

# Pupil Premium 3 Year Plan- The Grove Primary School

This statement details The Grove's 3 Year Plan for pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

## School overview

| Detail  | Data  |
|---|---|
| School name                                     | The Grove Primary School                              |
| Number of pupils in school                      | 225 (2021-2022)<br>223 (2022-2023)<br>224 (2023-2024) |
| Proportion (%) of pupil premium eligible pupils | 40% (2021-2022)<br>43% (2022-2023)<br>35% (2023-2024) |
| Academic years that our 3 Year Plan covers      | September 2021-<br>August 2024                        |
| Plan authorised by                              | Ellie Shaw  |
| Pupil premium lead                              | Kathryn Hardy   |
| Governor  | Mindy Dulai/Yolanda Ding                              |

## Funding overview

### 2021-2022

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year                                    | £112,855         |
| Recovery premium funding allocation this academic year                                 | £12,180          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0               |
| <b>Total budget for this academic year</b>   | <b>£ 125,035</b> |

## 2022-2023

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year                                    | £121,880         |
| Recovery premium funding allocation this academic year                                 | £12,936          |
| Service Pupil Premium  | £640             |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0               |
| <b>Total budget for this academic year</b>   | <b>£ 135,456</b> |

## 2023-2024

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £128,040        |
| Recovery premium funding allocation this academic year                                 | £12,760         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£140,800</b> |

## 3 Year 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> A high proportion of our children in receipt of PPF have SEND needs, with some having 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 and ICT for home learning. 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 3-year plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria  | Actual outcome   |
|---|---|--|
| Gaps in attainment and progress levels between disadvantaged and non-disadvantaged pupils have been closed. | <p>Attainment and progress data demonstrate that the performance of disadvantaged pupils is at least in line with that of all children nationally.</p> <p>Staff are secure in using a range of evidence-based intervention programmes and strategies to fill gaps, address misconceptions and provide challenge where needed.</p> | <p>Gaps in progress and attainment remain, largely due to the huge range of need and presentation differences across each cohort.</p> <p>However, data shows a closing of the gap, particularly at the end of EYFS</p> |

|  |  |  |
|--|--|--|
|  | <p>Expectations are high for disadvantaged pupils.</p> <p>Forest School programme is in place on site, run by a member of Grove staff.</p>   | <p>and Year 2. Progress of PPF pupils is broadly in line with All across all year groups.</p> <p>Little Wandle Phonics has impacted significantly on reading progress and attainment. This has been particularly noticeable for those pupils with PPF and SEND.</p> <p>SENCo Support Assistants have implemented a range of evidence based interventions and shared their expertise with other members of staff.</p> <p>Forest School training has been completed, but is not yet in place. This was delayed due to availability of training course and staffing considerations. Implementation and embedding of Forest School will form part of the next 3 year plan.</p> |
| <p>Gaps in progress levels between PPF pupils with SEND needs and non-disadvantaged pupils with SEND needs have been closed.</p> | <p>Progress data demonstrates that the performance of disadvantaged pupils with SEND is at least in line with that of non-disadvantaged pupils with SEND.</p> <p>Staff are secure in using a range of evidence-based intervention programmes and strategies to fill gaps, address misconceptions and provide challenge where needed. Expectations are high for SEND pupils and appropriate levels of challenge are incorporated into planning.</p> | <p>Progress of PPF/SEND pupils is either broadly in line with or better than Non PPF/SEND in all year groups.</p> <p>See above</p>   |

|  |   |  |
|--|---|--|
|  | Forest School programme is in place on site, run by a member of Grove staff.  | See above  |
| Appropriate support is provided for the welfare, physical and emotional well-being of children and their families. | <p>The basic needs of children and their families are identified promptly and appropriate support/intervention is put in place through a graduated response.</p> <p>Family Liaison Officer is offering relevant services to provide early support and signposting to families in need. Including running parent groups/sessions/activities/drop-ins during the school day to encourage engagement in school life of hard to reach families.</p> <p>A 'Mental Health and Emotional Well-Being' pathway of support for families has been created by AHT, shared with families and is used to provide support/signposting to relevant support providers.</p> | <p>Pastoral team has expanded to 2 ELSAs, Family Liaison Officer and DHT/SENCo. This means that an increasing number of PPF pupils have received direct emotional support in school or via referral to outside agencies.</p> <p>School continues to work with Blue Smile and Red Hen to provide support for pupils and families. Two PAT dogs are available for direct sessions with children each week.</p> <p>'Mental Health and Emotional Well-Being' pathway of support has been created with a graduated intervention approach.</p> <p>FLO is attending providing a link between school and families. This has included setting up a weekly coffee morning and completing training to run a parenting course.</p> |
| A positive learning environment is created for all pupils and staff.   | <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</p>  | Staff have received extensive training around different aspects linking to trauma informed practice.   |

