

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Although the strategy is planned for 3 years, it is reviewed annually to ensure that current PPG funding is used most successfully to improve outcomes for children. A review of the previous year can be found in Section B.

School overview

Detail	Data
School name	Grove Primary School and Nursery
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	58.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was first published	December 2021
Date of first review: December 2022 second review: December 2023 Third review: December 2024	December 2023
Statement authorised by	Miss Guest
Pupil premium lead	Miss Guest
Governor / Trustee lead	Mr Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023 – 2024	£106, 170
Recovery premium funding allocation this academic year	£2, 610.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£108, 780

Part A: Pupil premium strategy plan

Statement of intent

Grove Primary School and Nursery is a caring, nurturing school that aims to 'bring out the best in everyone', regardless of an individual's background. The Pupil Premium Grant (PPG) enables strategic planning to ensure that PPG children needs are met in order to achieve their best outcomes.

The school works in partnership with Dimensions Curriculum to ensure that statutory requirements of the National Curriculum are met. As well as this, we strive to provide carefully planned opportunities to experience learning opportunities beyond the classroom. The Dimensions Curriculum matched our ethos and builds in 4 core concepts that support our aim: Communication; Culture; Conflict; Conservation. These concepts build over time and develop a values-based understanding that we can all make a positive contribution to our community.

The aim of this Pupil Premium plan is to strategically target funding following regular reviews of PP performance data, analysis of diagnostic and teacher judgements of attainment and progress in all curriculum subjects. This analysis is completed by the leadership team and is shared with the Interim Executive Board of Governors. The plan carefully considers the contextual barriers to learning that may exist for disadvantaged pupils. It details how these barriers to learning will be addressed. The plan also takes particular care to evidence the pupil experience. Pupil Voice monitoring enables the children to articulate their strengths and any concerns that the children have about their learning.

Our strategic approach is one borne from an intrinsic knowledge of our school community. It supports all learners to be 'Ready, Respectful and Safe' in order to prepare children for the next stage of their education, It is also informed by diagnostic assessment as well as teacher assessment. We have high expectations of all pupils and do not make assumptions about the impact of disadvantage. It is essential for the success of this plan that all staff share these high expectations and take responsibility for best outcomes for all.

Challenges

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

Challenge number	Detail of challenge
1 Communication Speech and Language	On entry into school, a significant percentage of PP pupils have language deprivation and weak speech and language. Early diagnostic assessments support that this is a significant barrier to learning. If left unchallenged this impacts on future success in school. Research shows it also has a significant impact on achievements beyond education, including long term mental health and wellbeing concerns.
2 Limited life experiences	Historically, some vulnerable pupils lack the wider experiences that their non-vulnerable peers may have had. Again, this has a detrimental impact on language acquisition and understanding of wider concepts. It may also have an impact on emotional well-being where children cannot communicate effectively with peers and adults in school.
3. Closing the attainment gap	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing and Maths. The most recent analysis indicates that progress for vulnerable children slows over Key Stage 2 leading to a widening gap for some individual children.
4. Social and Emotional regulation	Some PP children demonstrate low levels of emotional literacy. This means that additional support to ensure that these children feel safe within the classroom environment and ready to learn. Addressing this barrier to learning will enable to more children to access the school and use appropriate behaviour strategies to self-regulate. Teacher referrals for further support with behaviour have increased post pandemic and our internal review indicates that children have responded well to small group or individual pastoral interventions.
5. Early Reading	The proportion of disadvantaged children who met the expected standard of 95% in the Year 1 Phonics check was below national average. A focus on the mechanics of Early Reading alongside developing a love of Reading is essential. Essential support must be given to older children who didn't pass the Phonics check to ensure that they have the essential Early Reading skills to ensure they can access the curriculum.
6. Attendance and punctuality	Our regular and rigorous attendance data analysis over time indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. There is particular work to be done for vulnerable children and persistent absence as data analysis indicates that this has a significant impact on attainment and rates of progress in all areas.

