Reduction in Pupil Premium persistently absent from 31 children to 16 children <p>93.15%</p>	<p>Ensure a more rigorous approach to addressing attendance by acting more quickly – see EWS support</p>

<p>BARRIER H, D</p>	<ul style="list-style-type: none"> • Monitor and evaluate attendance of all pupils and intervene where attendance falls below school target (as policy – letters, clinics etc) • Review Attendance policy and ensure that reward systems and motivations are in place to encourage Pupil Premium children to want to attend school and to be punctual. • Develop a challenging and robust ‘late gate’. • Recruit additional HSLW to focus on attendance 		<p>37 pupils HSLW RECRUITMENT DELAYED AND THIS HAS IMPACTED ON HOW ROBUSTLY ATTENDANCE MANAGEMENT SYSTEMS WERE IMPLEMENTED.</p> <p>ATTENDANCE</p>	<p>Needed to recruit additional HSLW earlier to ensure greater impact</p> <p>Ensure HSLW roles are defined and impact on attendance and outcomes.</p>
<p>Ensure that the culture, ethos and vision of the MAT and Academy becomes embedded at all levels and across all stakeholders enabling and facilitating improvement strategies moving forwards. BARRIER A, C,G,I</p>	<ul style="list-style-type: none"> • Develop time effective system/process for identification of hard to reach • Monitor impact of support/value for money • Evaluate current hard to reach tracking system and develop a consistent model for the identification of pupil premium pupils and systems to engage families. • Implement effective ‘watch me learn’ sessions to empower parents to support children with homework/ learning at home. • Monitor homework planning and Pupil Premium books to ensure that these build on previously taught skills. • Target and track Pupil Premium parents to attend parents events, evenings • Develop tracking and increase the opportunities for Pupil Premium pupils engagement in the wider life of the school/curriculum 	<p>PDBW lead salary contribution as above</p>	<p>Case studies show:</p> <ul style="list-style-type: none"> • Early intervention • Rapid acceleration of intervention where necessary • No case drift • The child is valued and acknowledged by at least one member of staff (named effective child advocate) <p>SYSTEMS IN PLACE TO IDENTIFY HARD TO REACH FAMILIES.</p>	<p>Need to focus more rigorously on evaluating impact on outcomes for pupils eligible for Pupil Premium.</p> <p>Systems to be simplified and streamlined</p>
<p>The school environment celebrates how special and unique our children are. BARRIER F</p>	<p>Develop celebration tracker that ensures that all pupil premium children are valued, celebrated and receive public praise and recognition for their talents and or achievements</p>	<p>PDBW lead salary contribution as above</p>	<ul style="list-style-type: none"> • The child is celebrated within classroom and school environment • The environment supports quality learning and celebrates current children (all environment displays including safeguarding, sport, health, SMSC) <p>SYSTEMS IN PLACE TO CELEBRATE DISADVANTAGED PUPILS, LIMITED</p>	<p>Focus more rigorously on improving academic outcomes for disadvantaged pupils.</p>

			IMPACT ON AFL AND PLANNING NEXT STEPS TO ENSURE PROGRESS.	
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Planned Expenditure 2018-2019

Plan Budget: £238,500

External Pupil premium review December 2018 £1,100

1. Quality of Teaching for All

Intended Outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead & Cost	When will you review implementation?
100% disadvantaged pupils make good or better progress from their individual starting points and each cohort attains in line with or above national.	<ul style="list-style-type: none"> Identify and target Pupil Premium children in all year groups to achieve ARE in Reading, Writing and Maths. Monitor the attainment and progress of PP children to ensure a narrowing gap between PP and Non PP children. Interventions to be planned using gap analysis where concerns arise with PP children. Monitor the provision for PP children at ARE in Y4 times tables check and ensure the gaps are planned for. Develop personalised provision for children with identified needs to maximise progress. Carry out pupil progress discussions to ensure value for money and provision impacts on progress and attainment of PP children. Review all available support and ensure resources/ staffing are deployed effectively to raise standards. 	<p>EEF Teaching and Learning toolkit and mastery learning and feedback are effective in accelerating progress.</p> <p>School data from 2017-18.</p>	<p>Gap closing between PP and Non PP children in Reading, Writing and Maths and combined in all year groups.</p> <p>Monitoring and evaluation of the impact of quality first teaching.</p> <p>PP children achieve in line with national for voluntary Y4 times tables June 2019</p> <p>CPD for staff to share expectations and best practise in the Autumn Term.</p> <p>PDBW lead and Inclusion lead to review support staffing and allocate according to need.</p>	<p>TLA & PDBW Lead</p> <p>50% Contribution towards support staff salaries £161,150</p> <p>Contribution towards PDBW Deputy salary £16,950</p>	<p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>
100% of disadvantaged pupils have access to quality first	<ul style="list-style-type: none"> Skills analysis of TSAs Programme of CPD planned and delivered to address areas of weakness 	<p>Planning systems from 2017-18</p>	<p>CPD for staff to share expectations and best practise in the Autumn Term.</p>	<p>CPD cost £20,000 (additional hours)</p>	<p>Appraisal reviews/Pupil Progress Meetings</p>

