

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 433 |
| Proportion (%) of pupil premium eligible pupils | 18.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 2023-2024 2024-2025 |
| Date this statement was published | December 2023 |
| Date it was last reviewed | December 2024 |
| Date on which it will be next reviewed | December 2025 |
| 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 | £116,920 |
| 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 | £116,920 |



Pupil premium strategy statement 2024-25

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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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 summer 2024, less disadvantaged children attained expected+ in reading, writing and maths compared to their peers. |
| 2 | 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. |
| 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 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, 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: £ 23,432

| 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 |

| | | |
|--|---|----------------|
| <p><i>Support staff to have regular training. Inclusion lead to identify training needs and lead updates regarding subject knowledge and interventions</i></p> | <p>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.</p> <p>Making the Best Use of Teaching Assistants Education Endowment Foundation EEF</p> | <p>1 and 4</p> |
|--|---|----------------|

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

Budgeted cost: £ 45, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><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></p> | <p>EEF teaching and learning toolkit states that teaching reading comprehension strategies has very high impact on attainment.</p> <p>EEF toolkit also states that mastery learning (maths) has high impact on attainment.</p> | <p>1</p> |
| <p><i>Learning support assistants to provide in keep up and catch up sessions for disadvantaged and vulnerable pupils</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind.</p> | <p>1 and 4</p> |
| <p><i>Release reading, writing and phonics leaders to</i></p> | <p>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</p> | <p>1 and 4</p> |

| | | |
|--|--|--|
| <p><i>support raising standard and closing the attainment gap trust-wide through the continuous development of an inclusive, challenging and motivating curriculum</i></p> | <p>were taught by an expert in the subject or by a teacher still learning themselves</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47,988

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <p><i>To engage the support of the Kite Family Hub and their team of family support workers to support children and families</i></p> | <p>Support for SEMH and disadvantage.</p> | <p>2 and 3</p> |
| <p><i>To engage the support of the Kite attendance team, the school's designated Senior Attendance Champion and the Surrey EWO to embed the principles of good practice set out by the DFE in the Working Together to Improve School</i></p> | <p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> | <p>3</p> |

| | | |
|--|--|---|
| <i>Attendance document.</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> | 2 |
| <i>To employ a member of the admin team to lead on attendance.</i> | <p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> | 3 |
| <i>To train a senior mental health lead and give capacity for the lead to support children's well-being</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: £ 116,920

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 2023 to 2024 academic year.

Review: last year's aims and outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 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 2023/24 remains below their non-disadvantaged peers.

In 2023-24 there was an improvement in the attendance of disadvantaged children in line with an overall attendance improvement trend. However, a gap still remains. We recognise that there is a direct link between attendance and attainment. Disadvantaged children who attended well in 2023-24, 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 significant. |
| 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 2023-24. 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 2023-24 attendance of PP children at The Grove is in line with national. |

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 |
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