

# Pupil Premium Strategy Statement 2020-2021

1. Summary Information					
<b>School</b>	Grosvenor Road Primary School				
<b>Academic Year</b>	<b>2020-201</b>	<b>Total PP budget</b>	£208,191	<b>Date of most recent PP Review</b>	November 2019
<b>Total number of pupils</b>	520	<b>Number of pupils eligible for PP</b>	EY Y1-Y6 LAC	<b>Date for next Strategy Review</b>	November 2021

2. Objectives		
<b>1</b>	Improve attainment and progress of disadvantaged pupils at Grosvenor Road Primary School	£176,595
<b>2</b>	Improve attendance and Punctuality of disadvantaged pupil at Grosvenor Road Primary School	£27,075
<b>3</b>	Improve the range of enrichment opportunities available to disadvantaged pupils at Grosvenor Road Primary School	£4521

3. Barriers to future attainment	
<b>A</b>	Poor oral language skills in EYFS
<b>B</b>	Inexperienced staff (NQTs) in Year 3 and Year 4
<b>C</b>	Inward mobility, with many having English as an additional language.
<b>D</b>	Attendance below national average
<b>E</b>	Lack of involvement in school by some families
<b>F</b>	Limited experiences of areas beyond Salford

4. Outcomes		Success criteria
<b>Barriers</b>		
<b>A.</b>	Poor oral language skills in EYFS	% achieving GLD: all :75% FSM: 70% % achieving CLL: 80%
<b>B.</b>	Inexperienced staff (NQTs) in Reception, Year 3 and Year 4	100% of all pupils make good progress (as defined by school) in both year groups in reading, writing and maths.
<b>C.</b>	Inward mobility with many having English as an additional language.	EAL pupils make good progress (as defined by school) from their starting points on entry in reading, writing and mathematics
<b>D.</b>	Attendance below national average	Attendance of all increases from 95.5% to 96% PP attendance 94.5% to 95%
<b>E.</b>	Lack of involvement in school by some families	Parents' attendance at workshops/ parents' evenings Pupils' involvement in homework clubs and attendance
<b>F.</b>	Limited experiences of areas beyond Salford	Pupils using information from visits to extend/inspire writing.

<b>1. Plan including actions, expenditure and review dates 2019-20</b>						
	<b>Chosen action/approach</b>	<b>Rationale</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Cost</b>	
<b>1/A</b>	Appointment of a Speech and Language Therapist in Early Years. Delivery of additional support to Reception and Y1 children by HLTA	Success in 2015-16, 2016-17, 2017-18, 2018-19, 2019-2020	Termly tracking and half-termly pupil progress meetings	Head of EY	£27,000	
<b>1/2/A/C</b>	Assistant Headteacher with responsibility for inclusion to support learning, training support staff and liaise with agencies	Building and previous successful work	Termly tracking	Headteacher	£13,000	
<b>1/A/B</b>	Training for teachers to improve the quality of teaching and learning	High quality teaching and learning is proven to have a disproportionately positive effect on disadvantage learners – “A Practical guide to the Pupil Premium”.	CPD Calendar is booked for the academic year in advance	Headteacher and Deputy Headteacher	£3000	
<b>1/B</b>	Mentor support for inexperienced staff in Y3 and Y4, including access to LA training and training provided by senior leaders in the Primary Improvement Network	Legal requirement for mentor. Also making sure pupils make good progress from ‘starting points’ in September 2017. HMI (11/17) inspecting SCITT NQT in GRPS stated the support in school was effective.	Monthly monitoring of progress in books, termly tracking and half-termly pupil progress meetings. Weekly discussions with staff.	Deputy Headteacher and LKS/UKS2 phases leaders	£18,000	

<b>1/B</b>	Contribution to employment of additional teacher in UKS2	To support learning through group and 1:1 intervention.	Learning Walks by SLT and monitoring by Phase Leaders. Termly tracking and half-termly pupil progress meetings	Deputy Headteacher	£10,500	
<b>1/B</b>	Contribution to employment of TAs, including cost of training run by SLT	<i>"There is emerging evidence that TAs can provide noticeable improvements to pupil attainment"</i> Making Best Use of Teaching Assistant – Guidance Report EEF 2015	Learning Walks by SLT and monitoring by Phase Leaders	SLT	£87,409	
<b>1/C</b>	Contribution to employment of HLTA supporting EAL pupils through intervention.	Increasing numbers of EAL children increasing in KS2.	Termly tracking and half-termly pupil progress meeting outcomes	Assistant Headteacher	£3000	
<b>1/D</b>	HLTA to run a nurture group for vulnerable children in KS1/2	Success in 2015-16 , 2016-17, 2017-18, 2018-19, 2019-20	Termly Tracking of groups and impact on learning	Assistant Headteacher	£3000	
<b>1/E</b>	Educational Psychologist to work with targeted children	Success in previous years	Termly tracking and half-termly pupil progress meeting outcomes	Assistant Headteacher	£3176	
<b>1/2/C/D</b>	Contribution to employment of Learning Mentor to work with children and families	Success in 2015-16 , 2016-17, 2017-18, 2018-19, 2019-20	Termly tracking of attendance data and progress meetings. Weekly attendance figures monitored	Headteacher & Assistant Headteacher	£25,000	
<b>1/2/D</b>	EWO Service Level Agreement and purchase of software to track attendance	Success in 2015-16 , 2016-17, 2017-18, 2018-19, 2019-20	Termly tracking of attendance data. Weekly attendance figures monitored.	Learning Mentor	£5,000	

			LM fortnightly meetings with EWO			
<b>1/2/E</b>	Engagement Meetings for parents, including: Meet the teacher, phonics for parents, maths for parents, reading meetings, coffee mornings.	Success in 2015-16 , 2016-17, 2017-18, 2018-19, 2019-20	Termly monitoring and tracking of numbers and feedback sheets.	Headteacher, Phase Leaders and Learning Mentor.	£5000	
<b>1/2/3/F</b>	Field Trips, visitors, residential weekend, before and after school clubs	Success in 2015-16 , 2016-17, 2017-18, 2018-19, 2019-20	Termly Tracking	Phase Leaders	£5106	

<b>2. Attainment of Y6 pupils 2019</b>		
<b>Headline Measure</b>	<b>Pupils eligible for PP (your school)</b>	<b>Pupils not eligible for PP (your school)</b>
% achieving national standard in reading, writing & maths	64%	70%
% achieving the higher standard in reading, writing and mathematics	tbc	tbc
pupils' progress score in reading	-1.39	0.3
pupils' progress score in writing	-0.2	1.7
pupils' progress score in mathematics	0.9	1.2

Due to covid-19 and school closures to most children from March 2020, the 2019-2020 strategy will run into the 2020-2021 academic year.