

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

Detail	Data
School name	Grove House Primary School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Lynette Clapham
Pupil Premium Lead	Alex Summerscales
Trustee lead	Dianne Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141,225
Recovery premium funding allocation this academic year	£ 15,703
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total Amount	£ 156,928

Part A: Pupil premium strategy plan

Statement of intent

The key principles to our strategy plan is to promote inclusive practice in all areas of school, making the most of quality first teaching for all children and targeted intervention where appropriate.

Grove House Primary School will use the available funding effectively so that:

- Attainment, progress, attendance and participation levels of disadvantaged pupils 2022 improves on the 2019 school figures for disadvantaged pupils.
- The school outcomes in all measures continues to close the gap between non-disadvantaged and disadvantaged.
- The health and wellbeing of disadvantaged pupils is prioritised.

The current pupil premium strategy plan will target funding on:

- Additional teachers to teach target groups
- Tutors for identified pupils
- Pastoral support for identified pupils in school to improvement wellbeing and readiness to learn
- Pastoral support to parents and family members to improve educational support at home.

Our Pupil Premium Strategy has been writing in line with the EEF Guide to Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Low Levels of education and educational aspirations amongst families
2	Complex family circumstances
3	Communication and language
4	Gaps in knowledge as a result of Covid-19
5	Social Emotional, Mental Health and Wellbeing
6	Reducing levels of absence

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		
Improved Good level of Development at the end of Reception for disadvantaged pupils	<ul style="list-style-type: none"> The gap between the attainment of disadvantaged and non-disadvantaged pupils will narrow. The gap between attainment of disadvantaged children at Grove House and the National Average will also narrow. 		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All Pupils GLD	66.1%	72%
	Disadvantaged Pupils GLD	33.3%	57%
Improved outcomes in the year 1 phonics screening for disadvantaged pupils	<ul style="list-style-type: none"> All pupils will continue to attain at least in line with the National Average. Pupils who are disadvantaged will continue to attain in line or better than the National Average. 		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All Y1 Pupils	94.8%	82%
	Disadvantaged Y1 Pupils	100%	71%
Improvement outcomes for year 2 phonics screening check for disadvantaged pupils	<ul style="list-style-type: none"> All pupils will continue to attain at least in line with the National Average. Pupils who are disadvantaged will continue to attain in line or better than the National Average. 		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All Y2 Pupils	93.4%	91%
	Disadvantaged Y2 Pupils	92.3%	85%
Improved outcomes in reading, writing and maths at the end of KS1 for disadvantaged pupils	<ul style="list-style-type: none"> All pupils will continue to attain at least in line with the National Average. Pupils who are disadvantaged will continue to attain in line or better than the National Average. 		
	<u>2019</u>	<u>School</u>	<u>National</u>
	KS1 Reading all pupils	77.4%	75%
	KS1 Reading Disadvantaged	78.6%	62%
	KS1 Writing all pupils	77.4%	69%
	KS1 Writing disadvantaged	71.4%	55%

	KS1 Maths all pupils	75.8%	73%
	KS1 Maths Disadvantaged	71.4%	62%
Improved combined outcomes in reading, writing, maths and combined outcomes at the end of the KS2 for disadvantaged pupils.	<ul style="list-style-type: none"> All pupils will continue to attain at least in line with the National Average. Pupils who are disadvantaged will continue to attain in line or better than the National Average. 		
	<u>2019</u>	<u>School</u>	<u>National</u>
	KS2 Reading all pupils	71%	74%
	KS2 Reading Disadvantaged	62.5%	62%
	KS2 Writing all pupils	86.2%	79%
	KS2 Writing disadvantaged	75%	68%
	KS2 Maths all pupils	87.9%	79%
	KS2 Maths Disadvantaged	68.8%	67%
	KS2 Combined all pupils	69%	65%
	KS2 Combined disadvantaged	56.3%	51%
To achieve and sustain improved absence for all pupils particularly out disadvantaged pupils.	Maintain the absence percentage of pupils at lower than the national average		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All pupils	4.9%	3.9%
	Disadvantaged pupils absence	6.1%	5.6%
Improve the persistent absentee (PA) rates for disadvantage pupils.	Improve the percentage of disadvantaged pupils who are persistent absentee (PA)		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All pupils PA	13.6%	8.4%
	Disadvantaged Pupils PA	33.3%	16.1%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations A significant increase in participation in out of our school clubs, particularly amongst disadvantaged pupils. Maintain low levels of behaviour incidents (see behaviour logs) 		

