GROVE ACADEMY, PUPIL PREMIUM, 2020-2021

Reviewed 2021

1. Summary information

Academic Year	2020 - 2021	Total PLAN budget	£226, 705.21	Date of Plan review	July 2021
Total number of pupils	421	Number of pupils eligible if appropriate	189	Date for next internal review of this plan	See next year's plan
Date of last PP review	Dec 19	External review completed by	C. Dean		

2. Pupil premium 3 year trend

	Reading % ARE+				Writing % ARE+				Maths % ARE+				Combined % ARE+			
	PP	Nat PP	Nat all	GAP	PP	Nat PP	Nat all	GAP	PP	Nat PP	Nat all	GAP	PP	Nat PP	Nat all	GAP
2018	37%	59%	76%	22%	37%	77%	79%	40%	37%	63%	76%	26%	21%	51%	65%	30%
2019	51%	62%	73%	11%	42%	68%	78%	26%	51%	67%	79%	16%	28%	51%	65%	23%
2020	No data available															
2021	No data available															

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

In-school barriers *(issues to be addressed in school)*	
A.	Pupils eligible for PP do not attain as highly as their non-PP peers
B.	Pupils eligible for PP often do not arrive at school emotionally or physically ready to learn
C.	High number of PP who are also EAL (new to country) with no English

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

E.	Parents of pupils eligible for PP engage less with their child's learning at home and at school (identified as vulnerable/hard to reach).
F.	Attendance of PP pupils is lower than whole school average, and PA figures are higher than school average
G.	Parents of pupils eligible for PP do not have the online resources/ technology at home to access online remote learning.

July 2021 evaluation highlighted grey

Academic Year 2020-2021

Planned Expenditure 2020-2021

Plan Budget: £226,705.21

PRIORITY 1 - QUALITY OF EDUCATION FOR ALL PUPILS

Intended outcomes	Actions	What is the evidence and rational for this choice?	Success Criteria	Staff lead and cost	When will you review implementation?
To raise the attainment and accelerate progress of pupils in reading and phonics so that outcomes are broadly in line with national. **To develop teachers pedagogical knowledge and skills to ensure all teaching is at least GOOD through a robust training and monitoring program**	• Increase the % of good and outstanding teaching by teachers, through programme of targeted CPD and coaching • Targeted CPD – coaching programme – for NQTs, new to school teachers, TSAs, HLTAs and teachers already in school • Revisit and embed 'In the Moment of Reading' strategies to reading to improve decoding skills and increase understanding of vocabulary • Train staff in teaching comprehension effectively • Ensure all teaching is more closely matched to pupil needs. • Revisit and embed all new teaching developments from last year, which were not fully embedded due to Covid (revise the 5, Power Maths, bar modelling etc.) • Improve accuracy of assessment for English and Maths to ensure correct gaps in learning are identified • Implement new writing assessment tool to support AFL • Embed the use of 'S planning' for writing and topic, to ensure it is progressive and builds towards desired outcomes • Clear sequence of lessons embedded through structured planning	Monitoring and evaluation of the teaching/planning identified the next steps EEF Teaching and Learning toolkit and mastery learning (moderate impact for very low cost) and feedback (high impact for very low cost) are effective in accelerating progress. School data from 2018-2019 Review of PP strategy	• Monitoring shows the teaching of reading, phonics and maths is consistent and in-line with academy guidance Achieved - RWI phonics shows good impact with a significant number of children coming off the RWI programme and transitioning to age-related Guided Reading sessions. • NQTs make good progress and complete their induction year successfully Achieved - All 4 NQTs successfully completed their induction year • PP pupils in all year groups make accelerated progress (4 points per year) to close gaps with non-PP pupils Not achieved - no reliable data available due to lockdowns and multiple bubble closure	TLA & PDBA Leads Contribution (equivalent to 50% of their salaries) Support staff salaries (50% of total salaries) 50% Assistant Principal costs	Plan monitored termly by link governors. Internal review processes AP/EP termly Appraisal reviews/Pupil Progress Meetings termly

