

# Pupil Premium strategy statement- The Grove Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	224
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021- August 2024
Date this statement was published	04.11.23
Date on which it will be reviewed	July 2024
Statement authorised by	Ellie Shaw
Pupil premium lead	Kathryn Hardy
Governor	Mindy Dulai/ Yolanda Ding

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128, 040
Recovery premium funding allocation this academic year	£12,760
<b>Total budget for this academic year</b>	£ 140, 800

## Part A: Pupil premium strategy plan

### Statement of intent

- **What are our ultimate objectives for our disadvantaged pupils?**

At The Grove our ultimate objectives are to remove gaps in attainment, progress and experience for our disadvantaged children. We aim to create a community of learners, who will reach their full potential, by developing a love of learning through fun, real and meaningful experiences, which will motivate and inspire them throughout their lives.

- **How does our current pupil premium strategy plan work towards achieving those objectives?**

**Teaching and Learning support-** the majority of our Pupil Premium Funding is used to enhance our learning support and intervention through the provision of experienced teaching assistants who deliver individual or small group evidence-based interventions. In this way we aim to plug gaps in children's learning, accelerate progress and narrow the attainment gaps for our disadvantaged pupils.

**Emotional Health and Well-Being support-** a large number of our disadvantaged children have varying degrees of social, emotional and behavioural needs, which can impact on them accessing their learning as well as on the learning of others. We use a substantial part of our Pupil Premium Funding to provide a Pastoral Teaching Assistant, Behaviour Lead Teacher, Blue Smile Therapists, Drama or Music Therapist to work directly with those pupils with a high level of need and to develop staff awareness, understanding and skills in order to provide the best support for those children. Training in recognised and evidence-based intervention and support strategies has been provided for key members of staff to feed into The Grove's Emotional Health and Well-Being Strategy.

**Supporting families-** many of our disadvantaged families have varying degrees of mental health and social care needs, which can impact on the emotional well-being, attendance and learning of children. Some of our Pupil Premium Funding enables us to provide a Safeguarding and Family Liaison Officer and Red Hen family workers to work directly with families and children when their behaviour or domestic circumstances become a barrier to them attending school and accessing their learning. Breakfast Club places have been fully funded for some of our children to enable them to have a punctual and positive start to the school day and attend school regularly. Due to increasing levels of economic stress, from time to time some of our families struggle to provide uniform or basic necessities. Through use of our Pupil Premium Funding we have been able to fund items of uniform, clothing and toiletries at times of the greatest need.

- **What are the key principles of our strategy plan?**

We believe that every child should be given an equal opportunity to succeed and that no child should be left behind. We strongly believe that attitude and enthusiasm for learning make the difference between success and failure and we are determined to ensure that our children, no matter what their personal circumstances, are given every chance to realise their full potential. Our Pupil Premium funding accounts for a significant amount of our budget and we are committed to ensuring that it is spent to maximum effect.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Learning gaps:</b> Many of our disadvantaged children join us with low starting points. Assessment on entry to the Reception shows many children have limited speech and language skills and poor personal, social and emotional development. Attainment is substantially below developmental milestones for the majority of children. Some parents find it difficult to support their children's learning at home. Other needs can impact on the learning of our disadvantaged pupils, as outlined below.
2	<b>SEND needs:</b> 32% of children in receipt of PPF have SEND needs. 8% of PPF pupils have an EHCP. A variety of additional factors (as listed below) often impact on our disadvantaged pupils with SEND needs accessing their learning both in school and at home.
3	<b>Welfare:</b> A large number of our families are living in poverty and at times can find it difficult to provide for daily needs such as uniform, toiletries, access to a range of support agencies. Some of our parents have low levels of literacy and numeracy and had poor educational experiences which inhibits their ability to support their children and engage with school.
4	<b>Social care needs:</b> Many families have been supported historically or currently by Social Care. Parents need support from school to help them to address their needs and to support their children's learning. A significant number of families have challenges with routines, parenting capacity, mental health and managing emotions.
5	<b>Mental and emotional health and well-being:</b> We have seen an increasing number of our disadvantaged children with low confidence and self-esteem and emerging social, emotional and mental health needs.
6	<b>Behaviour:</b> Several of our disadvantaged children display challenging behaviour. Where their behaviour is disruptive or dangerous this can impact on staff and peers, as well as themselves; where their behaviour is withdrawn and internalised, this can have significant impact on their own mental health and safety.
7	<b>Attendance:</b> A significant number of our disadvantaged children have attendance rates below the majority of our pupils and which may reach persistent absence levels.

