

Pupil premium strategy statement – Grove Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	611
Proportion (%) of pupil premium eligible pupils	327 out of 611
1	2025/2026; 2026/2027; 2027/2028
Date this statement was published	17.11.25
Date on which it will be reviewed	November 2026
Statement authorised by	Justine Baker HT Jonathan Bentley DHT
Pupil premium lead	Jonathan Bentley DHT
Governor / Trustee lead	Ingrid Hines Vice Chair of GB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£491,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ NA

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 the highest 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.

Recruiting and training teachers will impact the quality of education our pupils receive. Planning a programme of continuous professional development that includes working with external consultants and specialist teachers has a significant impact on teacher pedagogy and pupil experiences and outcomes.

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	Baseline assessment data overtime suggest that disadvantaged pupils sometimes have greater difficulty mastering phonics in EYFS and Y1 which impacts negatively on their reading development at the end of Key Stage One.
2	Assessment data, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Effective application of speech and language skills; acquisition, retention and application of subject specific vocabulary are key for all pupils and in particular disadvantaged learners.
3	Many disadvantaged pupils do not access a wide range of learning opportunities beyond school experiences to enhance their knowledge in the wider curriculum and beyond.
4	Some disadvantaged pupils lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
5	PA is higher for disadvantaged pupils at Grove (2024-2025 – 93.9% of disadvantaged pupils were PA); all pupils PA was 94.5%.
6	There are 319 children that are eligible for FSM. 96 of these children are also on the SEND register. 30% of our children are exposed to a 'double disadvantage' of reduced opportunities due to economic deprivation and additional barriers to learning.

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
<p>To continue to close the gap between the attainment of boys, girls and PPG pupils at the end of reception.</p> <p>Increase the number of boys achieving a GLD. This will increase the number of disadvantaged pupils meeting a GLD and better prepare learners for Year 1.</p>	<p>Improve outcomes for pupils at the end of EYFS for GLD</p> <p>GLD – gender gap reduces below 15%</p>
<p>Close the gap between pupils at the end of Year 1 who do achieve the PSC and disadvantaged pupils who do not</p> <p>Data for 2025 All pupil who achieved PSC - 89% Disadvantaged and achieved the PSC - 89%</p>	<p>The gap between all pupils achieving the PSC and disadvantaged pupils is less than 5%</p>
<p>Key Stage One</p> <p>Continue to close the gap between all pupils and PPG pupils in reading, writing and maths.</p> <p>Data for 2025 Not disadvantaged and achieved ARE in reading, writing and maths combined – 59.1% Disadvantaged and achiever ARE in reading, writing and maths combined – 54.3%</p>	<p>The gap between all pupils and disadvantaged is 5% or less.</p>
<p>Key Stage Two</p> <p>Close the gap between pupils at the end of Y6 who do achieve ARE in maths</p> <p>Data for 2025 (Unvalidated data) All pupils achieved ARE in maths 64% Disadvantaged and achieved the ARE in maths 53%</p>	<p>The gap between all pupils achieving ARE in maths and disadvantaged pupils is below 10%</p>
<p>Key Stage Two</p> <p>Close the gap between pupils who achieve ARE in reading , writing and maths combined and disadvantaged pupils</p> <p>Data for 2025</p>	<p>The gap between all pupils achieving ARE in maths and disadvantaged pupils is less than 10%</p>

All pupils achieved ARE in R/W/M 51.7% Disadvantaged and achieved ARE in R/W/M 42.9%	
To reduce persistent absence of disadvantaged pupils.	In 2024- 2025 PA for all pupils was 94.5% For all disadvantaged pupils it was 93.9% 2025-2026 Reduce PA for all pupils and close the gap between all pupils and disadvantaged pupils.
To prepare all pupils, particularly our disadvantaged pupils, for life in the community and the 21 st century	The participation of disadvantaged pupils in residential visits, educational visits and after school clubs and leadership and citizenship programmes is the same as that of non-PPG pupils.
To invest in CPD for all teaching staff to ensure high quality teaching is making an impact on all children but especially the 30% who are eligible for FSM and who are registered as SEND	Improved attainment for FSM + SEND pupils in core subjects (measured by termly assessments). Reduction in attainment gap between FSM + SEND pupils and their peers by at least 10% over the academic year.