|  |  |   |
|--|--|---|
|  | <p>effective identification and intervention.</p> <p>Children are effectively supported so they are ready to learn.</p>  | <p>Zones or Regulation has been embedded across the school. Peer Mediation is in place.</p> <p>Staff, pupil and parent surveys take place regularly and show positive outcomes regarding wellbeing.</p> |
| <p>Attendance of disadvantaged pupils is improved and sustained.</p> | <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>Family Liaison Officer is involved in supporting families to improve the attendance of their children.</p> <p>A range of successful strategies for improving school attendance have been developed, trialled and are embedded in practice.</p> | <p>Attendance of PPF pupils has improved over the plan, to be in line with All.</p>   |

See review outcomes below for more detailed data and analysis of the impact of the planned activity for each year.

## Activity in this academic year 2021-2022

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: £71, 600

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Diminishing the Difference Project Y5 Maths- release time for class teachers to attend training.  | Local Authority run project based on past data from PP cohorts   | 1, 2                          |
| 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.<br>A high number of our PPF pupils also have a variety of SEND needs. | 1, 6                          |
| Staff CPD: Reading- using the Benchmark Assessment, Supporting and developing early writing, Effective support for pupils with SEND needs | EEF research has proved that highly trained and skilled teaching assistants can improve literacy outcomes.   | 1, 2                          |
| High needs support Teaching Assistant- Y5/6 x2  | The EEF toolkit has been used to select some interventions, such as 1:1 tuition and targeted small group tuition.<br>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: £12,180 from Recovery Premium Funding

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Nuffield Early Language Intervention- EYFS/Y1                      | 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                          |
| Early Reading- Phonics and Fluency- Y1                             |  | 1, 2                          |
| Early Writing- sentence formation and encoding for spelling- Y1    |  | 1,2                           |
| Maths- Basic number and computation- Y1                            |  | 1, 2                          |
| Writing composition and transcription- Y2/3                        |  | 1, 2                          |
| Writing composition and sentence structure- Y4/5                   |  | 1, 2                          |
| Basic Number and calculation- Y4                                   |  | 1, 2                          |
| Writing conferencing- Y6   |  | 1, 2                          |
| International Dyslexia Learning program- reading and spelling- KS2 |  | 1, 2                          |

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

Budgeted cost: £41, 255

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Safeguarding and Family Liaison Officer- 3 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                    |
| Pastoral Teaching Assistant  | 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                    |
| Staff CPD: STEPS/Pivotal/Emotion Coaching/Trauma Managing difficult emotions | Experience, internal monitoring and awareness of appropriate research has shown us that PPF pupils often display challenging behaviour due to their adverse childhood experiences.  | 6                             |

**Total budgeted cost: £ 125,035**

## Activity in this academic year 2022-2023

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: £71, 600

| 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           |
| STEPS 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.<br>A high number of our PPF pupils also have a variety of SEND needs.  | 1, 6                          |
| Staff CPD:<br>Little Wandle Revised Letters and Sounds training<br>Grove Curriculum Updates Planning<br>Quality First Teaching<br>Maths consultant- QFT and SEND support | EEF research has proved that highly trained and skilled teaching assistants can improve outcomes for pupils.<br>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- Y5/6  | The EEF toolkit has been used to select some interventions, such as 1:1 tuition and targeted small group tuition.<br>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: £12,936 from Recovery Premium Funding

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Little Wandle Revised Letters and Sounds-implementation 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                                 |  | 1, 2                          |
| Little Wandle SEND-implementation across the school                        |  | 1, 2                          |
| Early Writing- sentence structure- Y2                                      |  | 1, 2                          |
| Basic number- Year 2-4   |  | 1, 2                          |
| Arithmetic- Year 5/6   |  | 1, 2                          |
| Tutoring- Maths and Spelling, Reading and Writing focus across Y1-6        |  | 1, 2                          |
| IDL- reading and spelling multi-sensory program- Year 3-6                  |  | 1, 2                          |

