

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	435
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Michael Thorp
Pupil Premium Lead	Alex Summerscales
Governor / Trustee lead	Dianne Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 166,200
Recovery premium funding allocation this academic year	£ 19,613
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

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 in the school year 2022- 2023 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 SEND teachers to support children with complex needs
- 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.

- Although we target our pupil premium funding at eligible pupils, we also use the funding to target other pupils with identified needs who may not be eligible for free school meals. Evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.

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	Wider experiences
5	Access to technology at home
6	Gaps in knowledge as a result of Covid-19
7	Physical Health (including obesity and poor nutrition)
8	Social Emotional and Mental Health
9	Mental health of parents and carers
10	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	Disadvantaged pupils will attain at or within 5% to the attainment of al pupils in GLD in 2022. (National Gap of 15%)		
	<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	Disadvantaged pupils will attain at or within 5% to the attainment of al pupils in GLD in 2022. (National Gap of 11%)		
	<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	Year 2 pupils will attain at or within 5% to the attainment of al pupils in GLD in 2022. (National Gap of 6%)		
	<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	KS1 - Disadvantaged pupils will attain at or within 10% to the attainment of al pupils in GLD in 2022. (National Gap of reading 15%, writing 16%, maths 15%)		
	<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 combed outcomes at the end of the KS2 for disadvantaged pupils.	KS2 - Disadvantaged pupils will attain at or within 10% to the attainment of all pupils in GLD in 2022. (National Gap of reading 11%, writing 10%, maths 12%, combined 14%)		
	<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		5.6%
Improve the persistent absentee (PA) rates for disadvantage pupils.	Improve the percentage of disadvantaged persistent absentee (PA) pupils)		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All pupils PA	13.6%	8.4%
	Disadvantaged Pupils PA		16.1%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustain high levels of wellbeing demonstrated by:</p> <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 ours 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointed additional SEND specialist teacher and learning support staff enabling quality provision, bespoke planning and high quality interactions with an inclusive approach.</p>	<p>https://www.gov.uk/government/publications/supporting-send/supporting-send</p>	<p>1,3,8</p>
<p>Focus on acquisition of early reading and specific phonics teaching.</p> <ul style="list-style-type: none"> ● All staff to complete the Speed Sound training from RWI. ● Facilitate an AHT out of class to coach and mentor both teachers and support staff. ● All pupils who are not meeting ARE or making expected progress in phonics receive daily 1:1 phonics intervention through Fresh Start ● The development of pupils' decoding skills is supported by access to accurately matched reading books ● Invest in RWI resources to ensure best practice is achieved in the classroom with all adults. ● Additional TA that focuses on daily 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The Reading Framework. July 2021 (DFE) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics is a very important component for early reading skills particularly for children who are from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly</p>	<p>3&5</p>

<p>targeted phonic interventions.</p> <ul style="list-style-type: none"> ● Regular assessment carried out by the Reading Leader ensures pupils move on rapidly and those needing extra support are identified early. 		
<p>Purchase NTS tests for reading and maths from Y1-Y5.</p> <ul style="list-style-type: none"> ● Staff use the Question Level Analysis (QLA) to identify gaps in learning to inform planning and intervention. 	<p>Standardised tests supports class teacher's assessments. Alongside the QLA appropriate targeted intervention is facilitated and or appropriate planning and delivery for the whole class/cohort.</p> <p>EEF Diagnostic Assessment Evidence Insight</p>	
<p>CPD for teachers to support the planning and delivery of the core and foundation curriculum:</p> <ul style="list-style-type: none"> ▪ STEP CPD ▪ White Rose Maths ▪ History Association Subscription ▪ Curriculum Leaders Subscription ▪ Team teaching and coaching approach delivered by Assistant Headteachers ▪ RWI training for all staff ▪ Positive Regard Training <p>Raising Attainment strategy support from the maths hub</p> <p>English Hub support – early reading and phonics</p> <p>Safeguarding training</p>	<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, upskill staff's subject knowledge and skills taught across each subject.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,3,8,9</p>

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Additional specialist speech and language support in EYFS. 	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3,6
<p>National Tutoring Programme- Tutor Trust to support all pupils in Years 3, 4 and 6 in reading and maths. This will include those who are disadvantaged and also those who are high attainers</p>	<p>Small group tuition 1:3 for all pupils. Year 3 is predominantly reading and maths intervention. Year 6 is a bespoke intervention based on gaps in learning. Year 4 is a tutoring programme that covers the basics across Maths and Reading (covering the whole NC) Small group tuition:</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<p>AHT teaching target groups in Y2 and 6 in English and Maths from Sep- July 2023</p>	<p>Small group tuition targeted at those who struggled during COVID and disadvantaged children. AHT identifies the gaps and effectively plans and delivers to fill misconceptions and gaps.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3&5

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

Budgeted cost: £ 63,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscribe to Bradford attendance and safeguarding support to work with school to implement attendance strategies to support families</p> <ul style="list-style-type: none"> Daily attendance phone calls and daily home visits 	<p>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. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	1,2,8

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Subscribe to Mable therapy – targeting pupils with ongoing SEMH need and ACE’s	<p>Research shows that online therapy has the same or better outcomes than ‘in person’ sessions. It’s more accessible, removes waiting lists and reduces anxiety by taking place in the comfort of the home or school, rather than a clinical setting</p> <p>https://www.mabletherapy.com/hubfs/Mable%20White%20Paper.pdf?utm_medium=email&hsmi=157645950&hsenc=p2ANqtz-8-v1rFvMxDeZHU8nRIIEQBsydJPKSfmgd64mWf5ZypirpUE7Sq9Huz6Y21apAwe-XtX9DYvY7I-2Uzoso3caVSqfCwT8lolLylew1G2hpsJsCdN7I&utm_content=157645950&utm_source=hs_automation</p>	
<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 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	

Total budgeted cost: £ 166,200

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.

At Grove House Primary School pupil premium money is used to address barriers to learning in order to improve educational outcomes. In 2021 - 2022, we introduced a range of after-school clubs that were offered to all pupils.

Last year we began to develop an enhanced SEMH provision that includes a sensory room, an Atelier, a quiet study space and a nurture room. 13 children with SEMH and /or additional needs who are also pupil premium accessed this provision as well as a large number of non-pupil premium children and our plan is to develop this provision further this year.

Over last year more than 24 pupil premium families' accessed after-school clubs **104** pupils received support with uniform and received school jumpers or cardigans. The Headteacher, DHT and attendance officer have dedicated time each day to discuss attendance. Together, and this year alongside the Local Authority Attendance Lead they have rigorously worked on attendance issues, contacting parents, offering support and signposting them to other agencies in order to improve attendance. The attendance officer has provided individual support to many families to remove barriers to learning and address social, emotional and mental health issues. Residential visits were subsidised for pupils in receipt of pupil premium to widen their life experiences and provide life long memories. All Pupil Premium pupils attended the year group trips from Reception to Year 6. A number of pupils who are pupil premium also have special educational needs and school ensured that all children had equal opportunity to access all school visits. Employing a full time DHT who is responsible for SEND and Inclusion, and additional support from SEND specialist teachers and services when required to process complex EHC applications and training needs ensures our inclusion agenda remains a high priority.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.