

Grove Road CP School Pupil Premium Spending Analysis

Lockdown Home Learning & Wider Opening / Post Covid-19 Strategy (23rd March 2020 to academic year 2020-2021)

The following explanation of pupil premium funding is an extract from the Dept for Education's website.

“This money is allocated to schools by the Dept for Education in addition to main school funding. The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.”“ Schools are free to spend the Pupil Premium as they see fit. However they are held accountable for how they have used the additional funding to support pupils from low-income families. New measures are being included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium.”

Post Covid-19 National Health Pandemic – Strategy

During the Covid-19 National Health Pandemic Grove Road received additional 9 applications across all age groups. This spending analysis provides details of how Grove Road has supported families at home through the lockdown period from 23rd March 2020 and how the school will support pupils when we can fully open again in the academic year 2020-2021. This support will include mental health & well being strategies as well as supporting pupils to catch up academically. We believe providing funding around the whole child to support them in all areas esp. mental health and well being is paramount to raising attainment.

Grove Road Community Primary School

Amount of Pupil Premium funding	Funds	Allocated funds (total)
2018-2019:	£72,000	
2019-2020:	£94,500	
2020-2021:	£87,000	£87,035

Current academic year	Academic year 2020-2021	Looked after - current	Service family - current
Nursery		0	0
Reception		0	0
Year 1		1	0
Year 2		0	0
Year 3		0	0
Year 4		0	0
Year 5		0	1
Year 6		1	0

Where are the gaps going into 2020-21?

What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?

Early Years	<p>Assessments could not be carried out in summer 2020 due to C-19 pandemic, however, as a cohort this will be assessed once the school opens fully. – Baseline in October 2020</p> <p><u>Known barriers during the COVID-19 pandemic</u></p> <ul style="list-style-type: none">• social interaction for pupils with their peers,• daily face to face parental engagement for all pupils to support pupil learning• lack of resources and environment to ensure pupils experiencing child initiated activities with all areas of the EYFS curriculum,• Speech and language due to EAL language barrier• Reading.• Lack of English being used at home• Phonics• Retention of key core subject aspects such as number which were previously taught prior to the academy's lockdown• Transition arrangements for pupils to move from EYFS to year one hindered due to all pupils not returning at the same time• Lack of access to specialist teachers, classroom provision, resources or specialists
Key Stage 1	<p>The cohort will be assessed once the school opens fully with a baseline taking place in October 2020</p> <p><u>Known barriers during the COVID-19 pandemic</u></p> <p>Year 1 – Phonics statutory assessments cancelled Year 2 - Statutory SATs assessments cancelled</p> <ul style="list-style-type: none">• social interaction for pupils with their peers,• daily face to face parental engagement for all pupils to support pupil learning• reading due to the reduction of reading material and lack of exposure to the teaching of reading, text structure and inference on a regular basis• lack of English language at home• retention of areas previously taught may also hinder progress as the pupils return to school as teachers will need to re-visit many core aspects or Reading, Writing and Maths for their learning to move forward• Lack of access to specialist teachers, classroom provision, resources or specialists <p>The school will put measures alongside government guidance as to how best to proceed with those statutory assessments that have had to be cancelled.</p>
Lower Key Stage 2	<p>The cohort will be assessed once the school opens fully with a baseline taking place in October.</p>

	<p><u>Known barriers during the COVID-19 pandemic</u> Year 4 – Statutory Times Table assessments cancelled</p> <ul style="list-style-type: none"> • social interaction for pupils with their peers, • regular face to face parental engagement for all pupils to support pupil learning • reading due to the reduction of reading material and lack of exposure to the teaching of reading, text structure and inference on a regular basis. • Lack of English language at home. • retention of areas previously taught may also hinder progress as the pupils return to school as teachers will need to re-visit many core aspects or Reading, Writing and Maths (inc. times table knowledge) for their learning to move forward • Lack of access to specialist teachers, classroom provision, resources or specialists
<p>Upper Key Stage 2</p>	<p>The cohort will be assessed once the school opens fully with a baseline taking place in October.</p> <p><u>Known barriers during the COVID-19 pandemic</u> Year 6 – statutory SATs assessments cancelled</p> <ul style="list-style-type: none"> • social interaction for pupils with their peers, • regular face to face parental engagement for all pupils to support pupil learning • preparation of secondary transition for year 6 • year 5 secondary school trial workshops cancelled to start the secondary transition process for July 2021 • SEND / PP pupils secondary transition days and workshops suspended • reading due to the reduction of reading material and lack of exposure to the teaching of reading, text structure and inference on a regular basis • lack of English language at home • retention of areas previously taught may also hinder progress as the pupils return to school as teachers will need to re-visit many core aspects or Reading, Writing and Maths for their learning to move forward • Lack of access to specialist teachers, classroom provision, resources or specialists <p>Grove Road is committed to working with secondary schools to support all pupils with the necessary provision needed in order for secondary transition to take place with pupils' well-being of a paramount importance.</p>