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

Budgeted cost: £49,920

| 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 implementation 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                    |
| The River Programme Project- therapeutic intervention run in conjunction with Olive Academies            | Recent government policy requires effective support for children's mental health and well-being needs.  | 3, 5, 6, 7                    |

|  |  |         |
|--|--|---------|
| Staff CPD: STEPS theory into practice, STEPS analysis, additional ELSA training, SEMH Level 4 training, SEMH solution circle 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. | 5, 6, 7 |
|--|--|---------|

**Total budgeted cost: £ 135, 456**

## Activity in this academic year 2023-2024

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.<br>A high number of our PPF pupils also have a variety of SEND needs. | 1, 6                          |
| Staff CPD:<br>Whole School Vocabulary training<br>Adaptive Teaching<br>SEND ASP writing | EEF research has proved that highly trained and skilled teaching assistants can improve outcomes for pupils.<br>EEF evidence indicates the importance of a curriculum which responds to the needs of pupils and that high-quality                        | 1, 2                          |

|  |   |   |
|--|---|---|
|  | teaching is the most important factor in improving outcomes for pupils.   |   |
| High needs support<br>Teaching Assistant- Y4 | The EEF toolkit has been used to select some interventions, such as 1:1 tuition and targeted small group tuition.<br>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.<br>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:<br>Recovery Through Relationships- Trauma training<br>PACE- update training<br>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.<br>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<br>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<br>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

### Pupil premium strategy outcomes 2021-2022

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

There was significant ongoing staff and pupil absence due to the Covid 19 pandemic, particularly in the autumn and spring terms, which impacted on attainment and progress levels across KS1 and KS2.

Year 6 % making expected or better progress from KS1:

| Subject | All | PPF |
|---------|-----|-----|
| Reading | 70% | 76% |
| Writing | 85% | 85% |
| Maths   | 50% | 54% |

Progress of PPF was better than or in line with progress of All.

Year 6 % achieving ARE or better:

| Subject | All | PPF   |
|---------|-----|-------|
| Reading | 61% | 58.3% |
| Writing | 44% | 50%   |
| Maths   | 57% | 42%   |

Attainment of PPF was better than or roughly in line with All in reading and writing.

Gaps in attainment were narrowed in some areas: Year 4 writing and maths and Year 6 reading and writing.

% of EYFS PP pupils achieving GLD was broadly in line with All.

***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>PPF/SEND</b> | <b>Non PPF/SEND</b> |
|----------------|-----------------|---------------------|
| <b>Reading</b> | 65%             | 71%                 |
| <b>Writing</b> | 62%             | 33%                 |
| <b>Maths</b>   | 68%             | 57%                 |

Data shows that PPF/SEND pupils progress was broadly in line with that of Non PPF/SEND pupils for reading and above that of Non PPF/SEND pupils for writing and maths.

OFSTED Inspection report May 2022 stated:

*'Leaders work hard to support the day-to-day needs of pupils with special educational needs and/or disabilities (SEND). Adults are caring and highly inclusive. Leaders and governors have invested in the school's 'Aviary' provision. This is trying to help some pupils to be provided with individualised support to access lessons successfully with their classmates.'*

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

Pastoral TA completed Emotional Literacy Support Assistant training, providing additional strategies and resources to support her role in working with PPF pupils.

20 PPF pupils were supported by the Pastoral TA over the year with 65% improving their SDQ overall difficulties score by July.

Blue Smile worked with 13 PPF pupils- many of whom had a complex range of issues to be addressed. Work will continue with 9 of those pupils in 2022-2023.

Red Hen family workers completed direct work with the families of 22 children- some of whom will continue into 2022-2023. They also provided Christmas hampers, food and presents for PPF families and ran summer day trips which several families attended.

7 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.

The Family Liaison Officer began working remotely again during the second half of the summer term- unable to measure impact due to limited time frame.

OFSTED Inspection report May 2022 stated:

*'There are a small number of pupils with very complex needs. These pupils receive diligent pastoral care on a day-to-day basis.'*

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

TAs completed 'Managing Difficult Emotions' training led by the Mental Health Support Team.

