

## Grove school pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year

### School overview

Detail	Data
School name	Grove school
Number of pupils in school	676
Proportion (%) of pupil premium eligible pupils	234/ 34.6%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Pamela Matty Headteacher
Pupil premium lead	Emma Mills Deputy Headteacher
Governor / Trustee lead	Ingrid Hines, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,695
Recovery premium funding allocation this academic year	£33,495 (autumn received £8374)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£344,190</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, learning walks and pupil discussions suggest that disadvantaged pupils generally have greater difficulty mastering phonics which impacts negatively on their reading development.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. The lockdown in March 2020 and January – March 2021 due to the Covid 19 pandemic has further disadvantaged those pupils from deprived backgrounds. A report by the fiscal institute in May 2020 reported that found that children from better-off families spent 30% more time on home learning than are those from poorer families.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.</p>
4	A high proportion of disadvantaged pupils do not access a wide range of learning opportunities beyond school experiences to enhance their knowledge of history, geography, science and the arts. National lockdowns have further exacerbated opportunities for enrichment of the curriculum. These challenges particularly affect disadvantaged pupils including their attainment.
5	Many studies have shown that children have suffered with mental health difficulties during the lockdown period including an increase in emotional, behavioural, and restless/attentional difficulties. Co-SPACE (COVID-19 Supporting Parents, Adolescents, and Children in Epidemics) survey led by experts at the University of Oxford. June 2020

## Intended outcomes

This explains the outcomes we are aiming for **by the end of the academic year 2021-2022**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria – PPG targets for July 2022			
Improved outcomes for disadvantaged pupils in EYFS	Targets 2022	GLD +	PPG GLD	
	Reception all	54/90 60%	9/18 50%	
Improved phonics screening check outcomes for disadvantaged pupils.	Phonics Y1 Targets 2022	Phonics – all pupils		PPG
	Year 1	61/79 77%		20/26 77%
Improved KS1 outcomes for disadvantaged pupils.	Targets PPG 2022	Reading	Writing	Maths
	Year 2 PPG ARE +	20/29 69%	20/29 69%	20/29 69%
	Y2 ARE all	55/ 83 66%	55/ 83 66%	55/ 83 66%
Improved KS2 outcomes for disadvantaged pupils.	Y6 PPG ARE Targets 2022	Reading	Writing	Maths
	Year 6 PPG ARE +	36/ 49 73%	35/49 71%	36/49 73%
	Year 6 All ARE+	67/89 75%	66/89 74%	67/89 75%
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>			

## 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: £87,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle letters and Sounds to secure stronger phonics teaching for all pupils. Annual subscription, books and teaching resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1
<p>Recruitment of a teacher to carry out phonics interventions – catch up to keep up programmes for pupils in Reception and KS1</p> <p>1:1 meetings half termly with SENCO, Deputy headteacher and classteachers to review the impact of the Little Wandle programmes and the Catch up to keep up interventions.</p>	<p>Intervention is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1
<p>Use of Wellcome toolkit to identify specific language needs and resources to support identified issues.</p> <p>Training for staff to ensure that Wellcome assessments are administered correctly and interventions are appropriate.</p>	<p>Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</p>	2

<p>Staff training for subject leaders on monitoring the progress of disadvantaged pupils.</p> <p>This will involve training and release time for subject leaders.</p> <p>A focus on specific needs and knowledge gaps to support low attaining pupils or those falling behind.</p>	<p>The EEF is conducting a systematic review of professional development, which will underpin a Guidance Report on professional development to be published in Autumn 2021.</p> <p>It will map the studies that exist in the experimental literature on professional development, before answering whether professional development interventions are effective at improving pupil attainment (considering whether this varies according to study characteristics and pupil-level disadvantage). It will then attempt to answer which forms of professional development are associated with the greatest effects on teacher practice and pupil achievement.</p>	<p>3</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £218,585

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Catch up to keep up programmes for pupils in Reception and KS1</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1</p>
<p>Structured interventions across school for disadvantaged pupils in reading and maths, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>3</p>

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

Budgeted cost: £38,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
A five week participatory programme which uses drama in education techniques and psychology exercises to explore the notion of extremism and the radicalisation of young people.	Following the five key strands of the Prevent strategy (2011) and framework (2014) the project aims to understand how the human mind can be shaped by misinformed ideologies and enables the children to safely speculate on the nature of this contentious issue providing them with both a better understanding and increased resilience.	5
Emotion coaching interventions for pupils who have been identified by school as requiring additional support with their social, emotional, mental health needs.	The average impact of successful SEL interventions is an additional four months progress over the course of a year. SEL   Toolkit Strand   Education Endowment Foundation   EEF	5
Year 5 participation in Welsh National Opera  Artists in residence working with pupils in a range of arts such as dance, drama, music, painting and sculpture	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  Arts participation   Toolkit Strand   Education Endowment Foundation   EEF	3
Opportunities for all PPG pupils to learn outside the classroom.  Forest School	PPG is used to subsidise the cost of these visits for disadvantaged pupils. We believe that these visits support classroom learning through high-quality first-hand experiences to develop oracy, vocabulary development, personal and social skills and basic skills in numeracy and literacy.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 87,230 + £218,585 + £38,375 =**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

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**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

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