

# Pupil Premium strategy statement- The Grove Primary School

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

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

## School overview

Detail	Data
School name	The Grove Primary School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	September 2021- July 2022
Date this statement was published	30.11.21
Date on which it will be reviewed	September 2022
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	£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>

## 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> 34% of children in receipt of PPF have SEND needs. 4% 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 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 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 gaps have begun to narrow between the performance of disadvantaged pupils 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 progress 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 introduced to staff, with Emotion Coaching being added to the existing STEPS approach.</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 more in line with attendance of other pupils and at least 90%.</p> <p>Attendance levels for disadvantaged pupils is at least in line with national data.</p> <p>Family Liaison Officer has begun to become involved in working with families and develop strategies to support and improvement in attendance.</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: £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 Avairy 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: 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. 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**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

***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:

	PPF/SEND	Non PPF/SEND
Reading	65%	71%
Writing	62%	33%
Maths	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	Nuffield Foundation