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| **Summary information** |
| **School** | Grove Vale Primary School |
| Academic Year | 19-20 | Total PP budget Apri 19-April 2020 | 87,750 |
| Total number of pupils | 420 | Number of pupils eligible for PP | 46 | Number of pupils eligible for PP+ | 6 |

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| **Current attainment 2018-19** |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP*  |
| **% achieving ARE Reading end KS2** | **89%** | *82%* |
| **% achieving ARE Writing end KS2**  | **89%** | 86% |
| **% achieving ARE Maths end KS2** | **89%** | 89% |
| **% achieving ARE reading end KS1** | **75%** | 87% |
| **% achieving ARE writing end KS1** | **75%** | 87% |
| **% achieving ARE Maths end KS1** | **75%** | 90% |
| **% passing Year 1 phonic check** | **80%** | 90% |
| **% achieving GLD in early years**  | **71%** | 75% |
| **% achieving GDS reading EYFS** | Rec: 13% 1: 20% 2: 13% 3: 10% 4: 27% 5: 0 6: 17% | Rec: 17% 1: 25% 2: 24% 3: 31% 4: 26% 5: 23% 6: 30% |
| **% achieving GDS writing EYFS** | Rec: 0% 1: 0 2: 13% 3: 20% 4: 27% 5: 0 6: 11% | Rec: 15% 1: 25% 2: 20% 3: 25% 4: 18% 5: 15% 6: 25% |
| **% achieving GDS maths EYFS** | Rec: 25% 1: 20% 2: 13% 3: 20% 4: 18% 5: 0 6: 11% | Rec: 15% 1: 25% 2: 24% 3: 25% 4: 30% 5: 25% 6: 18% |

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| **Planned expenditure**  |
| 1. **Quality of teaching for all**
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| **Issue** | **Initiative** | **Ways to measure** | **who** | **Resource/cost** |
| To close the gap in attainment for PP children compared to non PP in all year groups in reading, writing and maths. | 1. **EYFS**: Extra member of support staff employed to work in reception classroom.
2. **Year 1**: Targeted Support Staff (JL & MJ) 12.5 h/wk Yr 1.
3. **Year 2:** Targeted Support Staff (MD, EO) 12.5 h/wk Yr 2.
4. **Year 6**: Targeted support staff (RK) 5h week in year 6.
5. **Year 6:** Targeted support staff (SP) 2.5hours a week in year 6.
 | - end of term cornerstones tests.- end of year statutory data- pupil progress meetings

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|  | PP | Non-PP | Diff |
| W | 84% | 83% | +1% |
| R | 79% | 83 | -4% |
| M | 80% | 81% | -1% |

Current Whole school gap july ‘19: | SPAll staff and senior leadership team | 1. £6,000
2. £14,216
3. £16,624
4. £2,230
5. £9,360
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| To increase the number of PP pupils achieving GDS in reading, writing and maths in current year 6 cohort.  | 1. Targeted support staff (RK) 5h week in year 6.

2 Afternoon booster groups for year 6 pupils.1. Targeted support staff (SP) 2.5hours a week in year 6.

One afternoon a week booster groups for year 6 pupils in maths. | 9 PP chd in year 6. Current gap between PP and non PP achieving GDS:

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|  | Non-PP | PP | Diff |
| W | 23% | 0 | **-23%** |
| R | 15% | 0 | **-15%** |
| M | 25% | 0 | **-25%** |

% PP on track to achieve GDS:Reading: 0% (increase to 22%)Writing: 0% (increase to 22%)Maths: 0% (increase to 22%) | SPYear 6 staff | £2,230£9,360 |
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| 1. **Targeted support**
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| **Chosen action / approach** | **Initiative** | **Ways to measure** | **who** | **Resource/cost** |
| To continue to close the attendance and punctuality issues for PP children | Attendance Staff (KK) 1h/pwk-to phone/text parents on 1st day of absences-to monitor PA-letters sent to parents-meetings with parents-working closely with LEA attendance and prosecution service | * To reduce our PA by 1.5%.
* Whole school attendance will improve 97%.
* Gap between PP and non PP attendance to be reduced.