Activity in this academic year

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: £ 246,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a specialist teacher for a class in reading and writing in Y5 and Y6	Literacy EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 4
Senior practitioners (senior	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 6

leaders) to develop CPD through team-teaching focusing on oracy in reading, writing and , maths, inclusion and adaptive teaching	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	
External consultants to develop attainment in Writing and maths	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 6
Key stage Two Support a significant cohort the 30% of FSM students who are also on the SEND register through specialist and adapted teaching.	Literacy EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	2, 4
CPD development of teachers and TA's in maths mastery and Mastering Number Programmes through the Central Maths Hub (NCETM)	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/research-review-series-mathematics	2, 6

CPD development of teachers and TA's in Voice 21 oracy programme Voice 21 no cost in 2025-2026	https://www.esu.org/wp-content/uploads/2023/11/Why-Oracy-Matters_FINAL.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf	2, 4
Employ a specialist teacher of mathematics to teach a class in Y5 and Y6	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	2, 4
Employ a specialist Forest school teacher in Nursery, Reception and Y1	https://educationendowmentfoundation.org.uk/news/new-eeef-publishes-evaluation-of-arts-based-education-programmes	2, 3, 4, 6
Employ a specialist drama teacher Y2-Y6	https://educationendowmentfoundation.org.uk/news/new-eeef-publishes-evaluation-of-arts-based-education-programmes	2, 3, 4, 6
Employment of a Family Support Worker to provide Early Help for pupils and families	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £155,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional keep up to catch up sessions for reception pupils in word reading, reading comprehension and number	Literacy EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 4
Improvement of access to ICT and digital literacy through upgrading of school devices and software	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://www.oecd.org/en/publications/technology-use-at-school-and-students-learning-outcomes_422db044-en.html	3, 6
Employ a specialist TA to support targeted interventions in writing and maths.	Literacy EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,4
Implementation of new maths scheme to support attainment and progress and improve inclusion and equity through improved diagnostics	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/research-review-series-mathematics	1,2, 4, 6

and data analysis of gaps		
Resourcing of synthetic phonics scheme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://dera.ioe.ac.uk/id/eprint/14793/1/0023582.pdf	1,2,3 & 6
Additional Mastering Number daily sessions for KS1 pupils in maths.	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/research-review-series-mathematics	1, 2 , 4, 6

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

Budgeted cost: £ 90,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Singing project for years 1 to 6 6 weeks for each	https://educationendowmentfoundation.org.uk/news/new-eeef-publishes-evaluation-of-arts-based-education-programmes	3, 6

year group. CEOL creativ es		
School nurse to support disadv antaged families to access services and health support	https://journals.sagepub.com/doi/pdf/10.1177/1059840518824397?download=true https://ojin.nursingworld.org/table-of-contents/volume-22-2017/number-3-september-2017/healthy-and-ready-to-learn/ https://www.networkforphl.org/wp-content/uploads/2019/12/Health-and-Attendance-The-Critical-Role-of-School-Nurses-in-Reducing-Chronic-Absence.pdf	5
Brighthouse residential Year 4	https://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://www.teachwire.net/news/school-trips-why-every-child-deserves-a-residential/	3,4, 6
Residential visits for Year 5 and 6 pupils.	https://www.researchgate.net/publication/259948225_The_Impact_of_Field_Trips_on_Students'_Creative_Thinking_And_Practices_In_Arts_Education https://geography.org.uk/ite/enquiry-and-experiential-learning/	3, 4, 6
Provide wider enrichment opport	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3,4, 6

unities through the employment of 4 additional play leaders		
Provide breakfast – toast and fruit juice each morning	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://www.gov.uk/government/publications/breakfast-and-cognition-review-of-the-literature	5, 6
To improve the attendance of all pupils at Grove, particularly our disadvantaged pupils through incentives and prizes	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5

Total budgeted cost: £246,458 and £155,402 and £ 90,010

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle	Little Wandle Letters and Sounds
Pupil Book Study	Birmingham Education partnership
Maths Mastery	NCETM Maths Hub

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils
NA

Part B: Review of the previous academic year

Objectives for 2024-2025.

