

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 | 644 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2022/2023, 2023/2024 2024/2025 |
| Date this statement was published | 12.11.24 |
| Date on which it will be reviewed | November 2025 |
| 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 | £391,690 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £ 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 (2023-2024 – 29% of disadvantaged pupils were PA) ; all pupils PA was 21%. |

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>Maintain outcomes for pupils at the end of EYFS, GLD 64/65%</p> |
| <p>Close the gap between pupils at the end of Y1 who do achieve the PSC and disadvantaged pupils who do not</p> <p>Data for 2024 Not disadvantaged and achieved PSC 94% Disadvantaged and achieved the PSC 88%</p> | <p>The gap between all pupils achieving the PSC and disadvantaged pupils is less than 3%</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>Sustain the 3-4% gap.</p> |
| <p>Key Stage Two</p> <p>Close the gap between pupils at the end of Y6 who do achieve ARE in maths and disadvantaged pupils who do not</p> <p>Data for 2024 Not disadvantaged and achieved ARE in maths 65% Disadvantaged and achieved the ARE in maths 74%</p> | <p>The gap between all pupils achieving ARE in maths and disadvantaged pupils is between 3-4%</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 2024 Not disadvantaged and achieved ARE in R/W/M 67% Disadvantaged and achieved the ARE in R/W/M 56%</p> | <p>The gap between all pupils achieving ARE in maths and disadvantaged pupils is less than 5%</p> |
| <p>To reduce persistent absence of disadvantaged pupils.</p> | <p>In 2023 2024 PA for all pupils was 21%. For all disadvantaged pupils it was 29%</p> |

| | |
|---|--|
| | 2024-2025 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 is the same as that of non PPG pupils |

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: £ 181,154

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Employ a specialist teacher of reading to teach 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 |
| CPD development of teachers and TA's in maths mastery 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 | |
| Employ a specialist teacher of mathematics to teach in Y5 and Y6 | Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) | 2, 4 |

| | | |
|---|---|---------|
| Employ a specialist drama teacher in Reception and Y1 | https://educationendowmentfoundation.org.uk/news/new-eeef-publishes-evaluation-of-arts-based-education-programmes | 2, 3, 4 |
| Employ a specialist drama teacher Y2-Y6 | https://educationendowmentfoundation.org.uk/news/new-eeef-publishes-evaluation-of-arts-based-education-programmes | 2, 3, 4 |
| EYFS AHT is non class based 0.6. She team teaches and monitors standards in teaching and learning in her department | https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback | 1, 2 |
| Employ a teacher instead of a L3TA in nursery | https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1, 2 |
| 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: £177,856

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional keep up to catch up sessions for reception pupils in word reading, reading | Literacy EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1, 2, 4 |

| | | |
|--|--|---------|
| comprehension and number | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | |
| Additional Mastering Number daily sessions for reception and 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 |
| Additional keep up to catch up sessions for year 1 and year 2 pupils in reading, phonics and mathematics | 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 |
| DHT teaches in Year 5/6 x3 lessons a week | Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/research-review-series-mathematics | 2, 4 |
| Additional keep up to catch up sessions for year 3 and 4 pupils in reading, writing, phonics 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 | 2, 4 |

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

Budgeted cost: £ 32,680

| Activity | Evidence that supports this approach | Challenge number(s) |
|----------|--------------------------------------|---------------------|
|----------|--------------------------------------|---------------------|

| | | addressed |
|--|--|-----------|
| To provide a wide range of experiences beyond the classroom for all pupils and particularly our disadvantaged pupils that broaden experiences and help pupils contextualise their learning, in particular after school clubs | https://portal.lancaster.ac.uk/portal/news/article/educational-school-trips-enhance-adolescents-curiosity-wonder-and-desire-to-learn | 3, 4 |
| Year 5 work with Welsh National Opera for 39 weeks After school choir club for Key | https://educationendowmentfoundation.org.uk/news/new-eef-publishes-evaluation-of-arts-based-education-programmes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 3, 4 |

| | | |
|---|--|------|
| Stage One pupils for 39 weeks with WNO | | |
| Residential visits for Year 4,5 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 |
| After school clubs for all pupils with disadvantaged pupils a focus | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/news/new-eef-publishes-evaluation-of-arts-based-education-programmes | 3, 4 |
| 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: £ 391,690

