

# Pupil Premium strategy statement- The Grove Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	223
Proportion (%) of pupil premium eligible pupils	43%
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	04.11.22
Date on which it will be reviewed	July 2023
Statement authorised by	Ellie Shaw
Pupil premium lead	Kathryn Hardy
Governor / Trustee lead	Mindy Dulai

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,880
Recovery premium funding allocation this academic year	£12,936
Service PPG	£640
<b>Total budget for this academic year</b>	<b>£ 135,456</b>

## 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)	Trauma Informed practice is embedded in school culture, including use of STEPS approach and Emotion Coaching. Impact of anti-social behaviour is minimised through quick and effective identification and intervention. Children are effectively supported so they are ready to learn.
Attendance of disadvantaged pupils is improved and sustained. (7)	Attendance of disadvantaged pupils is in line with attendance of other pupils and at least 96%. Attendance levels for disadvantaged pupils is at least in line with national data. A range of successful strategies for improving school attendance has been developed.

## 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: £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. A high number of our PPF pupils also have a variety of SEND needs.	1, 6
Staff CPD: Little Wandle Revised Letters and Sounds training Grove Curriculum Updates Planning Quality First Teaching Maths consultant- QFT and SEND support	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- Y5/6	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: £12,936 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
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**Total budgeted cost: £ 135, 456**



## 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 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:**

Subject	All	PPF
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%
<b>Year 5</b>	<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%
<b>Year 6</b>	<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
Autumn term	89%	91%
Spring term	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*

<b>Programme</b>	<b>Provider</b>
Nuffield Early Language Intervention- DfE funded	Nuffield Foundation
Little Wandle Revised Letters and Sounds- DfE validated	Wandle Learning Trust
Essentials Curriculum	Chris Quigley Ltd