18/99 data: PP attendance: 95.5%Non PP attendance: 95.99% | KK – office staffSP – assistant head | **£549.00** |
| To close the gap between PP and non PP pupils passing the phonics check. for PP children in all areas | Targeted Support Staff (JL & MJ) 12.5 h/wk Yr 1.Afternoon booster groups in year 1 for phonics. Class teachers to plan and timetable.SUTTON TRUST ref: learning styles + 2 months | 8 PP children in year 1.Currently 75% (6chd) on track to pass phonics test. Aim to increase this to 88% (7chd). | NP and SK – class teachersJL and MJ – LSA’s | £14,216 |
| To close the gap between PP and non PP pupils achieving GLD at the end of reception.  | Extra member of support staff employed to work in reception classroom. School have employed an Apprentice through the apprentice levy scheme.  | Still currently obtaining PP eligibility for reception cohort (currently 1 PP on roll).Previous year 75% of PP chd achieved Good levels of development.  | Reception teachers | £6000 |
| To improve progress of rates in phonics and reading for PP pupils in KS2. | Interventions Staff Afternoon intervention delivered by ZL in KS2* SPAG intervention
* Phonic intervention
* SPLD intervention
* Writing intervention
 | For PP Pupils to make progress from individual starting points and baseline assessments  | ZL (LSA)SP (SENCO) | £2,275 |
| To increase the number of PP pupils achieving ARE in reading and writing at the end of KS2. | Targeted support staff (RK) 5h week in year 6.2 Afternoon booster groups for year 6 pupils. | 9 PP chd in year 6. Current gap between PP and non PP-Reading: -4%Writing: -6%% PP on track to achieve ARE:Reading: 78% (7chd) (increase to 89% - 8 chd)Writing: 78% (7 chd) (increase to 89% 8 chd) | ACott and NH – class teachersRk – LSA | £2,230 |
| To increase the number of PP pupils achieving ARE in maths at the end of KS2. | Targeted support staff (SP) 2.5hours a week in year 6.One afternoon a week booster groups for year 6 pupils in maths. | 9 PP chd in year 6. % PP on track to achieve ARE:Maths: 78% (7 chd) (increase to 89% 8 chd) | ACott and NH – class teachersPP – assistant head | £9,360 |
| To increase the number of PP pupils achieving ARE at the end of KS1. | Targeted Support Staff (MD, EO) 12.5 h/wk Yr 2.Afternoon booster groups in KS1 (maths, reading, SPAG). Class teachers to plan and timetable. (SUTTON TRUST ref: reduce class sizes +3 months)1:1 tuition + 5 monthsTA EY intervention +6 monthsOral language intervention + 5 months) | End of year 2 Statutory tests. 5 PP chd in year 2. Currently % of PP chd on track to reach ARE June 2020:Reading: 40% (2chd) (increase to 80% 4 chd)Writing: 40% (2chd) (increase to 80% 4 chd)Maths: 40% (2chd) (increase to 80% 4 chd) | CD and RP – class teachersMD and EO – LSA’s | £16,624 |
| **Total budgeted cost, (targeted support)** | £51,254 |
| 1. **Other approaches**
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| **Issue** | **Initiative** | **Ways to measure** | **who** | **Resource/cost** |
| To increase the health and well-being on PP pupils. | Cool Milk Milk Purchased for over 5's disadvantaged children.  | Attendance:WAYS TO MEASURE: pupil’s attendance will improve18/99 data: PP attendance: 95.5%Non PP attendance: 95.99% (-0.49%) | SPOffice staffClass teachers | £1200 |
| To support PP pupils through emotional and pastoral support, thus helping children to be ready to learn.  | Nurture intervention  (KT) 10h/wk3 afternoons a week, small groups focusing on: behaviour, self-esteem, feelings and friendship. SUTTON TRUST ref: Behaviour interventions + 4months. Social & emotion +3 months | Using data from Boxall profile to see increase/decrease as it should to show progress. Behaviour; reduction in red entries.  | KT – nurture leadSP - SENCO | £5686 (staff)£500 (resources) |
| To development enrichment for PP children, using the outdoor environment; to provide enjoyment and further learning opportunities.  | 1.School cover the cost of one Educational Visits, experiences and Theatre Groups for each year group. Rec – trip to the theatreYear 1 – animal lady, link to topic ‘Animals’Year 2 – history time zoneYear 3 – coach to Hindu TempleYear 4 – coach to Trip to MosqueYear 5 – coach to SynagogueYear 6 – Greek time zone2.subsidy for residential trips 3.Forest School (AD - HLTA) 5 hrs. PP to have planned sessions with AD in forest school. Working on team building, social skills and self-confidence and awareness  | PP pupils will develop skills in: * Self Awareness
* Self Regulation
* Intrinsic motivation
* Empathy
* Good social communication skills
* Independence
* A positive mental attitude, self-esteem and confidence

WAYS TO MEASURE: Baseline questionnaire at start and end of year.  | A.Dodd | 1. £3,000
2. £600
3. £4,636
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| To improve the behaviour of PP pupils and the whole school. | End of term behaviour rewards and trips for the best behaved children. Certificates and stickers for behaviour and work. | Reduction in number of PP pupils being put on red or red sky and an increase in PP chd on the star for good behaviour.  | SP – assistant head | £1,000 |
| To increase the numbers of PP pupils playing a musical instrument. | Provide information to PP parents about Music Provision – Subsidy for music lessons to enable disadvantaged pupils to access music lessons and gain enjoyment of learning music and practising music skills.  | Number of PP children who access music lessons to increase – currently 2 pupils |  | £150 |
| To increase the health and well-being on PP pupils.To development enrichment for PP children, by them experiencing further learning opportunities and life skills. | Build and resource a kitchen area to develop a cooking area for pupils to access. Kitchen to also offer breakfast/toast for PP pupils.  | WAYS TO MEASURE: Baseline questionnaire at start and end of year. Attendance:WAYS TO MEASURE: pupil’s attendance will improve18/99 data: PP attendance: 95.5%Non PP attendance: 95.99% (-0.49%) | SPACMT – site managerDT – business manager  | £19,000 |
| **Total budgeted cost** | **£35,772** |