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers to support the planning and delivery of the core and foundation curriculum:</p> <ul style="list-style-type: none">▪ Sharon Day Maths Consultant▪ Literacy Consultant Support▪ Stuart Tiffany History Consultant▪ White Rose Maths▪ B219 Research Fellow TLR top up▪ History Association Subscription▪ Curriculum Leaders Subscription▪ Hamilton Trust▪ Team teaching and coaching approach delivered by Assistant Headteachers	<p>This approach has been taken as part of our internal review of the curriculum. Our focus is on quality first teaching to make learning exciting for children as they return to school.</p>	1, 4, 7
<p>ICT Resources and technology to developing CPD around quality first teaching</p> <ul style="list-style-type: none">▪ Iris Connect▪ Replacement of 4 IWB to Samsung Touchscreens▪ The School Bus Subscription▪ The Safeguarding Key subscription▪ National College CPD Package		1, 4, 7

Targeted Academic Support

Budgeted cost: £69,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to make up for lost learning time.</p> <ul style="list-style-type: none"> The Tutor Trust tutoring children across school Sharon Day Maths Tutoring Structured Interventions run by teachers Monsters SATS Letter Join CGP Books to support learning at home Timetable Rock Stars Literacy Shed NFER Assessments Teacher Led interventions & Breakfast Boosters 	<p>EEF – National Tutoring Programme</p> <p>The Tutor Trust Impact Report (2021)</p>	1, 4, 7
<p>Focus on Phonics, Early Reading and novel study approach to reading.</p> <ul style="list-style-type: none"> Refresher training for all staff Purchase of books and resources Purchase of books for each pupil to support the novel study approach across key stage 2. Purchase of Accelerated Reader Additional Day for PT year 1 teacher to support reading intervention. CGP Books Phonics Tracker 	<p>The Reading Framework. July 2021 (DFE)</p> <p>EEF Toolkits on Phonics and Reading Comprehension Strategies</p>	1, 4, 7
<p>Further development of ICT resourcing in school to support quality first teaching</p> <ul style="list-style-type: none"> The purchase of 32 chrome books Tablets for use in Early Years Storage and charging facilities for chrome books Purchase of Purple Mash Purchase of Now Press Play to support curriculum experience 	EEF – Using Digital Technology to Improve Learning	1, 4, 7
<p>Support for Language development</p> <ul style="list-style-type: none"> Speech and Language Therapist Communication in Print Resource Resources for language interventions 	EEF Toolkit on Oral Language Interventions	1, 2, 3, 4
<p>Resourcing and Training to support safeguarding curriculum</p> <ul style="list-style-type: none"> SCARF Resourcing Life Caravan National online Safeguarding Subscription 	<p>National Online Safety (Website)</p> <p>Coram Life Education – Impact Report</p>	1, 2, 6

Wider strategies

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Nurture Provision</p> <ul style="list-style-type: none"> Creation & Resourcing of a nurture room in school 2 x TAs to support children in nurture provision Support of an Educational Psychologist Training for an additional SENDco and targeted SEND Training to support increased needs Boxall Profiling 	<p>EEF – National Nurture Toolkit</p> <p>Research from National Nurture UK</p>	1, 2, 6, 7
<p>Reduce the absence rates in school</p> <ul style="list-style-type: none"> Daily attendance phone calls and daily home visits Bought in attendance support from Bradford council Attendance Administration (run in-house) Engagement in a Parental Engagement Award (Bradford Teaching Hub) Breakfast Club 	<p>Strategies are based on those used prior to Covid that showed good impact.</p> <p>EEF – Attendance Interventions</p>	1, 2, 7
<p>Supporting the needs of low income families</p> <ul style="list-style-type: none"> Purchase of school uniform Funding of after school clubs Subsidising the cost of school trips 	EEF Toolkit – School Uniform	1, 2, 7
<p>Supporting the social, emotional and mental health of pupils and families</p> <ul style="list-style-type: none"> First Aid Mental Health Training Childs Mental Health Award Mable Therapy Online Counselling De-escalation Training 	<p>EEF – Teaching and Learning toolkit – Behaviour Interventions</p> <p>EEF –Social and Emotional learning</p>	1, 2, 6

Total budgeted cost: £157,278

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

It is difficult to quantify impact of pupil premium spending due to Covid-19 in terms of pupil results.

Attendance interventions have impacted positively on pupil attendance and once schools reopened the focus was to get as many children back into school as possible. This has given us a stronger start to attendance this academic year.

During the pandemic additional devices were purchased so children could access home learning, food and pastoral support was provided to vulnerable families.

When the children returned to school our pastoral team and safeguarding team supported children back to school, all children received QFT and our support staff delivered interventions to allow children to be ready for their next steps in learning

The Ofsted Monitoring Visit in October 2020 reports on our work in school during Covid 19. It can be read [here](#).