Emotional wellbeing support groups were run by the Mental Health Support Team and were attended by 7 TAs and 5 teachers. In house TA support sessions continued after the group had concluded.

The Grove Staff Wellbeing Policy was introduced outlining the roles of different staff in providing for and supporting wellbeing and the range of support available along with a Staff Workload Charter. Both were agreed by the staff body.

Updated STEPs process paperwork was introduced to staff and Early Prognosis was completed for five key PPF pupils. Three of these pupils required full Individual Risk Management Plans to be implemented. Positive behaviour support plans were implemented with the remaining two pupils.

Staff, pupil and parent surveys were completed and the outcomes used to further improve the positive learning environment: consultation began with pupils over ways to improve play/lunchtime facilities, Behaviour policy discussed with staff and reviewed in line with STEPs updates.

OFSTED inspection report May 2022 stated:

*'Pupils are kind, polite and friendly. They are respectful of each other and have very good manners. Pupils behave well in lessons and around the school. They listen to their teachers carefully.'*

*'Leaders are considerate of staff workload. Staff feel well supported and are proud to work at the school.'*

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

The attendance of 19 PPF pupils was closely monitored due to persistent absence.

9 Parent Contract Meetings were held. The attendance of 7 pupils improved so no further action was required.

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

|               | PPF    | All    |
|---------------|--------|--------|
| Autumn term   | 87.5%  | 90.6%  |
| Spring term   | 87.26% | 90.95% |
| Summer term   | 91.28% | 92.46% |
| Academic year | 88.60% | 91.3%  |

## 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              |
|---|-----------------------|
| Nuffield Early Language Intervention- DfE funded        | Nuffield Foundation   |
| Little Wandle Revised Letters and Sounds- DfE validated | Wandle Learning Trust |

## Pupil premium strategy outcomes 2022-2023

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

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

**Year 6 % making expected or better progress from KS1:**

| Subject | All | PPF |
|---------|-----|-----|
| Reading | 87% | 86% |
| Writing | 81% | 71% |

|       |     |     |
|-------|-----|-----|
| Maths | 87% | 79% |
|-------|-----|-----|

Progress of PPF was in line with progress of All in reading and slightly lower than All in writing and maths.

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

| Subject | All | PPF |
|---------|-----|-----|
| Reading | 61% | 54% |
| Writing | 61% | 54% |
| Maths   | 71% | 39% |

Attainment of PPF was lower than ALL in all subjects, with a significant gap in Maths.

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

| Subject | All | PPF   |
|---------|-----|-------|
| Reading | 70% | 53.3% |
| Writing | 70% | 40%   |
| Maths   | 70% | 46.7% |

Attainment of ALL was better than PPF in all subjects.

**Reception % achieving GLD:**

| All   | PPF   |
|-------|-------|
| 51.4% | 27.3% |

Attainment of ALL was better than PPF.

**% of children making progress over academic year 2022-2023 Years 1-6:**

| <b>Subject</b> | <b>All</b> | <b>PPF</b> |
|----------------|------------|------------|
| Reading        | 79%        | 94%        |
| Writing        | 68%        | 88%        |
| Maths          | 81%        | 92%        |

Progress of PPF was better than ALL in all subjects.

***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> | 100%                | 67%                     |
| <b>Writing</b> | 100%                | 67%                     |
| <b>Maths</b>   | 100%                | 67%                     |
| <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> | 75%                 | 100%                    |
| <b>Writing</b> | 75%                 | 100%                    |
| <b>Maths</b>   | 75%                 | 100%                    |
| <b>Year 4</b>  | <b>PPF and SEND</b> | <b>Non PPF and SEND</b> |
| <b>Reading</b> | 100%                | 75%                     |
| <b>Writing</b> | 100%                | 75%                     |



|                |                     |                         |
|----------------|---------------------|-------------------------|
| <b>Maths</b>   | 100%                | 75%                     |
| Year 5         | <b>PPF and SEND</b> | <b>Non PPF and SEND</b> |
| <b>Reading</b> | 100%                | 100%                    |
| <b>Writing</b> | 60%                 | 100%                    |
| <b>Maths</b>   | 80%                 | 100%                    |
| Year 6         | <b>PPF and SEND</b> | <b>Non PPF and SEND</b> |
| <b>Reading</b> | 80%                 | 75%                     |
| <b>Writing</b> | 60%                 | 100%                    |
| <b>Maths</b>   | 80%                 | 100%                    |

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 and 4 and reading at Year 5 and 6. There were small gaps in all subjects at Year 3 and maths at Year 5 and Year 6.

