



GRIFFIN SCHOOL
Pupil Premium Plan
2020 – 2021

Inside Out Learning
Experience the World with Us!
Give your best, get the best!
Talk, Think, Question

The Year of Going Green

GRIFFIN SCHOOL
School Improvement Plan - Key Priorities
2020 - 2021

Key Priority 1 Good Learning at Griffin - Student Outcomes

Aim: To improve student outcomes & results for all students, groups and cohorts. Support progress and attainment in Reading.

Focus: a) A new & vibrant Curriculum b) Teaching & Learning - Planning, Delivery & Assessment – driven by *Inside Out* Learning – Experience the World with Us!

- English - Talking to Improve Writing - supporting students to move from talk/ spoken language to the written word.
- Maths - Making Year 2 of the Hub work success with students talking, thinking & questioning.
- Questioning - a) Quality of questions from adults, b) ability for students to respond, c) Students asking questions and take responsibility for their learning.
- Matching English & Maths attainment in all year groups.

Key Priority 2 Developing our 'Linked' Programme: 1) Inside Out Learning 2) Student Attitudes & behaviour 3) Student Personal Development

Aim: To improve student outcomes & results of individuals, groups and cohorts within and beyond E&M.

To improve all elements of student behaviour & participation in the wider life of the academy. To link areas of student support together in a coherent way to ensure positive academic and social outcomes for students; to support our Good Outcomes.

- 1) a. ICB in subjects b. Forest School c. Inside Out Fridays
- 2) a. Positive behaviour & 10/10 Learners b. Zones of Regulation
- 3) a. SMSC b. Student Voice

Key Priority 3 Leadership & Management

Aim: To develop effective leaders who impact on the positive ethos and culture and success of students with consistency, through our new Leadership Structure.

To develop a strong working relationship across G & Gf Federation and within London TEFAT Teams - linking with TEFAT priorities.

Leaders at Griffin need to be secure in understanding how to ensure rapid improvement, they need a clear vision and checking plan, an understanding of the Ofsted framework and all aspects of leadership roles & responsibilities.

**GRIFFIN
PP Statement**

Key Priority 1:						
Area to Improve	Action	Lead person	Key dates	(M) & (E)	Resources/ costs	Success criteria
To improve reading outcomes for PP students: reducing the gap	a) Phonics streaming across EYFS and also in KS1 (including LG intervention)	LB	Aut 2			<ul style="list-style-type: none"> Number of PP achieving ELG/ARE in reading and writing increases by 5%.
	b) Fortnightly tracking of PP students in phase meetings to ensure ongoing progress.	CD	Fortnightly			<ul style="list-style-type: none"> Reading attainment remains on track in Y1, in line with ELG/ARE% from Reception Improvement in % of students at
	c) Research through Felicity & TEFAT Reading Project	CD				<ul style="list-style-type: none"> To increase % of PP students in Reception meeting ELG for Reading and CL
	d) Reading support for Y3 & Y4 cohort of PP students who didn't attain EXS at Y2	LC	Y3 - Aut Term Y4 Spring			<ul style="list-style-type: none"> % of students reaching EXS in Y3&4 increases (currently 56% in Y3 and 48% in Y4)
	e) Parent/carer information session regarding new school reading strategy - target PP families for attendance	CD				<ul style="list-style-type: none"> Whole school reading plan is established and monitored to ensure greater emphasis on reading and quality of teaching of reading skills, across the school.
	f) Tracking of PP students on Bug Club to ensure good level of use and target those at lunchtime who do not have home access.	CD	Half termly			<ul style="list-style-type: none"> Targeted PP students access Bug Club as frequently as their peers and achieve 80% of reading objectives on Bug Club.

Action taken: <ul style="list-style-type: none"> a) Additional teacher in Reception has enabled targeted phonics teaching and intervention through core phonics group and small dynamic group reviewed at each DC as well as targeted intervention delivered by EYE to support students to keep up when needed. LG have supported KS1 in Summer term so that students can be streamed across 4 groups based on phonic phase assessments. b) DHs have discussed the needs of PP students in each phase, looked at standard of work in books with teachers and supported them to put interventions in place to address gaps from each DC. At DC4 all PP students who were not SEND from Rec-Y6 highlighted to discuss blocks and next steps. c) Felicity has screened students and delivered targeted language interventions (e.g. prepositions, colourful semantics). 6 weekly assessment and tracking to change focus of intervention when appropriate. Strategies used in whole-class teaching and learning environment e.g. colour coded words. d) Y3 LG interventions in Autumn Term and Y4 interventions in Summer Term. English support given by HoS to Y4 teachers to implement Griffin reading policy and improve QFT for all students. Additional TA in Summer Term to target Y4 students in need of precision teaching. e) These did not take place due to Covid restrictions. Language barrier and lack of access to devices makes it difficult to do virtually. 						
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- f) Tracked in Autumn term by DH. Lockdown then revealed the scale of students not having access to devices (120 loaned to families during this period.) After this we returned to sending books home rather than online access only.