	• Revise PSHE curriculum to ensure effective curriculum coverage • SLT to support the long and medium term planning of SMSC, PSHE to improve quality and focus on wellbeing / being a community role model • Work with Opportunity Area to improve teaching and assessment of writing in Year 5		• All pupils are able to use reading skills to read for pleasure and access the wider curriculum Partially achieved - reading deep dive showed teaching of reading to be more consistent. Lockdown has limited the development of reading for pleasure as a good deal of CPD was redirected to remote learning.		
To ensure there is a clear curriculum focus that matches the needs of ALL pupils within the school community to increase attainment and accelerate progress so outcomes are at least broadly in line with national.	• Devise deficit curriculum to address gaps from lockdowns and support children's wellbeing • Prioritise mental wellbeing through a Recovery Curriculum to ensure that PP children are ready to learn • Research and purchase resources to promote good mental health • To build relationships with PP families to ensure that support is given with regards to the wellbeing and education of PP children. • Ensure remote learning plans cater for all children and ensure PP children are not disadvantaged and have the same opportunities as non-PP. • Ensure that remote learning plans address a broad and balanced curriculum. • progress meetings to focus closely on PP children, discussing progress, gaps and plan next steps for them to ensure the gap closes. • Ensure the curriculum is tailored to PP interests such as ensuring book areas, class novels and working walls are appealing to them.	Evaluation of impact of pandemic on children's mental health and their ability to settle back into learning. EEF toolkit – Social and emotional learning – moderate impact for moderate cost based on extensive evidence.	• Attainment gap between PP and non PP closes as above Not achieved - no reliable data available due to lockdowns and multiple bubble closure • Case studies show pupils are more ready to engage in learning over time Not achieved - despite significant work on this, 2nd lockdown had a significantly detrimental impact on the mental health of PP children, so their readiness to learn showed further deterioration. • Friendship, wellbeing and mental health issues for PP children reduce over time Not achieved - as above, despite school focus on	Staff salaries as above <mark>One Goal mental health resources £2295.00</mark> After school clubs – DH salary summer term	Plan monitored termly by link governors. Internal review processes AP/EP termly Appraisal reviews/Pupil Progress Meetings termly

			these aspects, there was a regression after lockdown 2 evident in mental health, wellbeing and friendship issues. • The curriculum is progressive, broad and balanced, particularly in Science, History, Art and PE Achieved - recovery curriculum forced school to focus on less subjects to leave room for overteaching of deficit. Science, history and geography were identified as key for cultural capital so the curriculum in these subjects remained broad and balanced. PE was chosen as a focus due to the importance of physical wellbeing after the impact of lockdown so this was also achieved. Art was not a focus. • Teachers are skilled and confident in teaching these aspects of the curriculum Achieved - planning in these aspects improved as supported by SLT to ensure correct subject knowledge. Teacher feedback shows increased confidence in the teaching of science and PE in particular.		

			• Children have their personal development needs met and engage in targeted and personalised opportunities. Not achieved - limited opportunities for personal development due to Covid restrictions and lockdowns. Virtual assemblies in place		
To raise the profile of behaviour and attitude to learning through the academy's MAGIC ethos, ensuring children are in school, on time and eager to learn	• Leaders to review the behaviour policy to ensure that there are clear routines and expectations for behaviour of PP pupils across all aspects of school life, not just in the classroom. Ensure there are clearly defined consequences that are applied consistently and fairly by all staff. • Staff to receive high quality CPD to develop Paul Dix's approach to behaviour. • All staff to consistently follow the one page profile. • Continue to monitor PP children's individual behaviour and reward positively, following the behaviour policy. In addition PP parents to receive 'praise texts/messages/letters' celebrating the child's consistently high, positive attitude and commitment to their education. • Drop ins and learning walks to include observing PP pupils' motivation and positive attitudes to learning (MAGIC learning behaviours). • Launch the 5 wellbeing days to facilitate improved mental health • E-safety training for staff • Improve quality of e-safety lessons to address online friendship issues • Daily wellbeing Zoom calls in lockdown to improve emotional wellbeing • Revisit and embed the bullying allegation process with new and inexperience staff	Paul Dix researched through social media, SLT read his book to further research. <u>**EEF toolkit:**</u> Metacognition and **self regulation** – high impact for very low cost based on extensive evidence Social and emotional learning – moderate impact for moderate cost, based on extensive evidence Evidence gained from drop-ins and monitoring of CPOMs to alert to the nature and	• Consistent language of our values is embedded with a positive impact (Behaviour based on Paul Dix approach) Achieved - monitoring shows this is in place in the vast majority of classes. • Reduction in number of behaviour incidents disrupting learning Partially achieved - unreliable data due to lockdowns and bubble closures. • Reduction in permanent and fixed-term exclusions Achieved. • Children enjoy learning, move around calmly, respect belongings, display good behaviour for learning	PDBA deputy salary as above Nurture staff x 3 full time salaries Staff time for 6 PDMS – all staff 90% support staff salaries Paul Dix books £100.00 Paul Dix training £75.00 Mental health resources as above	Plan monitored termly by link governors. Internal review processes AP/EP termly Appraisal reviews/Pupil Progress Meetings termly Reduction in fixed term exclusions

