

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 Academy
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 to September 2025
Date this statement was published	December 2022
Date it was last reviewed	September 2023
Date on which it will be next reviewed	September 2024
Statement authorised by	Jenny Rogers Executive head
Pupil premium lead	Lynn Wicksey
Governor / Trustee lead	Mark Chegwidden COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,395
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100, 395

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupil, irrespective of the challenges they face in or out of school make good progress from their starting points, meet their aspirational targets and attain well in all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to reach that goal.

Challenges faced by all vulnerable children including those with a social worker, young carers and those receiving Early Help have been considered. The measures outlined in this statement is also intended to meet their needs regardless of whether that are classed as 'disadvantaged' or not.

First quality teaching, smaller group precision teaching and high quality interventions supported by high-quality, impact-proven resources are at the heart of our approach.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted will complement each other to help disadvantaged pupils achieve their very best.

Challenges

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

Challenge number	Detail of challenge
1	In summer 2023, 55% of disadvantaged children achieved expected+ in reading, compared to 78% of their peers.
2	In summer 2023, 36% of disadvantaged children achieved expected+ in writing, compared to 78% of their peers.
3	In summer 2023, 53% of disadvantaged children achieved expected+ in maths compared to 77% of their peers.
4	Many pupil premium children have limited access to experiences which enhance Cultural Capital and are less likely to participate in extracurricular activities.
5	Analysis of safeguarding records, behaviour records, conversations with families and feedback from the Kite Family Hub indicate that the attainment

	and progress of disadvantaged children is being impacted by issues around emotional well-being and mental health.
6	Overall attendance of disadvantaged children is low at 89.9% (2021-22). It improved slightly in 2022-23, however there is a direct correlation between the disadvantaged children whose attendance is poor with low attainment.
7	33% of our disadvantaged children are on our SEND register which poses additional challenges to closing the gap.

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
Higher attainment in reading, writing and maths for disadvantaged pupils who do not have additional learning needs.	Less children will be identified as low prior attainers in end of key stage tests. More children will achieve age expected levels in core subjects.
Issues around mental health and emotional well-being will not impact the progress and attainment of disadvantaged pupils.	Children will be supported with their emotional well-being through ELSA. Families will be supported and signposted to relevant agencies by Kite family Hub.
Attendance of disadvantaged children will improve.	The gap will close between the attendance of disadvantaged pupils and non-disadvantaged pupils.
Pupils engage in enrichment activities on offer	Disadvantaged children attend at least one extra-curricular activity per half term. All vulnerable children attend trips, visits, residentials and have the necessary school equipment, uniform and resources.

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: £ 23,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Buy in agency staff to cover teacher's absence so that our highly skilled HLTAs are utilised to deliver quality phonics and reading interventions rather than covering classes adhoc.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Catching children who are having difficulty reading early and use the keep up not catch up model of interventions.	1
<i>LSA training on delivering an impactful synthetic phonics interventions</i>	High quality phonics teaching and intervention is essential for children to master early reading skills making the entire curriculum accessible. High impact based on extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
<i>Purchase of supplementary resources to support our ELS phonics programme</i>	High quality phonics teaching and intervention is essential for children to master early reading skills making the entire curriculum accessible. High impact based on extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
<i>Specialist teacher to support teachers to deliver a programme of learning that supports all</i>	First quality teaching delivered strategically and inclusively is the most impactful way to improve attainment.	1, 2, 3 and 7

<i>children with a focus on strategies to close the gaps for low prior attainers.</i>		
<i>Support staff to have regular training. Inclusion lead to identify training needs and lead updates regarding subject knowledge and interventions</i>	EEF Effective Professional Development: High quality staff PD is essential to follow EEF principles. PD is planned and delivered both at school and MAT levels, to ensure content and need is specific to our school context. Support staff to attend weekly training sessions, focused on specific areas that have been identified to support the children they work with. Making the Best Use of Teaching Assistants Education Endowment Foundation EEF	1, 2, 3, and 7

