

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Grove Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	32%
Academic that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Bernadette Atkinson
Pupil Premium lead	Carly Grundy
Governor	Michelle Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104, 765
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104, 765

Part A: Pupil premium strategy plan

Statement of intent

When making choices about our statement intent, we first of all reviewed our previous statement and what was working and what had been less successful. We then looked at research published that would help us to make informed choices based on evidence and impact. The EEF has vast amounts of research based on cost and impact that supported us to write our intent and think about what we wanted to achieve in the next academic year.

We identified some common issues that affect our disadvantaged pupils and these are outlined below. In order to think about overcoming these barriers we spoke with all stakeholders to ensure we provide a strategy that is fit for purpose.

Our ultimate objectives for our disadvantaged pupils are:

- To improve outcomes in learning for all learners, including disadvantaged pupils to ensure that they make their intended progress if not more.
- To ensure that issues that affect homelife do not affect life at school for the child (or the family) and that we signpost and offer support at the earliest conveniences.

We aim to do this in a number of ways which is outlined in this strategy below but in summary we will:

- Track and monitor all children in receipt of additional funding to ensure they have their full entitlement.
- We will have high expectations for all children in school to raise their outcomes.
- Provide whole staff CPD that raises the quality first teach provision offered and also the streamline of interventions we provide.
- Provide pastoral support for all families who need this, signposting to additional services that can support families in our community.

We will do this by:

- CPD opportunities based on emerging needs across school mainly in core subjects and ensuring a broad and balanced curriculum is provided for all.
- CPD for staff on interventions for individual and group needs
- Support within each classroom to give children with needs time to catch up with peers or to be challenged and extended.
- Full time pastoral worker employed to swiftly deal with home issues, offer support.

- Provide a free breakfast club for all disadvantaged children to ensure they arrive promptly, are well fed and ready to learn.
- Supporting families with keeping the cost of the school day down to ensure no disadvantaged child misses out on school trips or learning experiences.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and punctuality- The majority of our persistence absent student fall under the PPM umbrella they have involvement with external agencies such as social service and TAFs and out Pastoral worker is made available to keep everyone involved up to date with when children are not attending school. Some of our families need support with getting children into school due to behaviours at home and school can support with this through our pastoral worker and also our breakfast club that can reduce the stress of a busy morning.
2	Lower attainment in core subjects (Literacy and Numeracy)- During lockdown we found some of our PPM children did less work at home due to a number of reasons. We want to target these children, alongside their peers, to ensure that gaps are closed quickly. Reading and writing in particular have suffered the most and staff are going to be taking part in whole school training on raising standards in both these core areas.
3	Difficulties engaging parents in supporting reading- It is difficult to get children to read at home, especially moving up through the school. In KS2, in particular, less children read at home than in KS1. We need to support and work with parents to increase this but also where we know parents are unable to facilitate this, we need to have resources in place to make sure that these children are not disadvantaged as a result of this.
4	Home issues that can impact children socially and emotionally- we have a huge increase in children with SEMH issues linked to things at home. We need to support these children with the appropriate resources i.e. counselling/ SEMH interventions. We need a whole school approach to ensure all children are supported in this area, especially after a very turbulent two years.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To improve attendance and punctuality of children receiving Pupil Premium to 96% or above</p>	<ul style="list-style-type: none"> • Offer of breakfast provision for free to encourage children to be on time and this will lead to more children attending school. • Pastoral worker and office staff to contact persistent families by 9:10 to find out where children are and make sure they are in school. • Reminders given to families about being on time for school and celebrating the importance of coming to school. • Where attendance becomes high families will be contacted to discuss strategies on improving % of days attended in school, we will work with families to increase their attendance urgently.
<p>To have high expectations for all children (including PPM) to ensure that they meet their end of year targets in core subjects 'working at secure' or above</p>	<ul style="list-style-type: none"> • To ensure teaching time is utilised so every minute counts and that staff are best placed to work with children and improve outcomes. • Support staff are directed to work with and support children to meet their targets promptly. • Quality first teaching strategies are modelled clearly in all lessons and this will result in a higher % of children reaching ARE. • Regular whole staff training and moderation takes place, feedback is given to staff and monitored for improvements. This is tracked regularly to ensure these outcomes improve the quality in learning and results in a higher % of children reaching ARE • Training in writing and reading by external agencies to upskill all staff to ensure that writing ARE is targeted to improve on last year's results.
<p>To promote a love of reading and encourage families to engage with reading on a weekly basis.</p>	<ul style="list-style-type: none"> • Children are reading age appropriate, good quality texts, in their literacy lessons. • Children are given books that match their reading level. • Children are given opportunities to read often. • Adults are modelling reading. • Moderation of reading assessment across school.

