

# 3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		Guildford Grove Primary School	
CURRENT PUPIL INFORMATION [2019 – 2020]			
		Total pupil premium budget:	£180,500
Number of pupils eligible for pupil premium:	136	Amount of pupil premium received per child:	£1,320
Current pupil information [2020 – 2021]			
Total number of pupils:	360	Total pupil premium budget:	£189,645
Number of pupils eligible for pupil premium:	141	Amount of pupil premium received per child:	£1,345

COHORT INFORMATION		
CHARACTERISTIC	Number of group 2020- 2021	Percentage of group 2020- 2021
Boys	168	47%
Girls	192	53%
SEN support	106 (22 EHCP + 84 SEND support)	29.4%
EHC plan	22	6%

## COHORT INFORMATION

EAL	56	15.5%
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## Assessment data

### End of KS1

	2016 – 2017				2017 – 2018				2018 – 2019			
	National Average	Non-Pupil Premium (33)	Pupil- Premium (17)	Pupil premium pure	National Average	Non-Pupil Premium (35)	Pupil- Premium (16)	Pupil premium pure	National Average	Non-Pupil Premium (33)	Pupil- Premium (19)	Pupil premium pure (12)
% achieving expected standard or above in reading, writing and maths	*	42%	35%	*	*	46%	44%	*	65%	55%	53%	83%
% achieving higher standard in reading, writing and maths	*	0%	0%	*	*	0%	6%	*	11%	9%	0%	*
% achieving expected standard+ in reading	75%	52%	41%	50%	75%	51%	56%	69%	75%	73%	63%	92%
% achieving higher standard in reading	*	9%	6%	7%	26%	3%	13%	15%	25%	27%	16%	25%
% achieving expected standard+ in writing	68%	42%	35%	43%	70%	51%	44%	54%	69%	55%	58%	92%
% achieving higher standard in writing	*	0%	6%	0%	16%	0%	6%	8%	15%	9%	0%	0%
% achieving expected standard+ in maths	75%	48%	59%	64%	76%	60%	56%	69%	76%	70%	53%	83%
% achieving higher standard maths	*	6%	6%	7%	22%	0%	6%	8%	22%	12%	11%	17%
% achieving expected in science	82%	52%	53%	64%	83%	57%	56%	69%	82%	70%	53%	83%

## End of KS2

	2016 – 2017				2017 – 2018				2018 – 2019			
	National Average	Non-Pupil Premium (28)	Pupil- Premium (31)	Pupil premium pure	National Average	Non-Pupil Premium (23)	Pupil- Premium (21)	Pupil premium pure	National Average	Non-Pupil Premium (34)	Pupil- Premium (21)	Pupil premium pure (13)
% achieving expected standard or above in reading, writing and maths	62%	57%	32%	*	64%	65%	48%	*	65%	65%	43%	62%
% Higher standard in reading, writing and maths	*	11%	3%	*	10%	9%	10%	*	11%	12%	0%	*
% achieving expected standard+ in reading	72%	75%	45%	65%	75%	70%	62%	91%	73%	68%	52%	70%
% achieving higher standard in reading	*	21%	6%	6%	28%	39%	19%	36%	27%	24%	10%	20%
% achieving expected standard+ in in writing	76%	68%	55%	71%	78%	76%	52%	91%	78%	76%	62%	80%
% achieving higher standard in writing	18%	14%	3%	0%	20%	26%	10%	18%	20%	18%	10%	10%
% achieving expected standard+ in GPS	77%	82%	68%	94%	78%	83%	62%	91%	78%	76%	57%	70%
% achieving higher standard in GPS	*	29%	10%	12%	35%	30%	19%	27%	36%	44%	29%	30%
% achieving expected standard+ in maths	75%	82%	65%	100%	76%	87%	67%	100%	79%	76%	57%	70%
% achieving higher standard in maths	*	36%	13%	18%	24%	35%	10%	18%	27%	21%	14%	20%
% achieving expected in science	82%	79%	65%	88%	83%	87%	57%	91%	83%	79%	52%	80%