Impact against criteria:

- 2 PP Reception students who were not on track for reading at DC4 made ELG by DC6 (MB and MM). KS1 students in LG group have secured phase 2 phonics except those with additional needs or being investigated for SEND.
- The progress of PP students identified at DC4 as not on track for reading was then tracked following intervention. By DC6 both Rec students met ELG for reading, both Y2 students, 3/4 year 3 students, all 7 Y4 students.
- Both PP non-SEND Rec students who were not on track for reading at DC4 made ELG in Reading by DC6. 10/15 (67%) of PP met ELG for reading and were working securely at phase 4 by DC6. Of the 5 not meeting ELG 4 are at phase 3 so will be targeted for catch in Y1 (3 of these have SEND support plans) and student 1 is at phase 2 (EHCP student with complex needs).
- Gap between Y3 PP and non-PP students attaining EXS in reading went from 20% to 9%. In Y4 all 7 students who were not on track at DC4 made EXS in reading by DC6. 8/11 (73%) students moved to EXS by DC6 due to intervention. Of students not on track by DC6, 100% improved their standardised scores.
- Rescheduled for Autumn 2021.
- Students are not able to access Bug Club frequently enough due to lack of access to devices so home learning strategy to be re-planned next year after consultation with parents/carers in Autumn Term.

Key Priority 2:

Area to Improve	Action	Lead person	Key dates	(M) & (E)	Resources/ costs	Success criteria
To improve the attendance of PP students across the school.	a) Specific tracking of PP attendance and PP persistent absence.	AM	Fortnightly attendance review meetings	LC & KBS		<ol style="list-style-type: none"> Attendance for PP students increases and % of PAs in PP group decreases (12.3% of our PP students are currently PAs compared to 3% of non PP) Attainment and progress rates at DC and end of the year for PP students improve. Difference between PP achievement and non-PP achievement diminishes in all year groups. PP families understand the importance of attending consistently in school and feel supported by the school in achieving this. Families needing additional support are referred to Early Help. Evidenced in numbers accessing Early Help & questionnaires.
	b) Attendance meetings with parents to support and improve attendance	AM				
	c) Early Help offered when applicable to PP families needing additional support from other agencies.	LC				

Action Taken:

- Fortnightly monitoring and sending letters to students <96% and <90% attendance. PP students added to watch list if below 90%.
- Attendance meetings took place with families in Autumn and Summer term. Support plan in place for 3 families whose attendance was below 70%.
- Six families supported through Early Help . Additionally Greggs hardship fund used to support families with uniform.

Impact against success criteria:

- a) Tracking throughout the year enabled regular communication with parents via letters, texts and watchlist calls. Unfortunately it was hard to close the gap due to number of PP/Vulnerable students who did not take up a place during the 8 week closure and were therefore marked as absent,
- b) One Y1 child went from 35% pre lock down to 87% attendance post lockdown. One Y3 student was able to get back to school after for 82% of Summer 2 after only attending for 35% of Summer 1. MP Y3 went from 53% for period before plan was made to 91% since for period since meeting date and AP Y1 went from 53% to 95%.
- c) One family's attendance improved after EH support in place. Attendance went from 50% at lowest up to 78%. A child's attendance went from 40% at the beginning of the year to finishing the year on 85% after receiving support from Greggs hardship fund.

Key Priority 3

Area to Improve	Action	Lead person	Key dates	(M) & (E)	Resources/ costs	Success criteria
To increase the proportion of PP students reaching EXS (matched)	a) Additional teacher in Y5/6 to support accelerated progress of key students.	CD	Sept '20 - July '21			<ul style="list-style-type: none"> • Increase in % ARE for PP students who were not on track previously.
	b) Lead teacher to support with planning and teaching engaging and stimulating learning experiences	LB	IOFs			<ul style="list-style-type: none"> • Data for PP students who are targeted to be EXS increases at DC points throughout the year
	c) CT and TA support and interventions in Rec and Y1-Y4 classes	NA	Set up in Aut1 and reviewed at each DC			<ul style="list-style-type: none"> • Specific pre and post teach interventions support PP students in keeping up. Progress is evident through checking. • English reading intervention with the Y3 cohort supports students in accessing the Y3/4 curriculum. Progress is evident in books, DC and through discussion with students.
	d) LG team teaching Y1-Y3 to implement continuous provision approach	LB/LC	Aut 1			<ul style="list-style-type: none"> • Learning walks evidence effective use of continuous provision
	e) LG team teaching Y5/6	CD	Aut 2			<ul style="list-style-type: none"> • Learning walks evidence good+ teaching and learning and books/data evidence good progress in Y5&6.
	f) To provide a group of targeted PP students with the opportunity to be part of the student voice group to improve oracy and problem solving skills.	AM				<ul style="list-style-type: none"> • Student survey shows an improvement in learning behaviours for the 10/10 and student voice groups and students can explain how they have improved their skills.

