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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** | | | | | |
| **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   |  |  |  |  | | --- | --- | --- | --- | |  | PP | Non-PP | Diff | | W | 84% | 83% | +1% | | R | 79% | 83 | -4% | | M | 80% | 81% | -1% |   Current Whole school gap july ‘19: | SP  All staff and senior leadership team | 1. £6,000 2. £14,216 3. £16,624 4. £2,230 5. £9,360 | |
| 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:   |  |  |  |  | | --- | --- | --- | --- | |  | 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%) | SP  Year 6 staff | £2,230  £9,360 | |
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| 1. **Targeted support** | | | | | |
| **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 staff  SP – 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 teachers  JL 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 teachers  Rk – 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 teachers  PP – 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 months  TA EY intervention +6 months  Oral 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 teachers  MD and EO – LSA’s | £16,624 | |
| **Total budgeted cost, (targeted support)** | | | | | £51,254 |
| 1. **Other approaches** | | | | | |
| **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 improve  18/99 data: PP attendance: 95.5%  Non PP attendance: 95.99% (-0.49%) | SP  Office staff  Class teachers | £1200 | |
| To support PP pupils through emotional and pastoral support, thus helping children to be ready to learn. | Nurture intervention  (KT) 10h/wk  3 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 lead  SP - 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 theatre  Year 1 – animal lady, link to topic ‘Animals’  Year 2 – history time zone  Year 3 – coach to Hindu Temple  Year 4 – coach to Trip to Mosque  Year 5 – coach to Synagogue  Year 6 – Greek time zone  2.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 | |
| 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 improve  18/99 data: PP attendance: 95.5%  Non PP attendance: 95.99% (-0.49%) | SP  AC  MT – site manager  DT – business manager | £19,000 | |
| **Total budgeted cost** | | | | | **£35,772** |