

Pupil Premium Plan 2025-2026- The Grove Primary School

This statement details The Grove's 3 Year Plan and the plan for Year 2 (2025-2026) for pupil 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	2025-2026- 199
Proportion (%) of pupil premium eligible pupils	2025-2026 = 35%
Academic years that our 3 Year Plan covers	September 2024- August 2027
Plan authorised by	Ellie Shaw
Pupil premium lead	Kathryn Hardy
Governor	Gareth Williams

Funding overview

2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£156,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£156,345

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 Emotional Literacy Support Assistants, Behaviour/Nurture Lead Teacher and Blue Smile Therapists 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 is provided for 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.

- **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	Learning gaps: 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. This has been increasingly evident since the Covid-19 lockdowns. 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	SEND needs: 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	Welfare: 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	Social care needs: Many families have been supported historically or currently by Social Care or Family Workers. 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. This has been increasingly evident since the return to school following the Covid-19 pandemic.
5	Mental and emotional health and well-being: We have seen an increasing number of our disadvantaged children with low confidence and self-esteem and emerging social, emotional and mental health needs. This has been increasingly evident since the return to school following the Covid-19 pandemic.
6	Behaviour: 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	Attendance: 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
Gaps in attainment and progress levels between disadvantaged and non-disadvantaged pupils have been closed.	Attainment and progress data demonstrate that the performance of disadvantaged pupils is at least in line with that of all children nationally. Evidence-based intervention programmes and strategies are embedded in practice to fill gaps, address misconceptions and provide challenge where needed. Expectations remain high for disadvantaged pupils.
Gaps in progress levels between PPF pupils with SEND needs and non-disadvantaged pupils with SEND needs have been closed.	Progress data demonstrates that the performance of disadvantaged pupils with SEND is at least in line with that of non-disadvantaged pupils with SEND. Evidence-based intervention programmes and strategies are embedded in practice 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. Staff have a good understanding of sensory differences, how they can impact on pupils daily lives and how they be most effectively addressed so that pupils can engage in learning and make progress. Forest School programme is in place on site and integrated into The Grove Alternative Curriculum offer, run by a member of Grove staff. Enhanced provision to address the sensory needs of pupils has been planned, training for staff provided and new strategies and resources are being used by pupils and having a positive impact on their ability to engage in learning.

Appropriate support is provided for the welfare, physical and emotional well-being of children and their families.	The basic needs of children and their families are identified promptly and appropriate support/intervention is put in place through a graduated response. Family Liaison Officer is offering relevant services to provide early support and signposting to families in need. This includes running parenting courses and developing the Coffee with Kindness group to offer workshops and opportunities for parent discussion with a range of professionals. Forest School programme is in place on site, run by a member of Grove staff and being accessed by identified children.
A positive learning environment is created for all pupils and staff.	Trauma Informed practice is embedded in school culture, including updated Recovery Through Relationships training. Impact of anti-social behaviour is minimised through quick and effective identification, education and intervention. Children are effectively supported so they are ready to learn.
Attendance of disadvantaged pupils is improved and sustained.	Attendance of disadvantaged pupils is in line with attendance of other pupils. Attendance levels for disadvantaged pupils is at least in line with national data. Family Liaison Officer is involved in supporting families to improve the attendance of their children. A range of successful strategies for improving school attendance are embedded in practice.

Activity in this academic year 2025-2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion- 2 days	Experience and data analysis have 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 Nurture 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 to include: Reading Fluency, Adaptive Teaching, Foundation Subjects monitoring and assessment, AET- provision for pupils on the Autistic Spectrum	EEF research has proved that highly trained and skilled teaching assistants can improve literacy outcomes.	1, 2
High needs support Teaching Assistant- Y6	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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics SEND- Years 1-4	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 Phonics EAL- Years 1-3		1, 2
Golden Sentence Gang- early writing- Years 1-3		1, 2
Numicon-early number recognition and calculation- Reception and Y1		1, 2
1st Class at Number- plugging early numeracy gaps Year 3 and 6		1,2
ERT- spelling Year 4 and 6		1, 2
Inference training- reading comprehension Years 4 and 5		1, 2
Reading Fluency- Year 4 and 5		1, 2
International Dyslexia Learning program- Numeracy- KS2		1, 2

International Dyslexia Learning program-reading and spelling-KS2	1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,000

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
ELSA x2	Recent government policy requires effective support for children’s mental health and well-being needs.	
Blue Smile Therapy		
Red Hen- family workers	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.	
Forest School	Recent government policy requires effective support for children's mental health and well-being needs.	
Brick Club and Lego Therapy		
Staff CPD to include: PACE/Trauma Informed Practice, EBSA/Attendance, Autism Education Trust training, ELSA provision, Sensory Room	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: £156,345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025-2026

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

Year 6 % achieving ARE or better:

Subject	All	Disadvantaged	National (All)
Reading			
Writing			
Spelling, Punctuation and Grammar			
Maths			

Year 6 % making at least expected progress from KS1:

Subject	All	Disadvantaged
Reading		
Writing		
Maths		

Year 2 % achieving ARE or better:

Subject	All	Disadvantaged
Reading		
Writing		
Maths		

% of children achieving GLD and expected standards in Reception:

	All	Disadvantaged
GLD		
Reading		
Writing		
Maths		

% of children meeting ARE Years 1, 3, 4, 5:

Year 1	All	Disadvantaged
Reading		
Writing		
Maths		
Year 3		
Reading		
Writing		
Maths		
Year 4		
Reading		
Writing		

Maths		
Year 5		
Reading		
Writing		
Maths		

% of children making at least expected progress from KS1 Years 3, 4, 5:

Year 3	All	Disadvantaged
Reading		
Writing		
Maths		
Year 4		
Reading		
Writing		
Maths		
Year 5		
Reading		
Writing		
Maths		

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

Percentage of pupils making progress over academic year:

Year 1	Disadvantaged and SEND	Non Disadvantaged and SEND
Reading		
Writing		
Maths		
Year 2	Disadvantaged and SEND	Non Disadvantaged and SEND
Reading		
Writing		
Maths		
Year 3	Disadvantaged and SEND	Non Disadvantaged and SEND
Reading		
Writing		
Maths		
Year 4	Disadvantaged and SEND	Non Disadvantaged and SEND
Reading		
Writing		
Maths		
Year 5	Disadvantaged and SEND	Non Disadvantaged and SEND
Reading		
Writing		
Maths		
Year 6	Disadvantaged and SEND	Non Disadvantaged and SEND

Reading		
Writing		
Maths		

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

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

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

	Disadvantaged	All
Autumn term		
Spring term		
Summer term		
Academic year		

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
Essential Maths	Herts for Learning
Essential Writing	Herts for Learning