	• Improve lunchtime provision to ensure it is safe, promotes and active lifestyle and provides opportunities to develop social skills	scope of social and emotional issues	Partially achieved - significant improvement in moving around calmly – Covid restrictions such as 1 way systems helped this. Lockdowns and bubble closures impacted negatively on behaviour for learning of a significant minority. However, a reduction of pupils in crisis has been evident.		
			• Reduction in online friendship issues		
			Partially achieved - these increased significantly after lockdown 2, however significant work took place to address this and these were successfully resolved.		
			• Reduction in friendship related issues in school		
			Not achieved - significant minority of children struggled with friendship-related issues after lockdown 2 so this was more challenging than expected.		
			• The school has high expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly.		
			Achieved in the large majority of classrooms		

			Bullying, aggression, discrimination and derogatory language are rare and when they occur they are dealt with quickly and effectively.		
			Partially achieved - systems well-embedded but progress has been limited due to Covid interruptions.		
			Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.		
			Limited impact due to Covid restrictions		

PRIORITY 2 – TARGETTED SUPPORT					
Intended outcomes	Actions	What is the evidence and rational for this choice?	Success Criteria	Staff lead and cost	When will you review implementation?
PP pupils who are below age-related expectations make accelerated progress in Reading, phonics and maths	• Develop rigorous provision maps and intervention timetables so that TSAs deployed 100% of their time to deliver reading and phonics interventions for PP pupils who are not making expected progress. Monitor and evaluate impact of these • Redeploy skilled teacher returning from maternity leave to the role of Learning Mentor to support PP / teach small groups • Train support staff in effective teaching of reading and phonics interventions (use of RWI and 'In the Moment of Reading' strategies)	Planning systems from 2019-20 Observations of lessons 2019-20 Baseline data September 2020 **EEF toolkit:** • Feedback – high impact for very low cost	• Reading and phonics interventions are high quality and well matched to pupil needs Achieved but limited data available due to lockdowns and bubble closures. Reading shows less deficit than maths and writing. •Targeted PP pupils make accelerated progress (4	TLA & PDBA Lead as above TSA salaries as above Third Space cost £1587.50 Resources for RWI costs £3000	Weekly drop in monitoring Plan monitored termly by link governors. Internal review processes AP/EP termly

	• After school reading clubs for PP pupils in all year groups, led by TSAs (3,4,5,6) and teachers (Y6) • Third Space Maths online 1:1 tutoring for Y6 (changed to Y5 in lockdown) • Pastoral and Teaching and Learning teams to work with year leads / senior teachers to create provision map which meets needs of all underperforming PP pupils. • During lockdowns, TSAs to deliver online reading and phonics interventions to underperforming PP pupils • During any period of isolation / bubble closure / lockdown, devices and wifi codes to be loaned to PP pupils if needed to facilitate remote learning • Highly skilled Learning mentor employed across year 6 to teach underperforming PP groups • Inclusion team to provide in class coaching to support PP pupils	based on moderate evidence • Reading comprehension strategies – high impact for very low cost, based on extensive evidence • Small group tuition – moderate impact for moderate cost, based on limited evidence • One-to-one tuition – moderate impact for high cost based on extensive evidence	points per year) in reading and maths Not achieved due to Covid restrictions, bubble closures and lockdowns. • Increasing number of pupil each year group complete the RWI programme successfully and transition to guided reading Achieved. • Targeted PP pupils at home during lockdown access online reading and phonics interventions Achieved for a number of children. However a significant number of PP with multiple vulnerabilities remained hard to reach. They did not attend school when invited, and did not engage in home learning, despite repeated attempts to engage.	Third space Additional adult support costs £2,741	Appraisal reviews/Pupil Progress Meetings Monitoring of remote learning in lockdown
Pupils at risk of Permanent Exclusion / awaiting a place in specialist provision make	• Create, monitor and evaluate nurture hub provision for PP pupils who are at risk of Permanent Exclusion or are awaiting a place in specialist provision • JB to work with LA to secure funding • JB to work with infants to identify Y2 pupils early who would benefit from this provision next year • Boxall profiles / EHCP plans used to identify targets	**EEF toolkit:** • Small group tuition – moderate impact for moderate cost, limited evidence	• Pupils in nurture provision make accelerated progress in reading, writing and maths Achieved - no reliable data available, but observations	Nurture hub staffing (1 HLTA, 2 TSAs) as above	Weekly drop in monitoring Plan monitored termly by link governors.

accelerated progress			• Oral language interventions – moderate impact for very low cost, extensive evidence • Individualised instruction – moderate impact for very low cost, moderate evidence • Feedback – high impact for very low cost, moderate evidence	and books show good progress. • Reduction in number of fixed term and permanent exclusions Achieved – see above.		Internal review processes AP/EP termly Appraisal reviews/Pupil Progress Meetings