## 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
Gaps in attainment and progress levels between disadvantaged and non-disadvantaged pupils have been closed. (1)	Attainment and progress data demonstrate that the performance of disadvantaged pupils is at least in line with that of all children nationally.
Gaps in progress levels between PPF pupils with SEND needs and non-disadvantaged pupils with SEND needs have been closed. (2)	Progress data demonstrates that the performance of disadvantaged pupils with SEND is at least in line with that of non-disadvantaged pupils with SEND.
Appropriate support is provided for the welfare, physical and emotional well-being of children and their families. (3, 4, 5)	Welfare and well-being needs of children and their families are identified promptly and appropriate support/intervention is put in place.
A positive learning environment is created for all pupils and staff. (6)	<p>Trauma Informed practice is embedded in school culture, including use of STEPS approach and Emotion Coaching.</p> <p>Impact of anti-social behaviour is minimised through quick and effective identification and intervention.</p> <p>Children are effectively supported so they are ready to learn.</p>
Attendance of disadvantaged pupils is improved and sustained. (7)	<p>Attendance of disadvantaged pupils is in line with attendance of other pupils and at least 96%.</p> <p>Attendance levels for disadvantaged pupils is at least in line with national data.</p> <p>A range of successful strategies for improving school attendance has been developed.</p>

## 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: £75, 876.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion- 2 days	Experience and data analysis has shown us the benefits of having a senior leader to provide a link between and oversee key areas affecting PPF families, such as attendance, safeguarding and SEND.	1, 2, 3, 4, 5, 6, 7
Behaviour and Aviary Class Lead- 2.5 days	Experience, internal monitoring and awareness of appropriate research has shown us that PPF pupils often display challenging behaviour due to their adverse childhood experiences. A high number of our PPF pupils also have a variety of SEND needs.	1, 6
Staff CPD: Whole School Vocabulary training Adaptive Teaching SEND ASP writing	EEF research has proved that highly trained and skilled teaching assistants can improve outcomes for pupils. EEF evidence indicates the importance of a curriculum which responds to the needs of pupils and that high-quality teaching is the most important factor in improving outcomes for pupils.	1, 2
High needs support Teaching Assistant- Y4	The EEF toolkit has been used to select some interventions, such as 1:1 tuition and targeted small group tuition. EEF research has proved that highly trained and skilled teaching assistants can improve literacy outcomes.	2

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

Budgeted cost: £12,760 from Recovery Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Revised Letters and Sounds-embedding across Key Stage 1	The EEF toolkit has been used to select some interventions, such as 1:1 tuition and targeted small group tuition. EEF research has proved that highly trained and skilled teaching assistants can improve literacy outcomes.	1, 2
Little Wandle Rapid Catch Up from Year 2-6- embedding		1, 2
Little Wandle SEND- Y1-6- embedding		1, 2
1 <sup>st</sup> Class @Number Y4-5		1, 2
1:1 reading support		1, 2
IDL- reading and spelling multi-sensory program- Year 3-6		1, 2
IDL Maths online multi-sensory program- Year 3-6		1, 2