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
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<p>1</p> <ul style="list-style-type: none"> • Language and subject specific vocabulary is a priority across the school, with explicit age-related interventions • Subject related vocabulary is taught alongside age related high frequency words • Sentence stems are used to support conversation skills in Key Stage 2 • Pupils can apply subject specific vocabulary in context, leading to a greater depth of understanding 	<ul style="list-style-type: none"> • The proportion of children on the SALT register decreases over EYFS through accurate intervention and early support • Children can accurately use and spell high frequency words and subject specific vocabulary • Sentence stems are used in interventions and main class teaching in Key Stage 2 • Pupil books evidence an increase in independent use of subject specific vocabulary correctly • Planning indicates that vocabulary is reviewed over time
<p>2</p> <p>Limited life experiences</p> <ul style="list-style-type: none"> • Children have a broad range of learning experiences to deepen their understanding • Children can apply deeper knowledge and understanding to writing and other learning • Children demonstrate school characteristics of effective learning 	<ul style="list-style-type: none"> • Meaningful learning opportunities are planned into every half term in order to support the wider curriculum • Cross curricular writing in all phases indicates deeper understanding of knowledge and skills • Children and adults can articulate the characteristics of effective learning and demonstrate these values everyday
<p>3.</p> <p>Closing the attainment gap</p> <ul style="list-style-type: none"> • The attainment gap (from individual starting points) between PP and non PP has consistently closed over time in Reading, Writing and Maths • Good rates of progress seen in EYFS and Key Stage 1 are maintained or improved in Key Stage 2 • Children attend school as they are enthused by a range of opportunities that support the wider curriculum 	<ul style="list-style-type: none"> • Accurate assessment, lesson planning and formal intervention data indicates that the gap for vulnerable children has closed. • Progressive knowledge and skills documents detail how children make progress in Maths, Reading and Writing. • Regular data analysis and pupil progress meetings identifies target children in order to increase personal rates of progress • The majority of pupils in Key Stage 2 make good or better progress through effective teaching and learning opportunities
<p>4.</p> <p>Social and Emotional regulation</p> <ul style="list-style-type: none"> • Early intervention and behaviour strategies mean that children are better able to self- regulate emotions • Children can articulate their emotions and have strategies to manage emotions 	<ul style="list-style-type: none"> • The number of recorded behaviour incidents has decreased • The number of fixed term exclusions has decreased • The Grove learning behaviours are consistently demonstrated

<p>5.</p> <p>Exposure to a culture of reading from the early reading stage</p> <ul style="list-style-type: none"> • Rates of progress in reading are maintained for all children from earliest starting point to end of Key Stage 2 • All children can refer to a wide range of authors in line with school reading spine expectations • All children have a greater breadth of language 	<ul style="list-style-type: none"> • The Grove reading spine is consistently used and children can discuss books and authors from the spine • Opportunities for author visits and library visits have increased • The top ten tips are in use in small group and whole class reading opportunities • Library corners in each classroom reflect the abilities, interests and current learning
<p>6.</p> <p>Attendance and punctuality</p> <ul style="list-style-type: none"> • The whole school attendance gap is narrowed in line with the national primary average • FFT Aspire is used to tightly monitor attendance • Rates of persistent absenteeism are minimised for all children 	<ul style="list-style-type: none"> • Attendance meetings and analysis ensure early intervention • An increased and sustained focus on attendance means that children can articulate the importance of attending school every day • The attendance percentage for PP children is in line with non PP children • Work with the EWO has ensured that persistent absenteeism has decreased • Attendance data is used to target individual children and families in order to provide early intervention

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: £ 62,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to implement and refine Grove Pedagogical approach and curriculum through:</p> <ul style="list-style-type: none"> - Effective induction programmes for all new staff - Develop the practise of the identified Reading Leader to support phonics and early reading - Ensure all staff complete Read Write Inc training - Complete work with Dimensions Curriculum to train staff and map the curriculum for 2 years - develop subject leadership programme to increase teacher knowledge - Embed Mastery approach to learning in Maths through work with Glo Hub 	<p>The DfE has clear expectations for the professional development and must be 'prioritised by school leadership'.</p> <p>Rosenshine's Principles of Instruction has been tailored for the school in order to ensure effective teaching is consistent in every class. Children will feel confident to become independent and resilient learners.</p> <p>The EEF research shows that mastery learning has a high impact on pupil progress for low cost</p> <p>All subject leaders have an improved knowledge of progression in their subject areas and can hold teachers to account</p> <p>Additional leadership release time improves staff well being</p> <p>Teachers foundation subject knowledge is improved and this is evidenced in a range of monitoring over time</p>	<p>1, 3, 5</p>
<p>Smaller class sizes to maximise impact of curriculum and teaching strategies</p> <p>Flexible use of adults to support individual children and targeted groups</p>	<p>Although this is a high cost measure, EEF research provides evidence:</p> <p>'Gains are likely to come from the increased flexibility for organising learners and the quality and quantity of responsive feedback the pupils receive</p> <p>The climate for learning in school is improved due to early and effective behaviour intervention</p>	