Due to COVID-19, the government issued guidance which stated that statutory assessments which were due to take place in May and June would be cancelled for 2020.

CURRENT YEAR to 2020-21

Key Objective for 2019-20 - During COVID-19 lockdown and wider opening phase & academic year 2020-21 to support reopening of all year groups

Pupil Premium Spending	Actions to achieve	Amount of funding allocated	How will the impact be measured? Evaluation
<p><u>Home Learning & Community Support during COVID-19</u> <u>March to July 2020</u></p>			
<p>Home learning packs to support pupils who have no access to a printer, computer or Internet or whose year groups are not in the academy from June. Packs updated half termly by teaching team.</p> <p>Learning links and activities were also added to the school website and school social media: https://www.groveroad.n-yorks.sch.uk/our-school/home-learning-plan</p> <p>Covid updates on school website and social media: https://www.groveroad.n-yorks.sch.uk/our-school/public-health</p>	<p>Shielding and vulnerable staff prepare suitable resources for pupils across different key stages and those on rota collated in school with photocopying etc</p> <p>Nursery and Reception new starter packs also sent to families to aid smooth transition for Sept full opening.</p>	<p>Total: £400</p>	<p>Engagement of pupils through Seesaw (see tracking document)</p> <p>Engagement of parents collecting hard copies from school / requesting delivery</p> <p>Return of work packs tracked on engagement tracking document</p>
<p>Additional CPD given to staff to support remote teaching / learning, safeguarding and use of remote learning platforms (Microsoft Teams, Seesaw etc)</p>	<p>3 x Seesaw ambassadors across school: training updated annually.</p> <p>All staff to complete set training via National College.</p> <p>All policy updates shared and checked off on School Bus.</p>	<p>Seesaw (including CPD and ambassador training): £1,456 Bereavement training: £24 School Bus access: £989 My Concern: £820 National online safety: £1,245 Picture News: £280 Brilliant school subscription: £200</p> <p>Total: £5,014</p>	<p>Seesaw Ambassador training certificates</p> <p>National College school data</p> <p>School Bus data</p>
<p>Additional wellbeing calls and contact via teaching and pastoral team</p>	<p>Vulnerable families contacted daily, weekly or bi weekly depending on need.</p> <p>Office phonics always manned with a member of pastoral support / SLT available throughout the school day.</p>	<p>Staffing hours: included in staffing already in place</p> <p>Total: £ N/A</p>	<p>Engagement tracking document maintained</p> <p>Home – school contact document maintained</p> <p>My Concern logs where appropriate</p>
<p><u>Wider Opening Academy Return during COVID-19 June 2020 – to present</u></p>			

<p>Additional diverse books and books with wellbeing / mental health foci introduced into school library (Jungle Library) and subsequently into classroom libraries / homes</p> <p>Access to online reading platforms (Bug Club and Accelerated Reader) and digital library (https://www.groveroad.n-yorks.sch.uk/teaching-and-learning/grove-road-virtual-library) to accelerate reading progress when learning remotely</p>	<p>School books spines published and shared with retailer (Bookwagon) for donations via social media</p> <p>Additional book purchases via Scholastic</p>	<p>Additional books: £250 Bug Club: £1,403 Accelerated Reader: £2,406</p> <p><u>Total: £4,809</u></p> <p>Supplementary purchases via online conference ticketing with Headteacher's Roundtables: £800 approximately</p>	<p>Pupils increase in reading engagement and fluency at home and for those in school.</p> <p>Support in pupil catch up of core reading skills.</p> <p>Measured by reading progress via phonics screening tests and Star Reader tests alongside moderated teacher assessment</p>
<p>ICT hardware – additional digital devices to support 'catch up' and engagement with online learning platforms at school and at home (Seesaw, TTR, Sumdog, IXL, Bug Club etc).</p> <p>Hardware can be borrowed by those isolating or learning at home on request.</p>	<p>To reduce attainment gaps between all vulnerable groups.</p> <p>To support pupils in school with virtual interactions with their peers still home learning or shielding to support well being for all.</p>	<p><u>Total £2,000</u></p>	<p>Engagement of pupils at home and within the academy to interact with one another about learning being completed in different environments. Measured through wellbeing survey of pupils</p> <p>Teachers able to access CPD and continue to communicate with pupils at home and colleagues across the Trust to further develop teaching and learning further.</p> <p>Measured by teacher development appraisals and survey</p>