	<ul style="list-style-type: none"> • Where parents can't facilitate this a concrete plan in place to support these families/ children so they do not become disadvantaged.
<p>To support families with home issues in order for children to have a smooth transition in school and to be ready to learn.</p>	<ul style="list-style-type: none"> • Signposts are given to help parents/carers from pastoral worker. • Time given for families who need additional support i.e. TAFs • To encourage families to be open and honest by building good relationships built on trust • To have a school-based counselling service to support children's wellbeing • To ensure that all children having difficulties are targeted, offered support and provisions are in place to help ensure that they are 'ready to learn' • To use specialist services I.e. counselling to help support children with SEMH difficulties. • To have a restorative approach to behaviour to ensure time in the classroom is not disrupted.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7000

Lego therapy training, ASC training, Literacy lead training (writing training+ releasing staff for supply for courses to go on writing moderation.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole staff training in Lego Therapy to help improve outcomes of children with SEMH difficulties to reduce conflicts that disrupt the school day.</i></p>	<p>Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>2022-2023 staff to use training to deliver intervention and monitor impact.</p>	4
<p><i>Whole school writing training to up level all staff in planning for opportunities for writing.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing.</p> <p>Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each</p>	2

	<p>strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge.</p> <p>Staff released for training, peer modelling in school, upskilling on year group specific training and supply cover.</p>	
<p><i>Improving the physical outcomes of pupils in school through sport, movement and clubs.</i></p> <p><i>Whole staff training and CPD in planning to support a better PE provision and promote healthy lifestyle choices.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>2022-2023- Enrichment clubs to be offered. Trained coaches to deliver some sessions for quality provision.</p>	2, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 69799

£799 Catch up Literacy training, TA in Year 5 and Year 6 and TA in EY for phonics

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>TA employed to work in Year 6 full time to ensure interventions can be carried out rapidly to close gaps from Covid 19, isolations and lockdowns.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have</p> <p>2022-2023- TA working in Year 6 to continue to offer support to learners.</p>	<p>2</p>
<p>Catch up Literacy training – Two staff members to be trained in the intervention to improve reading outcomes in KS2. Staff covered and released to deliver intervention in LKS2</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>2022-2023- staff to use this training to deliver interventions to targeted children.</p>	<p>2,3</p>
<p>Phonics in EY and KS1 will be using RWInc to help improve outcomes for reading. Modelling for parents and support for parents to help promote reading at home.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>2022-2023- Reading to be the main focus for all TA support in classroom. Bottom 20% of readers (with PPM grant) to be targeted.</p>	<p>3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000 (Part paid: Pastoral wage, Attendance officer wage, Cost of breakfast provisions we buy. Counselling service.)

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>A free breakfast club provided for all children on the PPM register</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement#:~:text=It%20includes%3A,their%20children%20learning%20activities%3B%20and</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Improving attendance- DFE guidance 2022-2023- All children in receipt of PPM grant to be reminded they can attend for free. Tapestry/ social media used to remind. Target specific families as cost of living crisis continues.</p>	<p>1,2,4</p>
<p>Pastoral worker employed to support all families and signpost them to support within the community.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement#:~:text=It%20includes%3A,their%20children%20learning%20activities%3B%20and</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>4</p>
<p>To support children's social and emotional well being through a counselling service.</p>	<p>https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext</p> <p>School counsellors are highly trained, experienced and skilled practitioners, often working with complex need and trauma linked to psychological distress. School counselling has the potential to take some of the short and long-term pressure off statutory provision, and can support young people as they transition to and from more specialist mental health service</p>	

	2022-2023 counselling service to continue. Offer of 'drop in sessions' aimed at those children that have inconsistent needs or as need occur.	
<i>To have a robust behaviour management policy, using restorative approaches, to ensure no learning time is lost due to disruptive behaviour.</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions#:~:text=Behaviour%20interventions%20seek%20to%20improve%20attainment%20by%20reducing%20challenging%20behaviour%20in%20school,-This%20entry%20covers&text=Universal%20programmes%20which%20seek%20to,students%20with%20specific%20behavioural%20issues.</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p> <p>2022-2023A more robust system of analysis behaviour data in school in order to track actions and next steps to improve behaviour outcomes.</p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: (£ 7000+ 69799 + 30,000)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times table Rockstars	TTRS

Further information (optional)

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