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

Budgeted cost: £ 40,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER diagnostic assessments.</p> <p>Embed assessment cycle using NFER standardised scores as baseline information and as an indicator of progress</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Termly pupil progress meetings to identify gaps in learning and slower rates of progress</p>		
<p>Small group tuition to include updated Phonics interventions from RWI phonics scheme</p> <p>Phonics training for all staff to ensure fidelity to the RWI scheme</p> <p>Learning assistant support</p>	<p>Targeted children make improved rates of progress:</p> <p>Just below – Working at Working at – Greater depth</p> <p>Teaching assistants in all year groups can run RWI Phonics interventions to include Fresh Start: targeted children in KS2 close the attainment gap</p> <p>Phonics results in 2024 in KS1 will improve meaning that more children can decode and read fluently</p>	<p>1,3,5</p>
<p>Speech and Language (SaLT)</p>	<p>Children are assessed on entry in EYFS by a SaLT practitioner. Cohort needs are met through targeted teaching.</p> <p>Children with additional SaLT needs receive targeted support to reach Early Learning Goals</p>	<p>1,3</p>

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWO: An SLA with an EWO to support targeted families and ensure early attendance interventions</p> <p>Attendance lead and EWO to work to identify links between lower attendance rates for children with PP and SEND</p> <p>Run Magic Breakfast Club to support working parents and offer targeted children places from 8:00 to improve attendance and punctuality</p>	<p>Research provided by The Key describes ‘a clear link between poor attendance and lower academic achievement. Pupils with persistent absence are less likely to stay in education’</p> <p>DfE Working Together to Improve Attendance</p> <p>Magic Breakfast : The impact of hunger on children</p>	1,2,4,6
<p>Behaviour support with Perryfields for children with significantly challenging behaviour</p> <p>Targeted support for teaching staff from Perryfields with a focus on ADHD and Autism</p>	<p>The EEF toolkit supports our view that successful interventions produce improvements in academic performance.</p> <p>Following work with Perryfields, teachers and leaders have improved strategies for behaviour management</p> <p>Children with challenging behaviours access their learning due to increasing regulation within the classroom environment</p>	4, 6
<p>Whole staff training on meta cognition and self-regulation</p>	<p>The Teaching and Learning toolkit research indicates that work in this area has very high impact for very low cost.</p>	4, 6
<p>Plan a whole school cycle of wider curriculum trips, visits and visitors</p> <p>Monitor the impact of this on attendance for targeted pupils</p> <p>Allocate funds for each class to ensure that no child will miss out</p>	<p>Our pupils tell us that extra-curricular opportunities have increased their rate of confidence and resilience. They feel happier about coming to school.</p> <p>The EEF informs us that a focus on broader experiences will ‘impact on non-cognitive outcomes such as self-confidence’.</p>	2,3,6

Total budgeted cost: £ 114, 500

Part B: Review of outcomes in the previous academic year (2022 – 2023)

Pupil premium strategy outcomes

Speech and Language

Due to a new staff team, KS1 teachers and teaching assistants have received high quality RWInc training in order to ensure fidelity to the scheme. In addition, the Reading Leader has worked closely with external support to develop reading across the school. There is further work to be done for the children who did not pass Phonics first time. The names of these children are shared with all staff. Interventions (1:1 and group) are now in place for each child.

Younger PPG children receive targeted support in small groups and individual provision with an external SALT provider and has provided whole staff and targeted teacher training. Internal monitoring shows that children who join our Reception from Grove Nursery outperform children from other settings in early language assessments.