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

Budgeted cost: £ 45, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release Maths subject leader to engage in training with the Maths hub and so as to support teachers to deliver high quality teaching and promote greater attainment. Release additional teaching staff to attend training at The hub.</i>	EEF teaching and learning toolkit states that teaching reading comprehension strategies has very high impact on attainment. EEF toolkit also states that mastery learning (maths) has high impact on attainment.	3 and 7
<i>Learning support assistants to provide in class fix it and catch up sessions for disadvantaged</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind.	1, 2, 3 and 7

<i>and vulnerable pupils</i>		
<i>Release EYFS, reading and writing leader to support raising standard and closing the attainment gap trust-wide through the continuous development of an inclusive, challenging and motivating curriculum</i>	A good curriculum plan helps to make learning and teaching consistent, where a student can walk away from a lesson with the same skills learnt, whether they were taught by an expert in the subject or by a teacher still learning themselves	1,2,3 and 5

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To engage the support of the Kite Family Hub and their team of family support workers to support children and families</i>	Support for SEMH and disadvantage.	5 and 6
<i>To engage the support of the Kite attendance support officer and the Surrey EWO to embed the principles of good practice set out by the DFEs Improving School</i>	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	6

<i>Attendance advice</i>		
<i>To employ an ELSA to support children's wellbeing. To support metacognition and self-regulation and further embed out Zones of Regulation</i>	<p>Poor emotional well-being is a barrier to learning. Metacognition and self-regulation has high impact for relatively low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>The EEF states that social and emotional learning approaches have a positive impact of 4 months additional progress over the course of an academic year.</p>	5
<i>To employ a member of the admin team to lead on attendance.</i>	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	6
<i>Support to families experiencing difficulty affording trips, visits, after school activities and school uniform and equipment.</i>	<p>To increase the cultural capital of our disadvantaged pupils.</p> <p>Children will gain first hand experiences and increase their knowledge of the work and learning will be reinforced. Children will have positive engagements, feel included and social and emotional needs will be supported</p>	4

Total budgeted cost: £ 104,345

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 2022 to 2023 academic year.

Review: last year's aims and outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 remains below our expectations, particularly in writing and maths. Analysis of cohorts shows that 33% of our disadvantaged children are on our SEND register which goes some way to explain the significant gap in attainment.

Five out of eight disadvantaged pupils passed the phonics screening check. Out of the three who did not, two joined our school in spring 2023.

In 2022-23 there was an improvement in the attendance of disadvantaged children. The gap between them and their non-disadvantaged peers fell from 5% to 4%. We recognise that this gap is still too large and there is a direct link between attendance and attainment. Disadvantaged children who attended well in 2022-23, attained well. Therefore, raising the attendance of our disadvantaged pupils will continue to be a focus.

Aim	Outcome
Higher attainment in reading for disadvantaged pupils.	In reading, the gap between disadvantaged children and their peers is less than that in writing and maths but remains large. 55% of disadvantaged children achieved expected+ compared to 78% of their peers.
Issues around mental health and emotional well being will not impact the progress and attainment of disadvantaged pupils.	An ELSA was employed for the academic year 2022-23. The majority of pupils supported were disadvantaged. Feedback from parents, teachers and children indicated positive outcomes for children, particularly in terms of wellbeing.
Attendance of disadvantaged children will improve	In 2022-23 the attendance of disadvantaged pupils was 91%, an

	improvement of 1% on the previous year. The gap between disadvantages and non-disadvantages has decreased from 5% to 4%. Attendance of PP children at The Grove is in line with national.
High attainment for disadvantaged pupils in English and Maths	<p>In Maths, the gap between disadvantaged children and their peers continues to be a concern. 53% achieved expected+ compared to 77%.</p> <p>In writing, the gap remains large. 36% of disadvantaged children achieved expected+ compared to 78% of their peers.</p>

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