

Pupil premium strategy statement 2025-26

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 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	407
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be next reviewed	December 2026
Statement authorised by	Dee Hughes Executive Head
Pupil premium lead	Lynn Wicksey
Governor / Trustee lead	Lesley Dingley Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,110
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	£112,110

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, 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 2025, less disadvantaged children attained expected+ in reading, writing and maths compared to their peers. 41% of disadvantaged children attained the expected standard in core subjects compared to 74% of their non-disadvantaged peers.
2	Analysis of safeguarding records, behaviour records and conversations with families indicate that the attainment and progress of disadvantaged children is being impacted by issues around emotional well-being and mental health.
3	Overall attendance of disadvantaged children is below that of those who are not disadvantaged. There is a direct correlation between the disadvantaged children whose attendance is poor with low attainment.
4	A significant percentage 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.	<p>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.</p> <p>50% pf PPG pupils in Y6 to achieve combines EXP in reading, writing and maths</p> <p>60% of PPG pupils in Y1 to pass the PSC</p> <p>100% of PPG pupils in Y2 to pass the PSC</p>
Issues around mental health and emotional well-being will not impact the progress and attainment of disadvantaged pupils.	<p>Children will be supported with their emotional well-being through ELSA.</p> <p>Families will be supported and signposted to relevant agencies by our inclusion or DSL team.</p> <p>Reduction in stage 3 (and above) behaviour incidents among disadvantaged pupils.</p>
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, residential 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: £ 21,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Highly skilled HLTAs are utilised to deliver quality phonics and reading interventions</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 children with a focus on strategies to close the gaps for low prior attainers.</i>	First quality teaching delivered strategically and inclusively is the most impactful way to improve attainment.	1 and 4

<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 and 4
---	--	---------

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

Budgeted cost: £ 44, 500

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.	1
<i>Learning support assistants to provide in keep up and catch up sessions for disadvantaged and vulnerable pupils</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind.	1 and 4
<i>Release reading, writing and phonics leaders to</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	1 and 4

support raising standard and closing the attainment gap trust-wide through the continuous development of an inclusive, challenging and motivating curriculum	were taught by an expert in the subject or by a teacher still learning themselves	
--	---	--

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

Budgeted cost: £ 46,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance champion in collaboration with the LA to embed the principles of good practice set out by the DFE in the Working Together to Improve School Attendance document.</i>	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3
<i>To employ an ELSA to support children's wellbeing. To support metacognition and self-regulation as well as problem solving skills.</i>	Poor emotional well-being is a barrier to learning. Metacognition and self-regulation has high impact for relatively low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit 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.	2
<i>To employ a member of the admin team to</i>	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3

<i>lead on attendance.</i>		
<i>To employ a senior mental health lead to engage and liaise with the Trusts well-being lead to support disadvantaged children.</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>	2

Total budgeted cost: £ 112,110

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 2025 to 2025 academic year.

Review: last year's aims and outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 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 2024/25 remains below their non-disadvantaged peers.

In 2024-25 the improvement in the attendance of disadvantaged children made the previous year was maintained. However, a gap still remains. We recognise that there is a direct link between attendance and attainment.

Attainment of disadvantaged pupils achieving at least the expected standard:

GLD – 62% (5/8 pupils)

PSC – 90% (9/10 pupils)

MTC full marks – 25% (3/12 pupils)

KS2 reading 58% (7/12 pupils)

KS2 maths – 41% (5/12 pupils)

KS2 writing – 60% (6/12 pupils)

All disadvantaged pupils took part in trips and residential that were offered by the school.

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
-----------	----------

Lexia Core 5	Lexia
ELS	Oxford Owl