

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	408
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to September 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jenny Rogers Executive head
Pupil premium lead	Lynn Wicksey
Governor / Trustee lead	Nick Houghton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83390
Recovery premium funding allocation this academic year	£9298
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	£92688

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 strategy is also integral to our wider school and trust plans for education recovery, notably in its targeted support through the school-led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Observations and discussions with disadvantaged children and their families indicate that the children have had less access to experiences that enhance cultural capital hence inhibiting their progress of knowledge, skills and behaviours.
2	Just 39% of disadvantaged children achieved age-expected levels in reading in summer 2021 and a large percentage of these were low prior attainers.

3	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.
4	Overall attendance of disadvantaged children is low at 89.9%. Attendance of non-disadvantaged children is also low but the is still a considerable gap of 5%
5	Analysis of 2021 end of year data indicates that: 40% of disadvantaged children are low prior attainers in Maths and only one of these achieved age-expected levels. 58% of disadvantaged children are low prior attainers in English and only two of these achieved age-expected levels

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
Disadvantaged children will have access to experiences that enhance cultural capital.	The will be further supported to progress in knowledge, skills and behaviours.
Higher attainment in reading for disadvantaged pupils.	Less children will be identified as low prior attainers in end of key stage tests. More children will achieve age expected levels in reading.
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.
High attainment for disadvantaged pupils in English and Maths	First quality teaching and interventions supported by high quality resources will support children to attain well. The attainment gap between disadvantaged pupils and non-disadvantaged pupils will diminish.

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: £ 42,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delight in Art to deliver a package of training and a supported art project for Y3 (30% identified as disadvantaged or vulnerable)</i>	Participation in art is proven to impact cultural capital and in turn attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
<i>Purchase a DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2
<i>Whole staff 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2
<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.	2 and 5

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

Budgeted cost: £ 29,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engage in the school led tutoring programme to provide tuition 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.	2 and 5
<i>To purchase power maths books to continue the raise attainment in maths</i>	A mastery curriculum for maths has proved impact on attainment and progress.	5
<i>Learning support assistants to provide in class fix it 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.	2 and 5

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

Budgeted cost: £ 21,489

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>	This work will have a positive impact on the social and emotional well-being of children and families. The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3
<i>To engage the support of the Kite attendance support officer</i>	Improved attendance at school will lead to more positive academic outcomes and support pupil well-being.	4

<i>and the Surrey EWO to embed the principles of good practice set out by the DFEs Improving School Attendance advice</i>	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	
<i>To employ an ELSA to support children's well being. To support metacognition and self-regulation and further embed out Zones of Regulation</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	3
<i>Additional funding to support individual needs of disadvantaged pupils</i>	Based on our experience, we recognise that there is a need for some additional funding to be available for things such as places at holiday clubs, purchase of Coolmilk etc	1

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	There is low mobility among our seven service children. Most have been at The Grove since reception year. However, four of these children are on our SEND register. Our service premium goes towards funding our specialist teacher to support class teachers to deliver inclusive and assessable lessons ensuring progress for all.
What was the impact of that spending on service pupil premium eligible pupils?	To be completed on analysis of end of year data 2022

Total budgeted cost: £92,697

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 2020 to 2021 academic year.

Review: last year's aims and outcomes

Aim	Outcome
<p>To ensure that PP children have full access to a curriculum that is inclusive, meets their needs and engages them.</p> <p>Through the application of a 'growth mind-set', active learning and positive learning behaviours, PP children make good or better progress from their individual starting points.</p>	<p>Our curriculum and teaching practice has been described as fully inclusive. Making our curriculum accessible for all learners continues to be a strength. Disadvantaged children made progress from their starting points but due to school closures, lockdowns and isolation periods, progress was slow.</p>
<p>To close the gap and improve outcomes for PP children.</p> <p>To provide CPD for Maths mastery so that we continue to embed the mastery approach to teaching maths and catch all pupils before the slip through the net.</p> <p>Maths – continue to embed the mastery approach to teaching maths and providing the resourced and pedagogy to catch all pupils before the slip through the net.</p> <p>Writing – improve outcomes for PP children by using Literacy tree units to support rich, engaging text-based English units.</p>	<p>Mastery is embedded at The Grove.</p> <p>Engaging text based units following 'The Literacy Tree' are delivered confidently.</p>
<p>Improve outcomes for PP children with additional needs through a range of interventions.</p>	<p>Interventions were minimal due to bubbles.</p>
<p>Provide an increased range of opportunities for children and promote greater parental engagement.</p>	<p>The introduction of 'Seesaw' as a parent/teacher/child has been very impactful with a marked increase in parental engagement.</p>

To encourage and support improved attendance for PP children.	N/A due to lockdowns, school closures and repeated periods of isolation.
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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