Action Taken:

- a) Y5 Easter onwards - Additional class teacher has been taking children who have needed intervention to reach ARE (see timetable)
- b) Nisha has planned good quality IOFs throughout the year such as Health and Fitness Day and International Day as well as supporting teachers with ICB MTP and delivery of Computing curriculum.
- c) Interventions e.g. Jo Lawn and Karen 10 mins 1:1 morning sessions - as additional adult doing precision teaching.

Y6 intervention group to get from 1 to 2 based on DC4

TA Dyslexia CPD weekly to set up Precision teaching interventions.

DH modelled precision teaching approach to TAs in Y3&4.

Pre teaching in maths trialled in Lions and Pandas (Jodie's NPQML research).

Nessy trialled by SENCo to provide targeted intervention for students identified with dyslexic tendencies.

- d) Support has focused on Y5 teacher new to the school in the form of weekly planning meetings, support with DC analysis and termly observations/booklooks and feedback.
- e) 9/12 (75%) of Student Voice Leaders were PP students. Weekly meetings were held and students had responsibility for collecting evidence of SMSC learning for black books. Students also led whole-school campaign on improving air quality in Summer 1 and presented this learning to Wandsworth Environmental Officers.
- f) Additional necessary action was roll out of device loan scheme during remote learning to support disadvantaged families. 115 devices sourced and loaned to increase access to Google Classroom and Tapestry for remote learning as well as setting up technical support for families via videos, phone calls and face-to-face.

Impact against success criteria:

[PP tracker](#)

b) Quality of ICB lessons observed across the year in lessons obs and IOFs evidence a 'good' judgement. Work in books is in line with standard of work in Eng and Maths and evidences a broad curriculum with opportunities for application of Eng and Maths skills.

c) In Rec 2 of 2 targeted PP students met GLD

In Y2 1 of 2 targeted students got matched EXS and 1 got EXS in RW.

In Y3 2 of 4 target students met EXS in RM, 1 in R only and 1 did not reach EXS.

In Y4 2 of 7 students got matched EXS, 4 students met EXS in 2 areas and 1 met EXS in R only.

e) This was not a focus for the summer term. Instead, we used the teaching capacity in Y5/6 to work with groups of targeted students.

f) See students' [reflection](#) of skills developed by being part of Student Voice

g) Engagement with remote learning increased from 25% in week 1 to 60% completing all core lessons by week 6 and 87% of students completing at least 1-2 sessions daily by week 8 of closure.

Key Priority 4:

Area to Improve	Action	Lead person	Key dates	(M) & (E)	Resource s/ costs	Success criteria
To improve the number of PP students attaining GDS in 1 or more subjects	a) Teachers to target PP GDS students in class ensuring they are challenged in every lesson. High quality same day intervention used when necessary to extend learning for PP students.	AM	Daily	CD & KBS		<ul style="list-style-type: none"> Number of PP students achieving GDS increases - each class has at least 1 PP student attaining GDS. Quality of teaching and learning in learning walks is good or better (75% by the end of Autumn term, 90% by the end of Spring term). All teachers use brainbusters in Maths effectively by the end of autumn term. Each class has at least 1 PP student identified with a talent by Christmas and given the opportunity to develop this in or out of school.
	b) Teachers to use brainbuster in Maths effectively to provide a sufficient level of challenge for GDS students.	JW	Daily			
	c) Leaders to ensure quality of education for English & Maths is good+ to provide	AM				

	opportunities for PP students to make additional progress. Review weeks in Y5/6 and Y3/4 Review of PP plan with HoS from Greenside.		Aut1 Aut 2 (24th Nov)			
	d) Talent spotting for PP students to provide additional resources and opportunities to develop in a given subject e.g. sport, art	AM	Half termly at DC meetings			

Action Taken:

- a) Feedback given following lesson observations re PP students and targeted questioning to ensure all are engaged.
- b) Jodie has worked with teachers to plan high quality brain busters that meet the needs of GDS students.
- c) Review weeks in Autumn term with detailed feedback given on lessons, books and learning environment. This was followed by targeted observations and weekly book looks with written feedback in Summer Term (when face-to-face teaching had resumed.)
- d) Not possible due to Covid restriction around visitors and workshops and lack of external engagement opportunities.

Impact against success criteria:

- a) Engagement of PP students in lessons has been high based on observations. Use of targeted questioning to ensure all students are engaged in the lesson has improved across the year.
- b) Evidence in books shows that brainbusters provide a good level of challenge for GDS students with access for all in every lesson where appropriate so not limiting students' progress in lessons. PP outperforming non-PP at reaching GDS in Y1 and Y2. All YGs met target of having at least 1 PP student attaining GDS in maths except Y4.
- c) LG collective SSE judged quality of teaching overall to be good.
- e) See above

[Gf. Pupil Premium Strategy Review 2019 - 2020](#)

[Gf PP Appendix for LG](#)