

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 Park
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	21.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (3 years)
Date this statement was published	17-12-21
Date on which it will be reviewed	19-7-22
Statement authorised by	Mr A Powell
Pupil premium lead	Mr A Powell
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,425
Recovery premium funding allocation this academic year	£ 10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 38,000
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	£ 135,430

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum whilst developing a love for reading and continuing to learn. 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 consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers, those adopted from care, and those who are facing hardship such as homelessness. The activities we have outlined in this statement are 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 (<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>) 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.

The Reading Framework (<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>) states that "Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success...pupils who find it difficult to learn to read are likely to struggle across the curriculum".

Our intention is that, every child, as they leave Key Stage 1, is a fluent reader. Any child who has wider barriers that impact on reading fluency will be identified at the earliest opportunity and additional support put in place to ensure that all children are successful fluent readers.

According to research children from economically disadvantaged homes have 600 words fewer than children from economically advantaged homes. This language deficit is one of the key barriers to disadvantaged children's progress at school.

The Reading Framework supports this by stating "Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents talk with them that expands their vocabulary".

EEF research evidenced that disadvantaged pupils have been worse affected by the pandemic. This is also born out across our schools and our strategy aims to proactively tackle this. This is supported by evidence around the “Matthew Effect” which states that children with gaps in their learning (weak schema) are more likely to suffer learning loss than their peers

(<https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/>)

The pandemic led to some significant impact on pupil well-being and mental health either directly or indirectly. Some of our families were unable to access the remote education provided due to either a lack of technology, or wider factors such as insufficient devices for each child in the family, balancing the demands of working from home, or personal challenges in supporting their child with their learning.

Furthermore, the lockdown restrictions meant that specialist outside agencies had restricted access to the children in school. The Pupil Premium Strategy sets out to address these issues.

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.

Challenge number	Detail of challenge
1	<p>Teaching & Curriculum</p> <p>Equitable access to all so that children are highly engaged and motivated and can “know more and remember more”.</p> <p>High quality teaching is underpinned by evidence informed practice supported by regular CPD opportunities for subject specific knowledge and pedagogy.</p> <p>To increase opportunities for Cultural Capital “the best that has been thought and said”.</p>
2	<p>Phonics & Reading</p> <p><i>Phonics</i></p> <p>Year R children did not all complete their Nursery education. The pandemic has impacted on secure phonics for children in Years 1 & 2 as well as those pupils who did not pass the Phonic Screening Check and those who were not secure.</p> <p>Lack of phonic skills will have a detrimental effect on their ability to read and write as well as to manipulate vocabulary and build the links within.</p> <p><i>Reading</i></p> <p>Identification of children who do not have access to reading texts at home.</p> <p>Ensuring all children have access to texts they have helped choose at school.</p>
3	<p>Vocabulary</p> <p>Lack of life experiences, less support when reading at home, less meaningful dialogue at home.</p> <p>Lack of vocabulary impacting on understanding of what is being taught within the lower year groups, which then leads into a disadvantage in their own skills of reading, writing and spelling as they move through the school.</p> <p>The gaps in vocabulary are also highlighted when speaking in front of a group or to the class, which results in them appearing less confident to speak out loud or to share their ideas with others.</p>
4	<p>Well-being & Mental Health</p> <p>Poor focus, low confidence in class, and well-being and mental health as unable to socialise.</p> <p>Many didn't take up offer to attend school during lockdown.</p> <p>Lockdown also impacted the parents well-being and mental health.</p>
5	<p>Access to Ed tech, and ability/confidence to use it</p> <p>Lockdown demonstrated how little Ed tech was available, but even when provided, some parents still struggled to use it because of a lack of basic IT skills and confidence.</p> <p>This would not have only had an effect on the children being able to hand in their finished pieces of work, but also in allowing them to access the information which they needed in the first place, to communicate with their class teachers through video calls, and to watch the teaching videos to develop their skills in specific areas.</p>
6	Children who are disadvantaged and are also SEN (41%)
7	Attendance and punctuality

