

Pupil premium strategy statement – Grove House Primary School

This statement details our school's use of pupil 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	405
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Deirdre Bailey
Pupil premium lead	Alex Summerscales
Governor / Trustee lead	Deirdre Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,165
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£168,165

Part A: Pupil premium strategy plan

Statement of intent

Grove House Primary School serves 405 pupils, from a diverse cultural background.

We have 8.5% of our children who have an EHCP which is well above average and currently 23% of our children in total are on the SEND register.

In school we have an authority led resourced provision for children who are visually impaired and have created 2 of our own adapted provisions to meet a wide range of additional and complex needs within school.

Our

The current pupil premium strategy plan will target funding on:

- Provide all education professionals training around meeting the needs of all learners.*
- Provide additional provisions and targeted support for pupils with SEND and or disadvantaged.*

- Additional targeted training for LSA's to support pupils that are falling behind.*
 - Providing additional speech and language provision for children with poor language skills.*
 - Advanced communication systems to ensure all families can access services and support*
 - Ensure all children can access educational and cultural experiences regardless of families socio-economic position.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Poor speech, language and communication development</i>
2	<i>Poor parental engagement</i>

3	<i>Increasing number of children on the SEND register working at a pre-key stage standard and/or with complex additional needs</i>
4	Limited knowledge of staff on how to plan, implement and monitor adaptive teaching strategies to support closing the attainment gap between vulnerable groups
5	Lack of 'family life' and extended life experiences

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>To ensure all children with new or existing speech, language and communication difficulties have been accurately assessed and appropriate intervention implemented.</i>	<ul style="list-style-type: none"> - Initial WellComm assessments - Training and support from lingo - Progress reviews of impact of strategies - End of year attainment assessments - Development of whole school Oracy approach
To implement a whole school communication strategy to improve working relationships with parents, careers and the wider community.	<ul style="list-style-type: none"> - Communication lead role implemented - Class Dojo introduced to whole school - Facebook page re-vamped and followers increased - Website - updated to include more parent focused information - Parent workshops and training scheduled, planned with parent input - School events scheduled - Programme of Community outreach introduced
Introduce a unified system of planning, assessing and monitoring the progress of all pupils working at a pre-key stage standard.	<ul style="list-style-type: none"> - Trial a system such as Bsquared/pivats or another similar -
Develop a CPD programme that ensures all Educators - including LSA's have a shared understanding of an agreed adaptive teaching approach/strategy,	<ul style="list-style-type: none"> - SLT training on adaptive teaching - Collegiate staff development approach trialled and staff feedback questionnaires used - Teaching pairs - lesson study across phases to work collaboratively on shared challenges - LSA training that reflects adaptive approach and upskills staff on specific intervention techniques

Additional targeted teaching and intervention support for children working at pre key stage standard.	<ul style="list-style-type: none"> - Cross year group/phase pre and post teach interventions implemented - Adapted inputs trialled - Formative assessment systems agreed for trial period and impact audited - Intervention map amalgamated and staff training audit completed.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD aligned with our improvement priorities.	EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective. EEF Implementation Guidance EEF Effective Professional Development	4
<i>Provide targeted training for staff on strategies for disadvantaged and SEND pupils around language development with particular focus on our Early Years pupils.</i>	High quality interactions between adults and children can develop their communication and language skills. EEF Preparing for Literacy - Improving communication, language and literacy in the early years	1