OTHER DATA

	Strengths	Weaknesses																																				
Attendance data	<p>Using Study bugs app to monitor attendance. This feeds into Sims and allows all staff to monitor reasons for absences.</p> <p>SLT team monitoring attendance regularly.</p> <p>IWO (Inclusion Welfare Officer) works with attendance lead to monitor children with poor attendance.</p> <p>Attendance celebrated and encouraged across the school (as a whole school weekly in assembly).</p> <p>Truancy alerts sent to parents to highlight when children have not been brought into school and to check reasons.</p>	<p>Attendance:</p> <table border="1" data-bbox="1104 392 2020 617"> <thead> <tr> <th></th> <th>Pupil premium</th> <th>Non- pupil premium</th> </tr> </thead> <tbody> <tr> <td>Autumn 2020</td> <td>93.1%</td> <td>94.7%</td> </tr> <tr> <td>Spring 2021</td> <td></td> <td></td> </tr> <tr> <td>Summer 2021</td> <td></td> <td></td> </tr> </tbody> </table> <p>Sessions late:</p> <table border="1" data-bbox="1104 711 2045 938"> <thead> <tr> <th></th> <th>Pupil premium</th> <th>Non- pupil premium</th> </tr> </thead> <tbody> <tr> <td>Autumn 2020</td> <td>1.27%</td> <td>0.49%</td> </tr> <tr> <td>Spring 2021</td> <td></td> <td></td> </tr> <tr> <td>Summer 2021</td> <td></td> <td></td> </tr> </tbody> </table> <p>Sessions of unauthorised absence:</p> <table border="1" data-bbox="1104 1034 2036 1259"> <thead> <tr> <th></th> <th>Pupil premium</th> <th>Non- pupil premium</th> </tr> </thead> <tbody> <tr> <td>Autumn 2020</td> <td>3.3%</td> <td>1.2%</td> </tr> <tr> <td>Spring 2021</td> <td></td> <td></td> </tr> <tr> <td>Summer 2021</td> <td></td> <td></td> </tr> </tbody> </table>		Pupil premium	Non- pupil premium	Autumn 2020	93.1%	94.7%	Spring 2021			Summer 2021				Pupil premium	Non- pupil premium	Autumn 2020	1.27%	0.49%	Spring 2021			Summer 2021				Pupil premium	Non- pupil premium	Autumn 2020	3.3%	1.2%	Spring 2021			Summer 2021		
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Behaviour	<p>Children know the main rule at Guildford Grove.</p> <p>Staff receive training on behaviour and the importance of our behaviour system.</p> <p>Research suggests that intrinsic motivation and self-determination is a key factor in success and academic achievement.</p> <p>Behaviours for learning and the code of conduct are covered in assemblies.</p>	<p>Number of exclusions:</p> <table border="1" data-bbox="1104 225 2018 496"> <thead> <tr> <th data-bbox="1104 225 1411 301"></th> <th data-bbox="1415 225 1713 301">Pupil premium</th> <th data-bbox="1718 225 2018 301">Non- pupil premium</th> </tr> </thead> <tbody> <tr> <td data-bbox="1104 304 1411 381">Autumn 2020</td> <td data-bbox="1415 304 1713 381">0</td> <td data-bbox="1718 304 2018 381">3 (5 days in total)</td> </tr> <tr> <td data-bbox="1104 384 1411 429">Spring 2021</td> <td data-bbox="1415 384 1713 429"></td> <td data-bbox="1718 384 2018 429"></td> </tr> <tr> <td data-bbox="1104 432 1411 496">Summer 2021</td> <td data-bbox="1415 432 1713 496"></td> <td data-bbox="1718 432 2018 496"></td> </tr> </tbody> </table>				Pupil premium	Non- pupil premium	Autumn 2020	0	3 (5 days in total)	Spring 2021			Summer 2021		
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Safeguarding	<p>Regular safeguarding training for all staff.</p> <p>All staff actively use CPOMS to log safeguarding concerns.</p> <p>An experienced safeguarding team.</p>															

## LONG-TERM PLAN (3 YEAR TIMESCALE):

At **Guildford Grove**, we recognise that disadvantaged can go beyond social and economic factors and that some children will face multiple disadvantages to their education. As a school, we strive to provide a culture where **all** children can achieve. We have the greatest ambitions of each and every child in our care so that they have the highest aspirations for their future and their life chances are enhanced. Our ambition is to improve the attainment and well-being outcomes for each disadvantaged child and for each disadvantaged child to make increased progress in their learning.

Our priorities to ensure that we do this include:

### 1) **To ensure high quality teaching for all pupils.**

At Guildford Grove, we know it is essential for all pupils to have access to high quality teaching throughout their education. We will provide quality first teaching (in line with the guidance on our School Development Plan - SDP). Teachers will receive CPD training in identified areas of need to ensure that they are able to design and deliver an engaging and enriching curriculum for all children to access. Research from Education Endowment Fund (EEF) states that, "What happens in the classroom makes the biggest difference." They also state that, "Good teaching for all pupils has a particular benefit for disadvantaged children." Further to this, close monitoring of each child will ensure that should they not be making at least the expected progress, that they will be supported through targeted teaching and interventions.