Pupil Premium Spending	Actions to achieve	Amount of funding allocated	How will the impact be measured? Evaluation
<u>Full School Opening – Support to provide catch up accelerated progress strategy after COVID-19 lockdown</u>			
Free breakfast club	<p>Breakfast provided to access in club before school starts.</p> <p>School to continue to offer early morning drop off to help working parents from 7:30am.</p>	<p><u>Total = £2,500</u></p>	<p>Attendance registers taken.</p> <p>Pupil and parent voice impact over the year taken.</p> <p>Families signposted towards provision especially most vulnerable to support</p>

			well-being.
THRIVE provision and THRIVE intervention / group sessions as required THRIVE modular training Drawing therapy as required	Identify children who would benefit from these services Monitor progress of identified children.	Total = £1,500	Pupil voice impact forms THRIVE assessments Supporting school readiness through attendance and progress in class
Pastoral team Support – Supporting families and pupils of Pupil Premium	2 x part time pastoral support assistants (Heidi and Rachel) Additional capacity within the pastoral team across school	Additional capacity top up: £18,000 Staff employment cost: £32,000 Total: £50,000	Progress of children attending pastoral sessions monitored. Attendance of pupils receiving pastoral support monitored. Behaviour of pupils receiving pastoral care monitored via My Concern. THRIVE assessments.
Interventions and Teaching and Learning Support	Afternoon interventions running in all phases. Phonics split groups in EYFS and KS1.	Total: £18,000	<i>Progress of pupil premium children to be monitored against non- pupil premium children.</i> <i>Progress towards end of year expectations targets monitored half termly.</i>
Subsidised trips for all pupils Stimulating extended learning experiences help develop imagination and language development.	All year groups to have one trip per term / 3 per year to support cultural capital and enrichment experiences linked to academic learning context.	Total: £1,000	Record of all trips and subsidies to be monitored termly.
Improve attendance of PP Taxis provided where necessary	Continue to have nominated office staff to monitor attendance which has had, had a positive impact over last two years with PP pupils attendance higher than NPP pupils.	Taxi cost: £750 Staffing hours: included in pastoral team Total: £750	<i>Monitoring of attendance for PP- report to be produced and compared to non PP</i>
Introduction of new phonics scheme to accelerate progress and close gaps in EYFS, KS1 and interventions in KS2	New phonics training for new phonics lead (RB) leading to implementation across school: Monster Phonics (to add to	Total: £477	Monitoring of phonics attainment and progress via screening tests across EYFS and KS1 Monitoring of reading progress via Bug Club, Star Reader, Accelerated Reader and mock SATs across school
Introduction of new writing delivery / intervention scheme to accelerate progress and engagement with writing across school	Mighty Writer to be used across school alongside Read Write Inc to facilitate greater levels of progress in all year groups	Total: £240	Monitoring of writing progress via cold writes and No More Marking
New writing assessment to accelerate progress and engagement with writing across school	No More Marking introduced to facilitate accurately measured writing ages to target support / interventions	Total: £595	Monitoring of writing progress via cold writes and No More Marking
Cost of uniform for vulnerable families and	Ensuring pupils are attending school		To promote a sense of well-being and

community support through food / toy provision	and have readiness to learn through well-being support for the family.	Maintained by FOGRS using donations Total: £N/A	belonging to the school community through quality uniform provision
Curriculum resources to support pupils accessing after school clubs and deeper understanding / learning in topic lessons (Hist, Geo, Art, DT, RE, Diversity, Extended Curriculum) to support basic, life skills so all pupils can access and develop talents.	Curriculum teams to audit resources in their subject areas 2 year monitoring cycle in place	Total: £500	Curriculum CPD on IRIS Connect Monitoring feedback (e.g. learning walks, twenty:20s etc) Topic webs

