The Grove School Pupil Premium Strategy – Two Year Plan 2019-2021

OTHER DATA

Area	Strengths	Development areas
Attendance data	Tracked using Bromcom / KPI's Long term improvement for individuals	General low attendance statistics for whole group Long term non-attendance
Behaviour data	Tracked using Sleuth / KPI's Training for staff	Behaviour reporting is not widely used by staff / class groups New intakes often show a rise in physical interventions
Safeguarding referrals	Staff report / record using sleuth Pastoral team support for families Relationships / Multi-Agency Group with CAMHS	Haringey Social Care team high turnover (out of our control) affects our work and progress

LONG-TERM PLAN (2 YEAR TIMESCALE):

Priorities

1) QUALITY OF EDUCATION & PERSONAL DEVELOPMENT: The school curriculum is cohesively planned to provide clear sequencing of academic and personal skills and knowledge towards intended outcomes.

2) PERSONAL DEVELOPMENT & BEHAVIOUR & ATTITUDES: Ensure the safety and wellbeing within the Grove community is effective with positive outcomes

3) QUALITY OF EDUCATION: Implementation and impact of the curriculum is monitored effectively through robust quality assurance activities and detailed assessment systems

PRIORITY 1 - QUALITY OF EDUCATION & PERSONAL DEVELOPMENT: The school curriculum is cohesively planned to provide clear sequencing of academic and personal skills and knowledge towards intended outcomes.					
Member of staff responsible: Helen Georgiades / Nadine Huseyin					
Objectives	**Actions to be taken**	**By whom**	**By when**	**Resources needed**	**Success criteria**
1. Develop informal curriculum (Engagement)	Create an overview of the informal curriculum and how it links across school wide schemes of work.	Helen Georgiades	28/7/21	Time allocation	Curriculum provides for tailored learning for pupils working below pre-key stage standards There a is mapped pathway that sequences into the semi-formal curriculum to allow some crossover
2. Deliver training in SPAG, Reading, writing and phonics	Training for staff	Helen Georgiades	28/7/21	Time allocation Books Reading scheme	Teachers have a high degree of subject & pedagogical knowledge including teaching of phonics, SPAG, reading, writing
3. Be an early adopter and develop a robust framework for the new RSE	1. CPD 2. Policy development 3. Skills progression 4. Scheme of work development	Nadine Huseyin	30/11/20	Time allocation Resource packs for PSHE / RSE	PSHE is embedded within each key stage There is clear Intent Clear strategies for implementation

PRIORITY 2 - PERSONAL DEVELOPMENT & BEHAVIOUR & ATTITUDES: Ensure the safety and wellbeing within the Grove community is effective with positive outcomes					
Member of staff responsible: Nadine Huseyin					
Objectives	**Actions to be taken**	**By whom**	**By when**	**Resources needed**	**Success criteria**
1. Implement a buddy system through the school and identify links on PLP	Research and identify appropriate course of action Develop strategy and policy for school wide implementation	Nadine Huseyin	29/06/2021	Time allocation	Successful buddy system enables older pupils to support younger pupils across all aspects of the school
2. Online safety training for families and additional resources linked to the website.	CEOP training for DSL Training / workshop package for families	Nadine Huseyin	31/12/2020	Time allocation CPD Funding	Families know how to help their children stay safe through a comprehensive training
3. Develop consistent resources and language to tackle emotions	Zones of Regulation implementation SCERTS implementation Learning walks and Personalised Learning Plan checks	Nadine Huseyin	31/12/2020	CPD for staff Time allocation	There is a school wide approach and message towards understanding and managing emotions and regulation, students are well supported through the school's SCERTS approach

PRIORITY 3

Member of staff responsible: Helen Georgiades & Nadine Huseyin

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. Identify how support systems can be adapted as the students move through school to ensure they are age appropriate and more discrete.	Heads of Department to meet and look at strategies / resources. Agree transitional supports between departments.	Bronja Elton & Jacclyn Colhoun	24/7/2021	Time allocation	Teachers have a clear understanding of how to develop Strategies and resources for students as they get older in order to make them more socially acceptable
2. Embed consistent approach to marking.	Marking Policy CPD Book scrutiny	Helen Georgiades	31/12/2020	Time allocation	Work scrutiny Weekly quality marking Progress over time is clear and well documented
3. Closely monitor and track the progress of Pupil Premium learners,	Progress is tracked via Earwig, Sleuth and Bricks. Bromcom used to track attendance	Helen Georgiades	ONGOING	Time allocation Use of systems to track progress	Pupils eligible for the Pupil Premium Grant make good or better progress across the curriculum.