<p>Train a senior leader to deliver staff CPD on adaptive teaching using evidence based research on adaptive practices.</p>	<p>The EEF's Teacher Feedback to Improve Learning (EEF, 2018) and Metacognition and Self-regulation guidance (EEF, 2025) reports suggest that effective feedback and metacognitive approaches can be especially powerful for pupils experiencing socio-economic disadvantage.</p>	<p>3 & 4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £116,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions for pupils working below the EXS for their age group.</p>	<p>Small group teaching daily led by experienced and skilled adults, targeted at specific needs and knowledge gaps, is an effective method to support low attaining pupils or those falling behind. EEF Small group Tuition</p>	<p>1,3,4</p>
<p>More efficient deployment of Learning Support Assistants to strategically support pupils with SEND and those eligible for Pupil Premium.</p>	<p>Small group teaching daily led by experienced and skilled adults, targeted at specific needs and knowledge gaps, is an effective method to support low attaining pupils or those falling behind. EEF Small group Tuition</p>	<p>1,3,4</p>
<p>Additional LSAs in school to support interventions across school.</p>	<p>Small group teaching daily led by experienced and skilled adults, targeted at specific needs and knowledge gaps, is an effective method to support low attaining pupils or those falling behind. EEF Small group Tuition</p>	<p>1 & 2</p>

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

Budgeted cost: £45,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve the breakfast after-school club offer to improve attendance, punctuality, and provide enrichment opportunities.</i></p>	<p>Attendance at school is a key indicator for academic success. For most children, breakfast club provides a calm and timely start to the school day and enables them to access learning as soon as teaching begins.</p> <p>Breakfast for health in children</p> <p>Access to extra-curricular provision and the association with outcomes</p>	<p>2,5</p>
<p><i>Engage families through workshops, training, cultural events and communication to support learning at home and to access support in other areas of family life.</i></p> <p>Communication Lead</p>	<p>EEF Teaching & Learning Toolkit - Parental Engagement</p> <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF Guidance:</p> <p>Working with Parents to support pupils learning</p>	<p>2,5</p>
<p>Necessity clothing allowance cost of a logoed sweatshirt or cardigan to support families getting their children ready for school.</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. All children are equal and present in the same uniform.</p>	<p>4</p>
<p>Subsidised educational visits and visitors in school for all year groups including residential visit in Years 5 & 6 for all disadvantaged pupils.</p>	<p>Subsidised educational visits and visitors in school for all year groups including residential visit in Years 5 & 6 for all disadvantaged pupils.</p> <p>EEF Outdoor Adventure Learning</p> <p>Access to extra-curricular provision and the association with outcomes</p>	<p>5</p>

Total budgeted cost: £169,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key performance data:

GLD

	School	National
All pupils	54%	68%
PP	66%	
Non PP	51%	

Year 4 MTC

	School	National
All pupils	49%	%
PP	%	
Non PP	%	

Key Stage 2

	% All pupils	National %	% Pupil Premium
Reading	81%	75%	60%
Writing	80%	72%	63%
Maths	79%	74%	67%
Combined	68%	62%	54%

Attendance

It is clear to see improvements in overall attendance have been made year on year and school is currently broadly in line with national.

Persistent absenteeism has also decreased over the last three academic years, but continues to be a focus.

	2022-2023	2023-2024	2024- 2025
Overall attendance	90%	91%	93.6%
Persistent absentees	25%	21.1%	22.1%

Wider Curriculum Experiences: School visits were subsidised and after school clubs provided free of charge. All pupil premium children were able to access a wide range of clubs, off site and on site visits.

	Experiences accessible for all
Nursery	Lion learners, caterpillars and butterflies, Ducks in school, Christmas pantomime, stay and plays
Reception	Lion Learners, Hesketh Farm, Ilkley river
Year 1	Eureka, science and media museum, Yorkshire wildlife park, church visit
Year 2	Yorkshire sculpture park, Bolling Hall, Mosque, Tropical World, Yorkshire Fire Service Great Fire of London workshop, Bradford City (500 writers - National Literacy Trust project)
Year 3	Industrial museum, Cliffe Castle, science and media museum, Saltburn Beach,
Year 4	Royal Armouries, Worth Valley Railway, Gurdwara visit, science and media museum, Dobson Lock, Buck Woods
Year 5	Bolton Abbey, Bradford Literature festival, Leeds Heritage theatres, Stem fest, Salts Mill
Year 6	Thackley woods, Leeds museum, Bradford Play,
AP provision	Eureka, Peel park, Lion Learners

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
OPAL - outdoor play and learning strategy	OPAL
Scrapshed play project	Scrapshed

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.