### 2) **To ensure the mental health and well-being of our families and ensure children are ready and prepared to learn.**

From research, we understand the link between improved mental health and well-being and increased levels of academic achievement. Furthermore, research states that better emotional well-being is linked to better engagement in school. Therefore, we aim for our children and their families to have increased mental-health and to support their well-being in order for them to come to school and succeed in their learning and through social experiences (this follows through as one of our SDP aims).

### 3) **For disadvantaged children with SEND to make good or better progress from their starting points.**

At Guildford Grove, a high percentage of disadvantaged children are also children with Special educational needs (SEND). All staff understand the importance of supporting the needs of each child. All staff are teachers of children with SEND and will differentiate learning to suit the capabilities and needs of each child. As a school, we will use the 'Profile of Need' to ensure that every child's needs are met appropriately. Where there are gaps in progress and specific needs identified, targeted and reliable interventions will be implemented, monitored and tracked over a set period to ensure that children begin to close the gap and make at least good progress from their starting point.

### 4) **To increase the engagement of all parents in school life at Guildford Grove.**

Research suggests that parental engagement is key in the success of children's learning and their learning outcomes. This will support families in understanding the importance of attending consistently and arriving to school on time. Parental engagement will ensure that the school are aware of any barriers to the family so that they can be fully supported in an appropriate manner. Parents will have an increased understanding of what their child is learning at school and how to support them at home.

### 5) **Improving the possibilities and life chances of all children.**

Research suggests that increased cultural capital supports children to succeed in life (e.g. job interviews, networking with colleagues or discussions). At Guildford Grove, we aim to increase the life chances of our disadvantaged children so that they can succeed in the future alongside their non-disadvantaged peers. We will provide children with increased opportunities to participate and engage in a wider range of enrichment activities both within curriculum time and before and after school. This will expose them to a range of unfamiliar experiences as well as providing them with the opportunity to build on their vocabulary through discussions.

PRIORITY 1

To ensure high quality teaching for all.

Objectives/ intended outcome	Actions to be taken and rationale for actions.	By whom	Review dates	Resources needed	Progress indicators	Outcome
<p>To increase the percentage of Pupil Premium children achieving EXS in reading, writing, maths and combined at the end of KS2.</p>	<p>Implement new broad, fluid, and progressive curriculum (across two years).</p>	<p>Curriculum lead Supported by subject leads Implemented by all staff</p>	<p><b>Short review:</b> Half-termly  <b>Full review:</b> Summer 2021</p>	<p>Staff meetings completing curriculum design. Subject leads to support planning of curriculum.</p>	<p><b>INTENT:</b> Curriculum is well-sequenced and clearly builds on children's previously taught skills. <b>IMPACT:</b> Progressions of skills across the school is clear.</p>	
	<p>Reading CPD training for all staff using research from the Literacy Shed and the VIPERS model Monitoring of the teaching of reading (linked to SDP).</p>	<p>Literacy leads</p>	<p><b>Review:</b> Summer 2021</p>	<p>Training sessions Training resources Pie Corbett reading spine</p>	<p><b>INTENT:</b> reading is taught across the school with a consistent approach using a structured strategy. (EEF state that reading comprehension strategies can support progress by +5) <b>IMPACT:</b> children have an improved understanding of reading VIPERS and key reading skills. Children are able to identify skills and use them more independently.</p>	
	<p>To raise the profile of reading across the school by identifying and implementing key texts across the curriculum.</p>	<p>Literacy leads Curriculum lead</p>	<p><b>Implement:</b> Autumn 2020  <b>Review</b> Summer 2021</p>	<p>Key texts to be purchased across the school to enrich learning and a broad range of curriculum areas. Delight reading book fayre.</p>	<p><b>INTENT:</b> Children are more engaged in reading and have more opportunities to read for a range of purposes. <b>IMPACT:</b> children are more engaged in reading and read with greater fluency and understanding. Children's vocabulary increases across a range of subject areas. Children are able to apply their new vocabulary in their learning and when speaking.</p>	