OFSTED Inspection report May 2022 stated:

*'Leaders work hard to support the day-to-day needs of pupils with special educational needs and/or disabilities (SEND). Adults are caring and highly inclusive. Leaders and governors have invested in the school's 'Aviary' provision. This is trying to help some pupils to be provided with individualised support to access lessons successfully with their classmates.'*

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

Second Pastoral TA completed Emotional Literacy Support Assistant training, providing a second member of the pastoral team with the ELSA qualification.

24 PPF pupils were supported by ELSAs over the year with 45% improving their SDQ overall difficulties score by July. For those children where SDQ scores did not improve, 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 11 PPF pupils- many of whom had a complex range of issues to be addressed.

Red Hen family workers completed direct work with the families of 17 children- some of whom will continue into 2022-2023. They also provided Christmas hampers, food and presents for PPF families and ran summer day trips which several families attended.

4 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.

A new Family Liaison Officer was recruited in the summer term, due to the resignation of the previous FLO. Work with families to begin September 2023.

OFSTED Inspection report May 2022 stated:

*'There are a small number of pupils with very complex needs. These pupils receive diligent pastoral care on a day-to-day basis.'*

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

TAs updated their 'Identifying and Managing Emotions' training led by the Mental Health Support Team.

TA supervision groups were run regularly over the year.

Zones of Regulation was introduced across the school to staff and children, following a managing emotions assembly led by the MHST. Daily use in classrooms began in autumn 2. By the end of the year, many children showed an increased awareness of strategies to use to support emotional regulation. Formal assessment of impact to be built into behaviour and wellbeing survey 2023-2024.

Initial Peer Mediation training led by the PSHE Service took place for staff and was introduced to pupils through whole school assemblies. Training for Y6 peer mediators to take place September 2023.

Behaviour and wellbeing surveys were completed with staff and pupils in January 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 May 2022 stated:

*'Pupils are kind, polite and friendly. They are respectful of each other and have very good manners. Pupils behave well in lessons and around the school. They listen to their teachers carefully.'*

*'Leaders are considerate of staff workload. Staff feel well supported and are proud to work at the school.'*

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

3 Parent Contract Meetings were held. The attendance of 2 pupils improved so no further action was required.

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

|                      | PPF | All |
|----------------------|-----|-----|
| <b>Autumn term</b>   | 89% | 91% |
| <b>Spring term</b>   | 88% | 91% |
| <b>Summer term</b>   | 87% | 91% |
| <b>Academic year</b> | 88% | 91% |

## 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     |

## Pupil premium strategy outcomes 2023-2024

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:**

| Subject | All   | PPF   |
|---------|-------|-------|
| 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:**

| Subject | All   | PPF   |
|---------|-------|-------|
| 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:**

| <b>Year 1</b> | <b>All</b> | <b>PPF</b> |
|---------------|------------|------------|
| Reading       | 100%       | 82%        |
| Writing       | 100%       | 82%        |
| Maths         | 100%       | 91%        |
| <b>Year 2</b> |            |            |
| Reading       | 100%       | 100%       |
| Writing       | 100%       | 100%       |
| Maths         | 100%       | 100%       |
| <b>Year 3</b> |            |            |
| Reading       | 93%        | 77%        |
| Writing       | 89%        | 85%        |
| Maths         | 96%        | 92%        |
| <b>Year 4</b> |            |            |
| Reading       | 96%        | 82%        |
| Writing       | 96%        | 100%       |
| Maths         | 96%        | 100%       |
| <b>Year 5</b> |            |            |
| 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 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%                    |
| <b>Year 5</b>  | <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  | PPF and SEND | Non PPF and SEND |
|---------|--------------|------------------|
| Reading | 100%         | 78%              |
| Writing | 100%         | 56%              |
| Maths   | 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   |
|---------------|-------|-------|
| Autumn term   | 91%   | 93%   |
| Spring term   | 87%   | 91%   |
| Summer term   | 90%   | 93%   |
| Academic year | 90.5% | 92.3% |

## 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     |