Part B: Review of the previous academic year

Objectives

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 2023** (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 | | | | | |
|-------|---------------------|---|----------------|--------------------------|--------------|
| | All pupils Grove | Disadvantaged pupils Grove (FSM) | All Birmingham | Disadvantaged Birmingham | All national |
| % GLD | 66% | 67% | 65% | 59% | 68% |

KS 1

| | All pupils Grove | Disadvantaged pupils Grove | All Birmingham | Disadvantaged Birmingham | National all |
|-----------------|---------------------|-------------------------------|----------------|--------------------------|--------------|
| % Phonics Y1 | 91% | 88% | 81% | 75% | 80% |

KS 1

| | All pupils Grove | Disadvantaged pupils Grove |
|-----------------|---------------------|-------------------------------|
| % Phonics Y2 | 92% | 85% |

KS 1 Reading

| | All pupils Grove | Disadvantaged pupils Grove |
|---------|---------------------|-------------------------------|
| Reading | 80% | 76% |

KS 1 Writing

| | All pupils Grove | Disadvantaged pupils Grove |
|---------|---------------------|-------------------------------|
| Writing | 74% | 73% |

KS 1 Mathematics

| | All pupils Grove | Disadvantaged pupils Grove |
|-------------|---------------------|-------------------------------|
| Mathematics | 73% | 70% |

KS 2 Reading

| | All pupils Grove | Disadvantaged pupils Grove | All Birmingham | Disadvantaged Birmingham | All National | Disadvantaged National |
|---------|---------------------|-------------------------------|----------------|--------------------------|--------------|------------------------|
| Reading | 73% | 70% | 72% | 65% | 74% | 62% |

KS 2 Writing

| | All pupils Grove | Disadvantaged pupils Grove | All Birmingham | Disadvantaged Birmingham | All National | Disadvantaged National |
|---------|---------------------|-------------------------------|----------------|--------------------------|--------------|------------------------|
| Writing | 73% | 72% | 71% | 63% | 72% | 59% |

KS 2 Mathematics

| | All pupils Grove | Disadvantaged pupils Grove | All Birmingham | Disadvantaged Birmingham | All National | Disadvantaged National |
|-------------|---------------------|-------------------------------|----------------|--------------------------|--------------|------------------------|
| Mathematics | 70% | 65% | 73% | 65% | 73% | 59% |

KS 2 GPS

| | All pupils Grove | Disadvantaged pupils Grove | All Birmingham | Disadvantaged Birmingham | All National | Disadvantaged National |
|-----|---------------------|-------------------------------|----------------|--------------------------|--------------|------------------------|
| GPS | 76% | 74% | 74% | 68% | 72% | 60% |

Summary

Where we have local and national data we have compared the attainment of Grove pupils.

In EYFS disadvantaged were in line with all pupils. Grove disadvantaged pupils outperformed disadvantaged pupils in Birmingham.

In Year 1 phonics Grove pupils performed better than pupils in Birmingham. There is a 5% gap between all Grove pupils and Grove disadvantaged pupils. Grove disadvantaged pupils performed better in the PSC in comparison to disadvantaged pupils in Birmingham.

For those pupils in Year 2 who did not meet the phonics screening in Year 1 there is a gap of 7% to close.

By the end of KS 1 there is no significant gap between all Grove pupils and disadvantaged pupils. There is a gap of 4% in reading.

In KS 2 there is no significant gap in the attainment of all pupils at Grove and disadvantaged pupils at Grove in reading, writing and GPS. There is an 8% gap in mathematics.

Disadvantaged pupils at Grove are attaining significantly better than disadvantaged pupils nationally in reading, writing, GPS and mathematics.

Attainment of disadvantaged pupils shows that good quality teaching and targeted interventions bridge the gap for many of these learners. Quality first teaching ensures pupils know and recall more.

The Grove curriculum is inclusive and challenging for all pupils. Pupils make good progress and attainment well, including disadvantaged pupils.

Pupils who are disadvantaged are selected for after school clubs. These opportunities provide them with learning beyond the school day.

Residential visits for pupils who are PPG are subsidised to ensure equality of opportunity.

The strategic leadership of PPG spending has a positive outcome of the attainment of pupils in core subjects and provides them with learning opportunities outside of the school day.

November 2024