	Train staff and use SIMs tracking system to log and monitor PP children's attainment and progress and identify children who are not making expected progress.	Assessment leads	<b>First Review:</b> Summer 2021	SIMS login and data SIMS support booklet Staff training	<b>INTENT:</b> Staff have a better understanding of how to use SIMS and can use this to support data analysis.  <b>IMPACT:</b> Staff are able to use data more easily to access information about their children and track their progress in learning. SIMs data information to be used at pupil progress meetings to ensure and track progress across the Key Stages.	
	For year 6 children to spend more time directly working with an adult to provide children with more regular teacher time and personalised feedback to support progress.	Year 6 team	<b>Review:</b> Summer 2021	3 <sup>rd</sup> Teacher intervention in year 6. Maths teacher to lead a flexible group 2 days per week. Literacy lead to lead flexible a group 2 days per week.	<b>INTENT:</b> for adults to target flexible groupings of children across the year to close the gap in maths and literacy. (EEF – targeted feedback can improve performance by +8. Also, EEF – Targeted small group interventions have the potential for the largest immediate impact on attainment). <b>IMPACT:</b> Children across the year group will benefit from smaller class numbers and more opportunities to work with an adult.	
	Restructuring of the EYFS classes to run as a separate nursery and reception group. To embed a smooth transition for disadvantaged children from EYFS to KS1. Started in 2019.	EYFS lead EYFS team	<b>First Review:</b> Summer 2021  <b>Second review:</b> Summer 2022	Physical changing of rooms and reorganising resources and curriculum.	<b>INTENT:</b> EYFS children are more prepared for KS1. Children make a smooth transition from EYFS into KS1.  <b>IMPACT:</b> 2021/2022: KS1 (who attended GG during EYFS) have a higher percentage of children working at EXS standard.	



PRIORITY 2

To ensure the well-being of all our families and ensure children are ready and prepared to learn.

Objectives	Actions to be taken and rationale for actions.	By whom	By when	Resources needed	Progress indicators	Outcome
To improve the emotional, mental and physical well-being of all Pupil-Premium pupils and their families to ensure that they are ready to learn.	Home School Link Worker (HSLW) to support children and families who have a barrier to succeeding or a barrier to being in school. HSLW to work with children and families who need emotional support or who are near crisis point.	HSLW (monitored by QB)	<b>Review:</b> Summer 2021	Full-time HSLW  HSLW resources to carry-out successful practice.	<b>INTENT:</b> HSLW will support children and families who are facing crisis point or close to crisis point. To reduce barriers which may be preventing children from coming to school or succeeding at school.  <b>IMPACT:</b> HSLW worker will support and implement prevention strategies for children and their families with the aim of children and families not going into crisis point. Families to be supported so that a fewer number of families go into crisis.	
	To implement an updated, current and enriched PSHE curriculum which meets the needs of our cohort of children. To teach children about changes in society and to increase children's understanding of mental health.	PSHE lead	<b>Review:</b> Summer 2021	PSHE association access for all teachers.  PSHE curriculum updated training for all teachers.	<b>INTENT:</b> For teachers to design, plan and implement a new PSHE curriculum in line with the PSHE association guidance.  <b>IMPACT:</b> children to report an increased understanding in their knowledge of PSHE concepts. For children to report an increased understanding of Mental Health and well-being and what this is through pupil questionnaires.	

	<p>To train and implement the ELSA programme across KS1 and KS2. The ELSA programme will ensure that all children are provided with an outlet to overcome barriers to learning through promoting emotional stability.</p>	<p>HSLW to monitor</p>	<p><b>First review:</b> End of spring term 2021</p>	<p>ELSA training  ELSA trained TA time</p>	<p><b>INTENT:</b> Children have improved emotional awareness and develop strategies to cope in challenging and identified situations.</p> <p><b>IMPACT:</b> teaching staff to complete a pre and post intervention questionnaire. Adults to report improvements in child's behaviours on CPOMS. Children to develop strategies to succeed without intervention support.</p>	
	<p>Therapeutic Story writing: Targeted children work with a trained teaching assistant for 45minutes – 1 hour per week.</p>	<p>HSLW to monitor.  ELSA to administer</p>	<p><b>Review:</b> Summer 2021</p>	<p>TA to administer  Therapeutic story writing training for TA.</p>	<p><b>INTENT:</b> The children develop a conversation about their feelings and emotions through writing and sharing stories.</p> <p><b>IMPACT:</b> Children to have increased scores on post intervention questionnaire.</p>	
	<p>Children to be invited to lunchtime club as a calm place for them to play and have a supported and successful lunchtime. Children to attend lunchtime club if they are finding outside play challenging.</p>	<p>SLT to monitor</p>	<p><b>Review:</b> Summer 2021</p>	<p>Lunchtime club games and activities. Space to run lunchtime club. Lunchtime club KS1 monitor Lunchtime club KS2 monitor.</p>	<p><b>INTENT:</b> Children are able to make good choices in a controlled and supported environment. Children's social skills improve. Children are able to have a successful lunchtime where they engage in an activity. Children will have a more successful afternoon of learning.</p> <p><b>IMPACT:</b> Fewer lunchtime incidents to be reported on CPOMS.</p>	