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
1. All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum	<ul style="list-style-type: none"> - Children from disadvantaged families make at least expected progress. - All children are able to take part in extra-curricular activities. - All teaching staff receive ongoing, regular CPD to develop subject specific knowledge and pedagogy. - Teachers receive support from the subject leads.
2. Children are able to use their phonic knowledge to read and write with confidence. All children leave KS1 as fluent readers. Any child who is not fluent by the end of KS1 receives targeted support.	<ul style="list-style-type: none"> - At least 85% of children leaving EYFS working at expected levels for Reading - At least 90% of children pass the Phonic Screening Check in Year 1, and 100% to have passed by the end of Year 2. - All children (100%) to read in an age-appropriate way - Termly formative assessment and gap analysis provides focused teaching to fill gaps in learning - Increased numbers of children working at Expected levels or higher within Reading and Writing in all year groups to be at least in line with National averages 2019. - Pupil voice evidences high levels of engagement in reading for pleasure.
3. Children's vocabulary is broadened and used appropriately	<ul style="list-style-type: none"> - Discussions with children - Teacher feedback and Writing across the curriculum says that children are using the correct vocabulary in a range of contexts or when topics are revisited - Reading and SPAG/PAG scores in SATs/NfER testing increase and are at least in line with National averages 2019. - Children are more confident to speak in front of the class as an audience. Teachers are not correcting their use of English, but model it throughout the day.
4. Increased levels of well-being & improved mental health	<ul style="list-style-type: none"> - The number of children receiving counselling has decreased. - Feedback from class staff indicates that the children have more of a contribution to class discussions/activities.

	<ul style="list-style-type: none"> - Pupil voice indicates that children feel safe at home and at school. - Reduction in behaviour and well-being incidents logged on MrSen. - Wellbeing lead has a positive impact on both children and families
<p>5. To ensure all pupil premium children have access to Ed-Tech should they be isolating. Staff are trained in best practice in using Ed-Tech to support learning.</p>	<ul style="list-style-type: none"> - Laptop provided if child has to isolate. - High quality remote education which echoes provision within class to support progress. - Exit survey for DfE evidences improvement in remote education.
<p>6. All children attend school regularly and on time.</p>	<ul style="list-style-type: none"> - Gap between the attendance of disadvantaged children and their peers is closing. - Families who are identified as persistently late or absent receive support from our Attendance Officer to improve.

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: £12,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Chatta program</i>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. (EEF toolkit)</p>	1,2,3,6
<p><i>High quality phonics delivered to all children with targeted support where necessary</i></p> <ul style="list-style-type: none"> • <i>Staff trained to deliver high quality Sounds write phonics scheme</i> • <i>Books in the EYFs and KS1 have fidelity to the scheme to embed the learning and promote a love of reading.</i> 	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF toolkit)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (EEF toolkit)</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer</p>	1,2,3,6

	words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. (EEF toolkit)	
<p><i>Staff CPD:</i></p> <ul style="list-style-type: none"> • <i>Ensuring that the English curriculum is fit for purpose</i> • <i>Explicit vocabulary instruction</i> • <i>Creating a language rich environment.</i> 	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF toolkit)	1,2,3,5

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

Budgeted cost: £56,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tutoring (National tutoring programme – School led tutoring)</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF toolkit)	2,3,6
<p><i>Speech and Language Therapist (£20,625)</i></p> <ul style="list-style-type: none"> • Screen all children on entry to the school • Screen children throughout their time at school as and when the needs arise • Offer support and guidance to support where needs are identified. <p><i>Speech and language TA to work with children in EYFS and KS1 to support with development of speech and language. (£12,684)</i></p>	<p><i>"In schools, specifically targeting language through a small group intervention can give children with delayed language the boost they need to narrow the gap between them and their peers"</i> Mary Hartshorne, head of evidence at I CAN.</p> <p>If children know more words and understand more words they have greater access to the curriculum and can learn more things.</p> <p>41.2% of disadvantaged children are also SEN at the school.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF toolkit)</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF toolkit)</p>	1,2,3,6

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

Budgeted cost: £21,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast club provision for vulnerable families and those with attendance issues</i>	<p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> • Improve cognitive function, particularly memory, attention, and executive function • Improve academic performance, including school grades and achievement test scores • Increase on-task behaviour in the class • <p>DfE guidance for Pupil Premium</p>	4,6
<i>Wellbeing lead to work with vulnerable families</i>	Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2.. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DfE)	4,6
<i>Uniform and appropriate clothing for Forest School and extracurricular activities.</i>	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1,4,6
<i>Subsidising trips and extracurricular provision.</i>	The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF toolkit)	1,4,6

Total budgeted cost: £90,163

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.

- 76.75% of children passed phonics screening at beginning of year 2
- 66.7% of disadvantaged children passed their phonics screening (4/6 children)
- Disadvantaged children are currently performing slightly behind their peers.

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
Sounds-Write first rate phonics	Sounds-Write

Further information (optional)

During the national pandemic some Pupil Premium spend was used to provide food and stationary parcels to families in need as that became a significant priority for all children.