teaching and support	<ul style="list-style-type: none"> • Planning systems reviewed to ensure TSAs are effectively deployed and clear about how to best support 	Observations of lessons 2017-18	Support staff attend targeted and generic PDMs.		
2. Targeted Support					
ENSURE pupils are make accelerated progress where necessary to narrow gaps.	<ul style="list-style-type: none"> • Ensure PP children attain in line with Non PP children (Boys, reading and maths). • Train staff to embed effective teaching of intervention strategies to support reading and maths across the curriculum • PP Champions to ensure they support PP children with homework, attendance, uniform, reading. • Ensure that all PP children are proportionately represented on the school council. • Target Pupil Premium children to attend extra-curricular clubs, personally invite them to the homework club. • Develop and implement a PP homework club. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>To improve on existing processes to ensure consistent and accurate teaching and assessment.</p>	<p>CPD for staff to share expectations and best practise in the Autumn Term.</p> <p>Weekly drop ins to monitor PP progress within lessons and homework club.</p> <p>Homework is streamlined and supports next steps learning in line with planning and impacts on outcomes</p> <p>Homework club in place for every year group and targets disadvantaged pupils.</p>	<p>TLA & PDBW Lead</p> <p>Staff PP Champions</p> <p>PP Homework club – every year group cost of software, hardware and TSA / staff delivery £35,400</p> <p>Third Space Maths Intervention Y6 £4200</p>	<p>Weekly drop ins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>
ENSURE high quality phonic teaching for those children still at the early stages of reading	<ul style="list-style-type: none"> • Ensure PP children are targeted in Phonics teaching (against those who did not sit or pass phonics screen in Y1 or Y2.) • CPD phonics for key staff • Track PP children carefully on the trackers and carryout gap analysis after each assessment screen. • Ensure guided reading meets the needs of PP children. • Make links with homework club where appropriate. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p>	<p>CPD for staff to share expectations and best practise in the Autumn Term.</p> <p>Gap analysis monitored against planning By T L & A lead and PDBW lead.</p> <p>Focused drop ins for phonics and guided reading.</p> <p>Book scrutinies.</p>	<p>TLA & PDBW Lead</p> <p>English Lead</p> <p>AP/EP</p>	<p>Weekly drop ins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>

3. Other Approaches

<p>Pupils value their education and influence parents so that they rarely miss a day at school and attendance is at least 96%.</p>	<ul style="list-style-type: none"> • Monitor attendance and punctuality of all children (particularly of vulnerable groups). • PP buddies to champion their named pupils and encourage good attendance and raise PP attendance percentage. • Explore strategies to increase attendance of PP children e.g. pick up bus. • Buy EWO service to support HSLW to work with families to increase school attendance and punctuality. • Review HSLW roles and responsibilities to ensure attendance of targeted disadvantaged pupils is targeted robustly. • Actively encourage parents to complete PP eligibility paperwork on induction and annually to ensure we identify all pupils. • PP champions to ensure that parents of PP children attend transition and whole school events. 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>School monitoring of attendance shows PP attendance and punctuality is below national.</p>	<p>Weekly monitoring of attendance.</p> <p>Letters to parents re attendance and attendance clinics with HSLW and EWO.</p> <p>Weekly attendance prizes.</p> <p>Attendance week per half term which includes punctuality.</p> <p>Class Teachers, TA's and HSLW to be proactive in communicating events with PP parents.</p> <p>Stakeholder events each term to take place.</p>	<p>PDBW/HSLW/SAFO</p> <p>EWO £4,000</p> <p>Prize cost £1,000</p> <p>HSLW, CT, TA, PDBW, Office</p>	<p>Weekly</p> <p>Attendance analysis half termly</p> <p>Attendance monitored termly by link governors. PDBW meeting fortnightly with PP on the agenda.</p>
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