	<p>Breakfast Club: Children with poor punctuality will be invited to attend breakfast club in order to get children into school on time.</p> <p>Disengaged families and children to be invited to attend breakfast club. Children will be invited to breakfast club to encourage children to have a positive start to their morning and fuel the children ready for a day of learning.</p>	DH	<p><b>Review:</b> End of Spring term 2021</p>	<p>Breakfast club resources (food etc).</p>	<p><b>INTENT:</b> Children will be ready to learn as they have had a positive start to the morning. Children view school in a positive light. Children increase their physical and mental wellbeing.</p> <p><b>IMPACT:</b> The punctuality of PP children will improve. Children speak about their positive experience at breakfast club during pupil interviews.</p>	
	<p>To raise the understanding and profile of mental health for children and families across the school. Mental Health lead and HSLW to attend training and disseminate useful strategies to whole staff.</p>	MH lead	<p><b>Review:</b> Summer 2022</p>	<p>Mental Health training (external).</p> <p>Mental Health training for staff.</p>	<p><b>INTENT:</b> Staff will have a wider range of strategies to use when supporting individual children or groups of children with Mental Health concerns.</p> <p><b>IMPACT:</b> Children will have their Mental Health concerns monitored and strategies will be put in place to remove or lower this barrier to their learning. Children with SEMH will make progress against their personalised targets set on Edukey.</p>	

PRIORITY 3

**For Pupil Premium children with SEND to make good or better progress from their starting points.**

Objectives	Actions to be taken	By whom	By when	Resources	Progress indicators	Outcomes
To target PP children with SEND with high quality and evidence-based interventions in order to make good or better progress from starting points.	STIPS support for behaviour and literacy. For STIPS to support teachers and Teaching Assistants to provide specific and targeted support for high need children who have specific literacy difficulties or behaviour challenges.	SENCo to co-ordinate	<b>First Review:</b> December 2020  <b>Second Review:</b> Spring 2021	STIPS adult for Literacy. STIPS adult for behaviour.	<b>INTENT:</b> For teachers to effectively use and implements suggested and advised strategies to work with individual and targeted children.  <b>IMPACT:</b> For targeted children to make progress against their specific target and be able to succeed in their mainstream classroom.	
	To implement targeted behaviour interventions and support to ensure that children with challenging behaviour can continue to be supported and implemented in their mainstream classroom.	Lead by SLT	<b>Review:</b> Spring 2021	Cover of classes	<b>INTENT:</b> Children who are identified with challenging behaviours to improve their behaviour. Children will be able to work successfully in class. (EEF suggests that behaviour interventions can increase learning by +3 months.)  <b>IMPACT:</b> Children who are on SEND review meetings will successfully move through the plan and the meetings will eventually be lessened and withdrawn.	
	Speech and Language therapy from a qualified Speech and Language therapist. Specialist staff will work with in school staff to set personalised targets. To up-skill school staff.	Lead by the SEND team	<b>Review:</b> Summer 2020	Speech and Language therapist (external)  School TA to support.	<b>INTENT:</b> Children will improve their speech and language and will be more successful with their in-class learning.  <b>IMPACT:</b> Children will make good progress in their personalised speech and language targets.	

	<p>Speech and language interventions/ oral language interventions:</p> <p>EYFS staff to be trained in NELI (The Nuffield Early Language Intervention). EYFS staff to deliver NELI intervention for targeted children.</p>	<p>Led by trained TA</p> <p>Monitored by SEND team</p>	<p><b>First review after first cycle:</b> Summer 2021</p>	<p>NELI training (funding covered by ,, )</p>	<p><b>INTENT:</b> For targeted children to make good progress from their original starting point and work more in line with their non-pupil premium peers. Oral language interventions can provide +5 months progress (EEF).</p> <p><b>IMPACT:</b> Identified children will make progress from their starting point. NELI: Improved vocabulary, listening and narrative skills in the 1<sup>st</sup> 10 weeks and improved phonological awareness and letter-sound knowledge in the second 20 weeks.</p>	
	<p>Improving Literacy interventions: Phonics and spelling interventions running across KS2</p> <p>Phonics training for all staff to ensure a consistent approach.</p>	<p>SEND team</p> <p>Phonics Lead.</p>	<p><b>Review:</b> Summer 2022</p>	<p>trained TA</p> <p>Phonics training</p>	<p><b>INTENT:</b> Children will begin to close gaps in their phonics and spelling knowledge. Children will begin to close gaps in their learning.</p> <p><b>IMPACT:</b> KS1 phonics scores will increase for disadvantaged children. KS2 GAPS scores will increase. KS2 writing judgements will increase for PP children.</p>	
	<p>Targeted maths interventions. For teaching assistants to administer SNAP on to maths and maths intervention for targeted children.</p>	<p>SEND team</p>	<p><b>Review:</b> Summer 2021</p>	<p>SNAP and maths resources</p> <p>trained teaching assistants</p>	<p><b>INTENT:</b> Children gain an increased understanding and knowledge in a range of core mathematical concepts.</p> <p><b>IMPACT:</b> For targeted children to improve their scores in their age appropriate PUMA score.</p>	