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

Budgeted cost: £52, 163.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and Family Liaison Officer- 2 days	Safeguarding data has shown that a high proportion of families accessing additional support are in receipt of PPF. Experience and knowledge of the needs of our local community has shown us that many of our families require additional support, especially since the start of the Covid-19 pandemic.	3, 4, 5, 7
Emotional Literacy Support Assistant x2	Recent government policy requires effective support for children's mental health and well-being needs.	
Blue Smile		
Red Hen	Safeguarding data has shown that a high proportion of families accessing additional support have been in receipt of PPF. Experience and knowledge of the needs of our local community has shown us that many of our families require additional support, especially since the start of the Covid-19 pandemic.	
Breakfast Club	Past experience has shown us that though providing targeted places before and after school, children's attendance and attitudes to learning have improved.	3, 4, 5, 7
Bagel Bar- free bagels 3x week for KS2 children- in conjunction with National School Breakfast Programme	High percentage of pupils eligible for FSM and PPG funding. Some EEF evidence for link between healthy breakfast and increased progress.	3, 4, 5
School wide embedding of Zones of Regulation	EEF evidence suggests learning gains of 4+ months over a year, where effective social and emotional learning has taken place.	1, 3, 5, 6
Staff CPD: Recovery Through Relationships- Trauma training PACE- update training Mental Health Support Team training	Experience, internal monitoring and awareness of appropriate research has shown us that PPF pupils often display challenging behaviour and high levels of emotional need due to their adverse childhood experiences. Social and emotional skills support effective learning and are linked to	5, 6, 7

	positive outcomes later in life- EEF Evidence Brief.	
Forest School initial training Setting up and implementation of Grove Forest within the school grounds.	<p>Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</p> <p>Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves. (Forest School Association)</p> <p>Research carried out by the New Economic Foundation between 2003-2005 highlighted the following benefits of Forest School for children who do not do as well in the classroom:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p> <p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play.</p> <p><b>Communication:</b> language development was prompted by the children's sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</p>	5, 6, 7
Attendance monitoring team- FLO and KS leads weekly meeting with fortnightly feedback to HT/DHT Implementation of strategies to improve attendance such as sticker charts, prizes,	Research has found that poor attendance links directly to poor academic achievement- EEF Evidence Brief: Menu of Approaches	7



class achievement of the week		
-------------------------------	--	--

**Total budgeted cost: £140,800**

## Part B: Review of outcomes in the previous academic year- see separate review document

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year

***Gaps in attainment and progress levels between disadvantaged and non-disadvantaged pupils have been closed. (1)***

**Year 6 % achieving ARE or better:**

<b>Subject</b>	<b>All</b>	<b>PPF</b>
Reading	56.6%	42.8%
Writing	66.7%	57.1%
Maths	60%	50%

Attainment of PPF was lower than All in all subjects.

**Year 2 % achieving ARE or better:**

<b>Subject</b>	<b>All</b>	<b>PPF</b>
Reading	72.4%	66.7%
Writing	68.9%	75%
Maths	72.4%	66.7%

Attainment of PPF was better than ALL in writing and broadly in line with ALL in reading and maths.

**Reception % achieving GLD:**

All	PPF
60%	54.6%

Attainment of PPF was broadly in line with ALL.

**% of children making progress over academic year 2023-2024 Years 1-6:**

Year 1	All	PPF
Reading	100%	82%
Writing	100%	82%
Maths	100%	91%
Year 2		
Reading	100%	100%
Writing	100%	100%
Maths	100%	100%
Year 3		
Reading	93%	77%
Writing	89%	85%
Maths	96%	92%
Year 4		
Reading	96%	82%
Writing	96%	100%
Maths	96%	100%
Year 5		
Reading	93%	94%

Writing	90%	94%
Maths	95%	100%
<b>Year 6</b>		
Reading	79%	80%
Writing	83%	87%
Maths	96%	93%

***Gaps in progress levels between PPF pupils with SEND needs and non-disadvantaged pupils with SEND needs have been closed. (2)***

Percentage of pupils making at least expected progress over academic year:

<b>Year 1</b>	<b>PPF and SEND</b>	<b>Non PPF and SEND</b>
<b>Reading</b>	80%	86%
<b>Writing</b>	60%	57%
<b>Maths</b>	100%	100%
<b>Year 2</b>	<b>PPF and SEND</b>	<b>Non PPF and SEND</b>
<b>Reading</b>	100%	100%
<b>Writing</b>	100%	100%
<b>Maths</b>	100%	100%
<b>Year 3</b>	<b>PPF and SEND</b>	<b>Non PPF and SEND</b>
<b>Reading</b>	60%	67%
<b>Writing</b>	60%	67%
<b>Maths</b>	80%	83%
<b>Year 4</b>	<b>PPF and SEND</b>	<b>Non PPF and SEND</b>
<b>Reading</b>	100%	100%
<b>Writing</b>	100%	100%