Evaluation Key Objectives for 2020 – 21 Pupil Premium Spending	Evaluation of impact for 2020-21
COVID-19 Home learning PP spending objectives	<p><i>Home learning engagement was closely tracked via Seesaw and Microsoft Teams and demonstrated a huge engagement with online learning and live check ins. The school has rapidly responded to support families by providing access to digital devices and vulnerable learners / children of key workers were invited to work in school bubbles throughout</i></p> <p><i>During the 2020-21 academic year, there were 120,354 posts added to Seesaw, 108,863 comments added to work, 195,995 likes of student work and 90,240 visits by family members. This grew most rapidly between April and June 2021, with almost 30,000 new items being added within two months. This, coupled with in-school tracking and invitations to learn in school bubbles where required, has led to minimal disruption to learning:</i></p> <ul style="list-style-type: none"> • <i>Autumn 2021-22 data sits in line with Summer 2020-21 end-of-year reports, showing minimal slippage</i> • <i>Phonics screening data shows 70% of pupils in Year 2 meeting the pass threshold at the start of 2021-22</i> • <i>KS2 SATs is on-track for 77% combined at the start of the 2021-22 academic year and is significantly above previous years tracking (currently passing mock SATs: 50% for reading, 36% for SPaG and 50% for maths)</i> <p><i>95% of parents and carers agree or strongly agree that they were happy with the online provision offered throughout the pandemic, with 96% agreeing or strongly agreeing that communication from school has been good throughout. 95% of parents and carers agree that their child's class teacher has been available when there are concerns or queries and 97% of families feel well-informed about the school's response to changes during the pandemic, 99% feel they have been sufficiently informed of changes</i></p>
Wider opening PP spending objectives	<p><i>All children had access to digital devices or in-school bubbles during lockdown:</i></p> <p><i>95% of parents and carers agree or strongly agree that they were happy with the online provision offered throughout the pandemic, with 96% agreeing or strongly agreeing that communication from school has been good throughout. 95% of parents and carers agree that their child's class teacher has been available when there are concerns or queries and 97% of families feel well-informed about the school's response to changes during the pandemic, 99% feel they have been sufficiently informed of changes</i></p>

<p>Post COVID-19 PP strategy full academy opening Sept 2020 – Academic catch up objectives</p>	<p><i>Due to the last two years, academic data cannot be provided for analysis from 2019-20 or 2020-21. Therefore, all analyses will be based on baseline data in the 2021-22 academic year:</i></p> <ul style="list-style-type: none"> • <i>Autumn 2021-22 data sits in line with Summer 2020-21 end-of-year reports, showing minimal slippage</i> • <i>Phonics screening data shows 70% of pupils in Year 2 meeting the pass threshold at the start of 2021-22</i> • <i>KS2 SATs is on-track for 77% combined at the start of the 2021-22 academic year and is significantly above previous years tracking (currently passing mock SATs: 50% for reading, 36% for SPaG and 50% for maths)</i> <p><i>The Curriculum of PRIDE has been launched and curriculum planning, delivery and assessment is more consistent across school, as noted in learning walk and SERF feedback. The new curriculum model has been shared on the school website, with Governors, recorded on IRIS Connect and has been quality assured by the Local Authority and outside agencies, such as THRIVE who included it as a case study in a recent publication</i></p> <p><i>All year groups are now delivering Biscuit Clubs and there are split year group maths sessions delivered for years 4 and 6 to ensure teaching is targeted and suitable</i></p> <p><i>The school has been awarded Tribal's Quality Mark for excellent maths and English provision</i></p>
<p>Mental health and well being objectives</p>	<p><i>2020-21 attendance was 96.4%:</i></p> <p><i>Pupil premium was marginally lower than non-pupil premium with 94.82% and 96.91% respectively</i></p> <p><i>Taxis, breakfast clubs, attendance monitoring and a designated PSA has impacted positively on long-term absence and lateness</i></p> <p><i>The introduction of 'Early Bird' maths has impacted positively on lateness and 80% of pupils are in school by 8:50, 10 minutes before the start of the teaching day</i></p> <p><i>97% of families agree or strongly agree that the school is demonstrating positive awareness of their children's mental health and wellbeing and 100% of families agree or strongly agree that their child's safety is the school's top priority</i></p>