	Small group and 1:1 targeted support led by the class TA to compliment what has been taught in class (KS1 and KS2).	Class teachers Monitored by SEND team	<b>Review:</b> Summer 2021	Personalised resources  Trained TA	<b>INTENT:</b> Children to work on personalised and identified target to close the gaps in their learning.  <b>IMPACT:</b> Children to make good progress against their personalised targets (monitored on Edukey).	
	Small group and 1:1 targeted support led by the class teacher and TA to compliment what has been taught in class and address gaps in learning (EYFS).	Class teachers Monitored by SEND team	<b>Review:</b> Summer 2021	Personalised resources for each child/ group.  Trained TA	<b>INTENT:</b> Children to work on personalised and identified target to close the gaps in their learning.  <b>IMPACT:</b> Children to make good progress against their personalised targets (monitored on Edukey).	
	Implement high quality, age appropriate reading interventions to support fluency and comprehension.  Year 2 – BRP Year 3 and 4 – tailored reading intervention for fluency and comprehension Year 5 and 6 – Fresh Start	Class teachers  SEND team to track progress.	<b>Review:</b> Summer 2021	Reading resources  Trained teaching assistants to deliver bespoke interventions.	<b>INTENT:</b> Targeted children from specified year groups to make at least good progress in their reading.  <b>IMPACT:</b> Children on each intervention to make accelerated progress in their reading. Children to increase their reading age.	
To embed rigorous and robust systems that accurately identify and monitor SEND groups to ensure that they make expected or accelerated progress based on their starting points.	SEND review meetings. For SEND team to meet with class teachers to monitor the progress of SEND children.	SEND team meet with class teachers.	<b>Review:</b> Review termly	Class cover for review meetings	<b>INTENT:</b> For teachers to be provided with advice, strategies and next steps to enable children to make progress in order to close the gap. Children to increase their fluency and comprehension.  <b>IMPACT:</b> SEND children who are not making progress are highlighted and new strategies are implemented. For PP children with SEND to make progress inline with their personalised targets.	

Senior Leadership Team to continue to monitor and discuss PP children with multiple barriers through pupil progress meetings.	SLT to lead	<b>Review termly</b>	Class cover of pupil progress meetings.	<b>INTENT:</b> PP children to be highlighted and discussed at pupil progress meetings. <b>IMPACT:</b> For PP children with SEND to make progress inline with their personalised targets.
Staff to be trained on EDUKEY to track and monitor children accessing provisions and timings of provisions.	SEND team	<b>First review:</b> Summer 2020 <b>Second review:</b> Summer 2021	Edukey Staff training materials.	<b>INTENT:</b> Staff training of Edukey to understand the system and how to use it effectively. Edukey to be used as a tool to monitor school wide interventions. <b>IMPACT:</b> All staff to be using Edukey to monitor SEND and interventions. For SEND team to be able to use the tool to monitor interventions.
PP lead to meet with PP governor to discuss and highlight strengths and areas of challenge from across the school.	PP lead	<b>Review termly</b>	PP lead cover	<b>INTENT:</b> PP governor to have an increased understanding of how PP funding is used at GG. To have a good understanding and awareness of updates and changes. <b>IMPACT:</b> Procedures for tracking and monitoring PP children are constantly being improved.
PP lead and governor to stay up to date with the latest advice and recommendations. PP lead and governor to relay back useful courses and information to guide Guildford Grove PP planning.	PP lead	<b>Review termly.</b>	PP lead cover for meetings with governor.  PP courses.	<b>INTENT:</b> PP governor to share updated and relevant information with the governors about PP guidance. <b>IMPACT:</b> All governors have an increased awareness and understanding in how PP money is spent at GG.