PRIORITY 3 – WIDER STRATEGIES						
To engage PP children and their families in school life and education, to build their cultural capital	• Ensure PP children are represented on the school council • Ensure PP children parents are represented on the parent forum • 100% sign up to Class Dojo to improve communication between home and school • Teachers to make weekly wellbeing calls during a lockdown for any pupils not engaging in remote learning • Review/consider a discount for PP pupils for trips developing cultural capital (budget setting 2020-2021) • Fund places for PP pupils at extra-curricular clubs • Ensure PP pupils get the opportunity to represent the school – sporting events, choir, democracy week, etc • Introduce COMPASS FOR LIFE (Floyd Woodrow) raising aspirations PP pupils (2021 – 2022)	EEF T and L toolkit shows that parental involvement accelerates learning.	• An increase in how frequently PP engage in home reading Not achieved - significantly impacted by Covid restrictions, bubble closures and lockdowns. • PP children are ready to learn See above – not achieved for a significant minority due to Covid impact. • An increase in PP representing the school	Senior Safeguarding Officer 25% salary Office staff 10% salary Safeguarding and Attendance Officer costs (FTE)	Attendance analysis half termly Attendance monitored termly by link governors. Termly Local Governing Body Committee monitors attendance. Pastoral meetings fortnightly to	

	• Raising aspirations in the community – COMPASS FOR LIFE for the parents (2022 – 2023) • Create an activity passport for PP pupils to build cultural capital, facilitate opportunities to participate in these activities • Parental workshops to support home learning – this could include face book examples of short teaches; secret story teller • During lockdown, use of pre-recorded and live lessons to help parents to see how pupils are taught • Produce videos to show how to access remote learning • Regular principal videos to parents to explain risk assessments, encourage attendance, etc. • Teachers to lead 'fun' challenges / create videos to promote engagement and relationships (Beat the Teacher, masked reader, etc) • Daily active sessions planned to enable PP children to be active and maintain a healthy lifestyle. • Staff and playground leaders to be active in ensuring all of the PP children participate in activities with their friends and feel included. • Active time and PE provision to be monitored to ensure it is consistent and of a high quality. PP children to be taught how to access the games, following the rules and playing harmoniously. • Develop a pastoral Team Around the Child approach to meet the needs of targeted PP families, improve engagement, progress and attendance		Not achieved due to Covid restrictions. • Increased attendance of PP in after-school clubs Clubs only offered summer term 2021, due to Covid. Summer term attendance at multi-skills was 17% PP attended clubs when these were offered summer term (compared to 19.5% non PP) • The wellbeing scale shows that PP children are ready to learn As above – not achieved for a significant minority • Engagement in personalised wider learning opportunities Not achieved due to Covid restrictions	Sports coach salary for clubs summer term x 4 hours per week	evaluate impact of PP support (attendance, SEMH, wellbeing, multi-agency)

PP attendance improves to close the gap with non PP attendance **Number of PP PAs decrease**	• Improving attendance across the academy to continue to be promoted and seen to be a high profile priority by all staff. • SAO and PP leader to ensure the rigorous approach to monitoring continues following the academy attendance policy. • Ensure attendance is a target on Early helps for PP families for whom attendance is an issue. • Clinics to be held swiftly to address where PP pupils attendance has fallen below 96%. (PP leader to attend clinic for any persistent absence PP children). • Persistently absent PP children to be championed by staff to encourage good attendance. • Parents to be offered Early help if attendance is an issue for the family or referral to school nurse if absence is due to medical reasons to support the family. • Punctuality to be monitored and addressed rigorously following the academy attendance policy. This to include punctuality clinics with the SAO. • Ensure punctuality is addressed with PP parents who are on Early Help if this is a target for the family. • SAO to work with external agencies to promote improved attendance • Consider a walking bus locally with a route to include PA PP pupils including breakfast	School monitoring of attendance shows PP attendance and punctuality is below national.	• PP attendance improves to reduce the gap with national, and gap with non PP. Not achieved – PP families were impacted more than non PP by mental health issues which resulted in a decline in attendance for this group. Covid restrictions on public transport also impacted on those living out of area. • Targeted families maintain improved attendance; Partially achieved – see above • There is a developing system to ensure minutes late are reduced. Not achieved due to Covid restrictions, bubble closures and lockdowns. Staggered entrance times made recording lates problematic.	SAO salary as above	Attendance analysis half termly Attendance monitored termly by link governors. Termly Local Governing Body Committee monitors attendance. Pastoral meetings fortnightly to evaluate impact of PP support (attendance, SEMH, wellbeing, multi-agency)