

Pupil premium strategy statement – The Grove School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	329 + nursery
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-27
Date this statement was published	September 24
Date on which it will be reviewed	September 26
Statement authorised by	Chair of govs
Pupil premium lead	H Priest
Governor / Trustee lead	Ian Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77580
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£77580

Part A: Pupil premium strategy plan

Statement of intent

Strategies with the greatest impact in order

- Ensuring a high staff awareness of which children receive Pupil premium funding and the needs and barriers they may have
- High quality staff supported by staff training/experience to support the needs of the children eg attachment training, mental health focus, emotional resilience support etc
- Providing a personalised response to the child's emotional needs with a programme of support
- Developing the relationships where the child can ask for help and is comfortable to fail in order to learn
- Providing a personalised learning programme and focused priorities developed around the child's needs and gaps in learning
- Developing the whole child but encouraging a breadth of experiences and skills not always available within the curriculum – this develops a rise in self-esteem, self-confidence and a greater understanding and acceptance of self
- Offer Family support where appropriate

Challenges

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

Challenge number	Detail of challenge
1	SEND. Many of our Pupil premium children also have SEND
2	Attendance – some of our PP children have poor attendance, some due to high medical needs
3	Many of our PP children have experienced childhood trauma and home difficulties, mental health issues and concerns

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
<i>By the time the children reach the end of KS2 we aim to have levelled the playing field with their peers in terms of academic performance and emotional resilience</i>	Children will achieve in line with their peers (including having high ambitions for children with SEND) Children will be equipped with knowledge, understanding and experience of how to maintain and build resilience to give them the best chances in the next phase of their schooling

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: £ [£67,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD – in MHST (Mental health), play, continuous provision, trauma informed practice, PACE etc</i>	Staff are better equipped for helping children with complex needs	1,2,3
<i>Quality first teaching for all children Teaching assistant support</i>	When children with SEND or emotional needs have frequent feedback from the class teacher the progress they make in learning increases. In order to achieve this classrooms need the support of teaching assistants who support the class whilst the teacher is busy. The TAs and teachers also support pastoral care, time with Lola the Therapy dog, pre and post teaching etc The funding allows us to have more TAs in school to support all of the pupil premium children and their individual needs- pastorally or academically.= and allow teachers to spend crucial time with individuals and groups to support learning	1,2,3
<i>Pastoral support teacher</i>	part time role to support children with pastoral needs.	3

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

Budgeted cost: £ [£10,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support teacher, SENDcos and MHST access</i>	Children who are accessing support build great resilience	2, 3

<i>support with Early help for attendance and home difficulties</i>	Early help is proven to benefit families	1,2,3
<i>Additional support services</i>	The school may bring in additional paid services from external providers to support Pupil Premium children and their needs	1,3

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SLT monitoring of attendance</i>	When the SLT monitor attendance frequently they gain a better understanding around a child's attendance record and can positively impact with strategies for home and in school.	2

Total budgeted cost: £ 77580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 SATS monitor the academic achievements of disadvantaged pupils (see link below), but outcomes are also considered with regard to readiness for secondary schooling, resilience for coping with every day issues and high expectations, particularly as such a high number of disadvantaged children also have SEND.

<https://www.compare-school-performance.service.gov.uk/school/113234/the-grove-school/primary>