PRIORITY 4

To increase the engagement of all parents in school life at Guildford Grove

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Outcome
For families to understand the importance of being in school and attendance of all pupils to increase.	Inclusion Welfare Officer (previously EWO). The IWO to support the attendance of targeted children. The IWO will base themselves in school regularly to speak directly to parents about their attendance. IWO to make suggestions to improve attendance and monitor their progress alongside our school attendance lead and HSLW. To carry out home visits for non-attendeers.	Attendance lead	<b>Review:</b> Spring term 2021	IWO. Time for IWO to liaise with Attendance lead and HSLW.	<b>INTENT:</b> For children with poor attendance to be monitored closely and provided with strategies to improve their attendance.  <b>IMPACT:</b> The number of children with an attendance of 95% + will increase.	
	To support the tracking of attendance. Parents to logon to Studybugs and type in their child's symptoms, Studybugs will identify whether the children should/ shouldn't come into school. To support parents. To provide parents with a better understanding of day to day school life and making communication between home and school smoother. To encourage parents to sign up and engage in the app.	Attendance team	<b>Review:</b> July 2021	Studybugs App CPOMS IWO	<b>INTENT:</b> The Studybugs app will provide parents with a better understanding of if they can/ can't bring their children to school. To improve attendance. Teachers will be more aware of attendance trends.  <b>IMPACT:</b> Attendance data for PP children will improve and at least be 95%.	



<p>To remove barriers between home and school and open lines of communication.</p>	<p>For HSLW to continue to work with individual children and with families.</p>	<p>HSLW</p>	<p><b>Review:</b> Summer 2021</p>	<p>HSLW HSLW resources and facilities.</p>	<p><b>INTENT:</b> One of the main aims is that the work she does prevents families from getting to crisis point and thus helps remove potential barriers for learning. This includes providing families with strategies to support them with their well-being, attendance and safety.</p> <p><b>IMPACT:</b> Families who get into crisis point will be supported. Families will be prevented from getting into crisis point. These barriers will not prevent children from coming to school and learning.</p>	
<p>To support and engage parents at the early stages of school to promote a love of learning.</p>	<p>To provide parental workshops for EYFS families.</p>	<p>EYFS team.</p>	<p><b>Review:</b> Summer 2021</p>	<p>EYFS team time out of class to deliver.</p>	<p><b>INTENT:</b> Parent's have a better understanding of the learning process.</p> <p><b>IMPACT:</b> Parents will talk positively about these experiences. Parents will engage in these workshops.</p>	

PRIORITY 5

Improving the possibilities and life chances of all children.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Outcome
<p>To increase the cultural capital of Pupil Premium children so that they have similar experiences to their non-pupil premium peers.</p>	<p>Children from Year 3, 4, 5 work with and are visited by the Delight charity. Children have the opportunity to work with trained actresses and artists to create a performance, piece of writing or piece of artwork.</p>	<p>Literacy lead</p>	<p><b>Review:</b> Summer 2021</p>	<p>Delight facilitators and resources.</p>	<p><b>INTENT:</b> Children to improve their speech and language, vocabulary and ability to interact in new and less familiar activities alongside their peers. Increased parental engagement as adults are invited to share the end product which enhances and supports pupil's engagement in a non-threatening environment. The EEF (2020) states that Arts Participation could improve learning in maths, literacy and science. They have also reported benefits of increased well-being and more positive attitudes to learning.</p> <p><b>IMPACT:</b> Children's feedback to have improved following pupil tracking and questionnaires.</p>	

	<p>Links with University of Surrey. Children are provided with the opportunity to visit, experience and work with adults from a high-quality University. For children to work with and observe positive role models to improve their future life prospects and opportunities. For adults to share experiences about university so that the children have an increased knowledge and understanding of why university may be important to their future.</p>	<p>SLT to monitor. Implementation by class teachers.</p>	<p><b>Review:</b> Summer 2021</p>	<p>Subsidised by Surry University</p>	<p><b>INTENT:</b> Children to be more familiar with higher education opportunities. Children to begin to understand some of the possibilities beyond secondary school. The EEF (2020) Children’s University project discussed promising feedback related to non-cognitive outcomes including socialising and team-work.</p> <p><b>IMPACT:</b> Student interviews to report that children have an increased understanding of higher education. For students to have ambitious aspirations for the future.</p>	
	<p>Increased links with Kings College Secondary School. Children to experience positive role models and a new setting.</p>	<p>Upper KS2 class teachers</p>	<p><b>Review:</b> Summer 2022</p>	<p>Links with staff at Kings College</p>	<p><b>INTENT:</b> Children to have the ability and opportunity to use more advanced and specialist equipment (e.g. cooking facilities). To support the transition from primary to secondary school.</p> <p><b>IMPACT:</b> Through student interviews, children to have a positive outlook on future education and feel comfortable about attending Secondary school.</p>	
	<p>Funding to be provided for children in need to allow them to access a range of enrichment experiences alongside their non-pupil premium peers.</p> <p>For children to be able to experience rich, educational, and enhanced experiences outside and on residential trips. Funding to be provided for children in need.</p>	<p>HSLW to liaise and coordinate</p>	<p><b>Review:</b> Summer 2021</p>	<p>Funded externally.</p>	<p><b>INTENT:</b> For children to have the opportunity to access rich educational experiences alongside their peers.</p> <p><b>IMPACT:</b> Through pupil interviews, children to talk positively about trips and enrichment experiences that they have had in school.</p>	