The Dimensions curriculum is embedded. Monitoring activities and pupil voice indicate that children are not yet confident when revisiting all past learning. There is increased participation within lessons for targeted PPG children due to enjoying their learning and improving attendance rates over time. Internal monitoring indicates that the majority of PP children are engaged in lessons and respond to question and challenge.

Limited life experiences

Through targeted use of PPG, every child has access to a trip, visit or visitor every half term directly linked to the Grove curriculum. Parents inform us that their children are enthused by their learning in much more positive way (Parent Survey November 2023).

In addition, other opportunities have focused on the town of Malvern, enabling children to contribute to the local community. Grove children have contributed to Remembrance activities in the Priory and at the town library. The PPG is used to support a whole school visit to the Three Counties show to experience the rural heritage of the local area. Once again, the school will participate in community events such as the Well Dressing Festival.

75% of the children attending a subsidised residential Boundless Outdoors were PPG. The children developed social skills and opportunities that are beyond their immediate reach. PP funding is again being used to subsidise the residential to PGL in Devon. One child tells me: 'It will be the first time I've been to beach and seen the sea with my own eyes'.

Closing the attainment gap

Analysis of data indicates that the gap in attainment between PPG children and non PPG children is closing however PPG remain behind in Reading, Writing and Maths. Intervention groups are in place with additional booster groups being run for children in Year 6.

However, it is pleasing that Progress rates in PP children have significantly improved. PPG children are making higher rates of progress in Maths and Reading. It is expected that this will impact positively on

attainment now that curriculum expectations are embedded and effective teaching is more consistently in evidence.

For example: The use of NFER standardised scores indicates that the standardised score result is narrowing more quickly in Maths due to a consistent pedagogical approach across the school. White Rose Maths is used from Reception upwards. As with the national picture in Maths, Reasoning continues to be a focus for the new Maths Lead (2023 – 2024). Activities such as Geometry workshops are already developing resilience in this aspect of Maths.

Social and Emotional regulation

The climate for learning has transformed. Children requiring additional support receive targeted interventions with a dedicated pastoral support. The majority of children who receive this support are PP children.

The rates of exclusion have decreased from 13 (Sept – Dec 2022) to 5 (Sept – Dec 2023) due to effective partnership with Perryfields and Mentorlink to support children with additional needs. The PP funding supports this partnership.

Work continues with Opal Play – a structured ‘learning through play’ approach at play and lunchtimes. Staff inform us that playtimes are calmer. Children share the new equipment. First Aid incidents have reduced and transition from lunch into afternoon learning time is calm.

Exposure to a culture of reading from the early reading stage

PPG has been used to support the purchase of reading books to support the delivery of RWInc with the introduction of ‘share at home’ books. The school library has been updated in line with September 2023 DfE guidance.

Through the introduction of activities such as ‘Bedtime Stories’ in every year group, a love of reading has been promoted. Parent Voice tells us that these events continue to be well received. Rates of progress in Reading are broadly consistent between PPG and non PPG children. The introduction of Standardised Scores in Reading has increased confidence in teacher assessment.

Work must continue for those children who didn’t pass the Year 1 Phonics check. These children have been identified to ensure that their early reading skills are in place.

Attendance and punctuality

A whole school focus on a climate of good attendance has shown absence rates are decreasing for PP children. Absence among disadvantaged pupils is and has been broadly in line with their peers (an average of difference of 1 – 1.5 percent). Whole school attendance remains lightly below national average, however the gap between Grove whole school average and national has reduced from 4.5% difference (Dec 2022) to 1.3% difference (Dec 2023). PP funding was used to increase an SLA with an Educational Welfare Office. This means that there is a better understanding of the needs of families who do not attend school as regularly. The majority of families causing concern are PPG. However there is a strong correlation between lower attendance between children who are PP + SEND.

The majority of children who attend Breakfast Club and After School clubs (run by school staff) are PPG children. Free Breakfast Club places are offered to PP families causing concern. The uptake on these sessions has been positive.

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
Whole School Phonics	Read Write Inc
Opal Play	Opal Play