<b>Maths</b>	100%	100%
Year 5	<b>PPF and SEND</b>	<b>Non PPF and SEND</b>
<b>Reading</b>	50%	66%
<b>Writing</b>	50%	66%
<b>Maths</b>	100%	66%
Year 6	<b>PPF and SEND</b>	<b>Non PPF and SEND</b>
<b>Reading</b>	100%	78%
<b>Writing</b>	100%	56%
<b>Maths</b>	100%	78%

Data shows that PPF/SEND pupils' progress was the same as, above or broadly in line with that of Non PPF/SEND pupils for all subjects at Years 1, 2, 3 and 4. There were gaps in Year 5 reading and writing, although progress was better for PPF/SEND in Year 5 maths. Progress of PPF/SEND was better than Non PPF/SEND in all subjects at Year 6.

Forest Schools Programme- staff member began training during Spring 2024. Training due to be completed autumn 2024. Development of The Grove Forest School to be carried over onto next 3 year plan, with focus for initial implementation over Year 1 (2024-2025), when it will be added into The Grove Alternative Curriculum Offer, with embedding in Year 2 and review in Year 3.

OFSTED Inspection report November 2023 states:

'The school skilfully identifies and supports pupils with SEND. Staff ensure that there are careful adaptations to teaching, which helps pupils with SEND to achieve well.'

***Appropriate support is provided for the welfare, physical and emotional well-being of children and their families. (3, 4, 5)***

26 PPF pupils were supported by ELSAs over the year with 58% lowering or showing no rise in their SDQ overall difficulties score by July. For those children where SDQ scores did increase, there was a direct link with changes in home circumstances, involvement of family or social workers and several were Y6 children for whom additional transition support was provided.

Blue Smile worked with 12 PPF pupils- many of whom had a complex range of issues to be addressed. 9 pupils were on both PPF and SEND registers.

Red Hen family workers completed direct work with the families of 15 children. They also provided Christmas hampers, food and presents for PPF families and ran summer day trips which several families attended.

3 PPF pupils had sessions with the Pets As Therapy dog who visited school once a week. All reported an improvement in their emotional wellbeing, which was backed up by teaching staff and parents.

OFSTED Inspection report November 2023 stated:

‘The school gives effective pastoral support to help pupils overcome anxieties and barriers to learning. The school knows these pupils and their families well. This means that staff can provide well-tailored support to help pupils and their families when needed.’

***A positive learning environment is created for all pupils and staff. (6)***

All staff received ‘Recovery Through Relationships’ training provided by the Virtual School.

TA and teacher supervision sessions were run regularly over the year.

Zones of Regulation was embedded across the school and regularly revisited during whole school assemblies. Children showed an ongoing and positive awareness of strategies to use to support emotional regulation.

Peer Mediation training for a group of Y6 pupils took place in September-October 2023. Peer Mediators began their role in the second half of the autumn term.

Behaviour and wellbeing surveys were completed with staff and pupils in September 2023. Pupil responses were extremely positive. All showed a good knowledge and understanding of the school rules: Be safe, Be respectful and Be ready to learn.

OFSTED inspection report November 2023 stated:

‘On the rare occasions when pupils fall out with each other, they are well supported to resolve their differences. This includes by trained pupils who act as ‘peer mediators.’ These pupils are proud to help and support others when there are issues.’

***Attendance of disadvantaged pupils is improved and sustained. (7)***

Overall attendance of PPF pupils was broadly in line with that of All pupils over the course of the academic year- see table below.

OFSTED Inspection report November 2023 stated:

‘Pupils attend school regularly. The school has introduced several effective approaches to help reduce pupil absence.’

	PPF	All
<b>Autumn term</b>	91%	93%
<b>Spring term</b>	87%	91%
<b>Summer term</b>	90%	93%
<b>Academic year</b>	90%	92%

## 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
Little Wandle Revised Letters and Sounds- DfE validated	Wandle Learning Trust
Essentials Curriculum	Chris Quigley Ltd