# The Grove School Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | The Grove School |
| Number of pupils in school | 325 |
| Proportion (%) of pupil premium eligible pupils | 15% (50 children – rise of 15 children since September 2020) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Hilary Priest Headteacher |
| Pupil premium lead | Hilary Priest  Deputy Headteacher |
| Governor lead | Mike Waterson, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £70,145 |
| Recovery premium funding allocation this academic year | £1,558.75 |
| 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 | £71,703.75 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the in school tutoring 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, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | 50% of our PP children also have SEN. We need to look at how their personal barriers have changed over the last 2 years and how to adapt any individual plans for these children. Ensuring enough time for SENDco to support SEN individual needs and develop CPD. Review impact regularly |
| 2 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures.  Post 2 significant lockdowns mean we need to audit all PP children individually and discuss teacher assessments with staff, priority learning, filling in the gaps and next steps. With 2 terms out of school for most children due to COVID this was hindered. Support was maintained but difficult to have a clear outcome. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. |
| 3 | During the pandemic and prior due to lack of funding for schools staff have had very limited access to CPD. We need to ensure enough time is given over to allow for staff CPD with a clear and careful CPD plan |
| 4 | A number of families have really struggled during the last 2 years with lack of face to face external support. We have increased children with health issues including bowel and bladder difficulties, mental health issues, attachment issues and a raised awareness of parents about their child’s individual and potential SEN needs. We need to prioritise engaging the families facing most challenges and develop greater impact from Early help and school support for families |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to social/ friendship difficulties, and a lack of enrichment opportunities during school closure. These challenges affected disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic. A large number of pupils currently require additional support with social and emotional needs, with many receiving small group interventions. |

## 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.

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| Intended outcome | Success criteria |
| Increased attainment for writing, having developed strong and robust writing and communications skills | Writing outcomes in 2022/23 show that more disadvantaged  pupils met the expected standard. |
| Improved reading attainment among disadvantaged pupils. | Reading outcomes in 2022/23 show that more disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | Maths outcomes in 2022/23 show that more disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2022/23 demonstrated by:   * qualitative data from student voice, student and parent   surveys and teacher observations   * a significant reduction in social skills issues * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To provide a curriculum which levels the playing field for disadvantaged pupils by ensuring their knowledge base and takes their context into account | * That the curriculum does in fact level the playing field for   disadvantaged children by not relying on home experiences and knowledge for children to meet their potential attainment. |

## 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: **£5,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure monitoring and teacher/TA support is of a high quality to ensure consistency for all children | Lessons and interventions observed are high quality, Pupil premium children’s  individual needs are addressed. | 1,2,3,4,5 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Improve the quality of social and emotional learning.  PSHE approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  PSHE association <https://pshe-association.org.uk/> | 5 |

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

Budgeted cost: **£35,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Progress in Reading Quality first teaching and CPD for SEN, consistent approach to teaching reading and phonics through the school, enhanced support for PP, accelerated reader introduction. Enhanced tutoring support from our in house staff. | Children have made good progress with the introduction of a new phonics scheme but we believe this can be even more driven with a change of scheme endorsed by the DFE. Accelerated reader has already demonstrated huge progress leaps for the vast majority of children – on average 8 months in half a term. | 1, 2 |
| Progress in Writing Quality first teaching and CPD for SEN, consistent approach to teaching reading through the school, enhanced support for PP. Enhanced tutoring support from our in house staff. | Children need consistent and regular teaching that ‘sticks’ provided and resisted and consolidated by teachers. Our internal assessments show good progress already for children. We have invested in CPD programmes for staff which are already showing their impact in the classroom and with individuals readiness to learn. | 1, 2, 3, 5 |
| Progress in Mathematics Quality first teaching and CPD for SEN, consistent approach to teaching reading through the school, enhanced support for PP. Enhanced tutoring support from buying into tutoring support for upper KS2 and enhanced tutoring support from our in house staff.. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups | 1,2 |
| Pastoral support and Early help to increase readiness to learn | Barrier to learning created by non-educational hindrances affect the accessibility to learning for children If we can help solve some of these issues eg bowel and bladder, then the child will be more accessible for learning. | 4,5 |
| SEN – how to boost progress for SEN with PP within their barriers to learning | When children’s barriers to learning are looked at individually and classrooms and interventions are tailored around them children make more progress. See new Class Provision maps and EHCP targeted support plans. | 1 |

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

Budgeted cost: **£30,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase capacity for pastoral support staff – Early help and SEN assistant and play therapist | If these staff can access more children then more children will be ready to learn. | 4 |
| CPD for staff to address SEN and social emotional gaps of knowledge so that staff can adapt learning to support all children | If learning is adapted to support all children then all children can access all learning | 3.5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £70,000**

# Part B: Review of outcomes in the previous academic year

Whole school % of expected or better:

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| --- | --- | --- | --- |
|  | Reading | Writing | Maths |
| September 20 | 43% | 13% | 22% |
| March 21 | 64% | 42% | 55% |
| June 21 | 75% | 60% | 67% |

Disadvantaged children % expected or better

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading | Writing | Maths |
| September 20 | 13% | 2% | 9% |
| March 21 | 42% | 19% | 40% |
| June 21 | 52% | 36% | 46% |

## Note 50% of Pupil Premium Children also are on the SEN register, SEN personal targets suggest that 56% will reach expected in reading, 52% in writing and 62% in Maths.

## Pupil premium strategy outcomes

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Disadvantaged pupil progress scores for last academic year 2020-2021 – post COVID Lockdown 1 and affected by Covid Lockdown 3.Note 50% of Pupil Premium Children also are on the SEN register, SEN personal targets suggest that 44% will not reach expected in reading, 48% in writing and 38% in Maths.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Measure** | **Teacher assessments** | **September** | **March** | **June** | | Reading | Emerging  Expected  Greater Depth | 87%  13%  0% | 56%  36%  6% | 48%  48%  4% | | Writing | Emerging  Expected  Greater Depth | 98%  2%  0% | 81%  19%  0% | 64%  36%  0% | | Maths | Emerging  Expected  Greater Depth | 91%  9%  0% | 60%  38%  2% | 54%  42%  4% |  Strategy aims for disadvantaged pupils 2021-2022 Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track prior to COVID 19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.  Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

## Externally provided programmes

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| --- | --- |
| Programme | Provider |
|  |  |
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## Service pupil premium funding (optional)

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)