	<p>Children to have access to free after school sports clubs to encourage social interactions, fitness, physical and mental wellbeing and the opportunity to learn new skills.</p> <p>For children to have the opportunity to experience elite sports events and funded trips.</p>	P.E lead	<b>Review:</b> Summer 2021	<p>Funded by Sports Premium</p> <p>Partially funded through sports premium.</p>	<p><b>INTENT:</b> Children have the opportunity to participate in a range of sports to improve their physical and mental health. Children have an increased understanding of a range of sports and are able to talk about competition. More children will be exposed to elite sport and positive role models.</p> <p><b>IMPACT:</b> An increased number of pupil premium children will attend clubs and sports school trips.</p>	
	<p>For the children to be engaged in a range of shows and performances across the school. With an increased exposure to music opportunities, drama, and arts.</p>	Foundation curriculum leads	<b>Review:</b> Summer 2021	Teachers to lead.	<p><b>INTENT:</b> disadvantaged children from across the school will be exposed to a high proportion of performance opportunities. This will increase their understanding of the arts and improve their language and vocabulary skills. EEF (2020) discuss the improvements between drama and writing as well as an increase in positive attitudes to learning and increased well-being.</p> <p><b>IMPACT:</b> Through pupil interviews, children to talk positively about these experiences and their impact on their confidence and self-esteem.</p>	

2020/21	YEAR GROUP								
INTERVENTION	N	R	1	2	3	4	5	6	ESTIMATED COST (£)
Reading intervention					✓	✓			8,302
Fresh Start Reading Programme							✓	✓	6,973
Reading Volunteers (administrative costs)	✓	✓	✓	✓	✓	✓	✓	✓	500
Boosting Reading Potential			✓	✓					2,368
Snap on to Maths			✓	✓	✓	✓	✓	✓	11,840
1 <sup>st</sup> Class @ Numbers						✓			1,232
1:1 and small group target work	✓	✓	✓	✓	✓	✓	✓		52,943
'3 <sup>rd</sup> Teacher' intervention								✓	22,718
PSHE and Circle Time Training	✓	✓	✓	✓	✓	✓	✓	✓	1,138
Emotional and Literacy Support Assistants (ELSA)	✓	✓	✓	✓	✓	✓	✓	✓	11,401
'NELI' – Language support in the Foundation Stage		✓							4,210
Phonics & Spelling support					✓	✓	✓	✓	6,932
Therapeutic story writing							✓	✓	789
DELIGHT project					✓	✓	✓		0 (c/f from 19/20)
HSLW & Supervision	✓	✓	✓	✓	✓	✓	✓	✓	43,299
Breakfast Club		✓	✓	✓	✓	✓	✓	✓	7,560
Lunchtime Club		✓	✓	✓	✓	✓	✓	✓	3,934
Edukey Licence	✓	✓	✓	✓	✓	✓	✓	✓	833
Inclusion Welfare Officer support (IWO)	✓	✓	✓	✓	✓	✓	✓	✓	2,360
STIP (Specialist Teachers for Inclusive Practice) support	✓	✓	✓	✓	✓	✓	✓	✓	2,910
Study Bugs software licence	✓	✓	✓	✓	✓	✓	✓	✓	1,025
PSHE Association Membership			✓	✓	✓	✓	✓	✓	125
<b>TOTAL COST</b>									£193,392
<b>PUPIL PREMIUM RECEIVED inc LAC Estimated</b>									£189,645
<b>EARLY YEARS PUPIL PREMIUM Estimated</b>									£3,713
<b>DIFFERENCE – supplemented by budget</b>									£34