1. Improve outcomes for disadvantaged pupils in **EYFS**
2. Improve attainment for disadvantaged pupils in **phonics at the end of Year 1**
3. Improve attainment for disadvantaged pupils in **Year 2 who did not meet the expected standard in phonics in July 2024** (end of year 1)
4. Improve attainment for disadvantaged pupils in **reading at the end of Key Stage One**
5. Improve attainment for disadvantaged pupils in **writing at the end of Key Stage One**
6. Improve attainment for disadvantaged pupils in **mathematics at the end of Key Stage One**
7. Improve attainment for disadvantaged pupils in **reading, writing and maths (combined) at the end of Key Stage Two**
8. Improve attainment for disadvantaged pupils in **reading at the end of Key Stage Two**
9. Improve attainment for disadvantaged pupils in **writing at the end of Key Stage Two**
10. Improve attainment for disadvantaged pupils in **mathematics at the end of Key Stage Two**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

	Results 2025 72 pupils	LA Results 2025
PPG	53%	61%
All	57%	67%

All and PPG gap at Grove = 4%

All and PPG gap Birmingham = 6%

KS 1 Phonics

	Results 2025	Birmingham 2025	National 2025
PPG	89%	75%	-
All	89%	79%	80%

All and PPG gap at Grove = 0%

All and PPG gap Birmingham = 4%

KS 1 Reading

	Results 2025	Birmingham 2025
All	75%	69%
PPG	74%	66%

All and PPG gap at Grove = -1%

All and PPG gap Birmingham = -3%

KS 1 Writing

	Results 2025	Birmingham 2025
All	61%	62%
PPG	57%	56%

All and PPG gap at Grove = - 4%

All and PPG gap Birmingham = - 6%

KS 1 Mathematics

	Results 2025	Birmingham 2025
All	73%	70%
PPG	70%	65%

All and PPG gap at Grove = -3%

All and PPG gap Birmingham = -5%

Multiplication check - Year 4

A score of 25/25	All	PPG
Grove	51%	44%
Birmingham	-	-

All and PPG gap at Grove = -7%

KS 2 Reading

Reading ARE+	Results 2025	LA 2025	National 2025

PPG	61%	68%	
All	69%	74%	74%

All and PPG gap at Grove = – 8%

All and PPG gap Birmingham = -6%

KS 2 Writing

Writing ARE+	Results 2025	LA 2025	National 2025
PPG	57%	65%	-
All	63%	70%	72%

All and PPG gap at Grove = -6%

All and PPG gap Birmingham = - 5%

KS 2 Maths

Mathematics ARE+	Results 2025	LA 2025	National 2025
PPG	53%	68%	-
All	64%	74%	73%

All and PPG gap at Grove = - 11%

All and PPG gap Birmingham = - 6%

Summary

Residential visits for pupils who are PPG are subsidised to ensure equality of opportunity. Leaders ensure an equal number of pupils who are PPG attend residential visits in Years 4 ,5 and 6. Attendance for PPG pupils was 0.6% below all pupils. We need to improve attendance for all pupils in 2025-206 and reduce persistent absence.

Leaders utilise PPG funding to employ a school nurse and Family Support Worker. The work of these members of staff has a positive impact on all families but especially those from more disadvantaged backgrounds. Funding is used to provide breakfast for any pupil who wants to eat at school.

November 2025

Further information (optional)

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