

## Grove Academy

### Pupil Premium Strategy Statement 2022 – 2023

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 Academy
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Shirley Carrigan
Pupil premium lead	Janet Blackhurst
Governor / Trustee lead	Dan Wilson

#### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£256,850
Recovery premium funding allocation this academic year	£26,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <b>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</b>	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£282,950

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding we have considered the context of our academy and the subsequent challenges faced. We have used research conducted by EEF to support our decisions on the usefulness of different strategies and their value for money.

The common barriers to learning for disadvantaged children in our academy are that they often receive less support at home, have weak language and communication skills, lack confidence, present more frequent behaviour difficulties and attendance and punctuality issues. There has been a significant decline in attendance since the pandemic as the mental health of children and their parents has deteriorated. The parents lack the resilience to support school attendance. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. The proportion of Pupil Premium children arriving new to school and new to country has also increased since last year. The current cost of living crisis is having a huge impact on our PP children, thus they often arrive to school in clothing that is not fit for purpose, having not had breakfast. Money for school visits which would enrich their lives is very difficult for parents to find.

Along with many other schools, recruitment and retention of teachers and teaching support staff is an increasing challenge as they move out to better paid positions and to teach in more prosperous areas of the country. Teaching is not such an attractive profession as it used to be.

As an academy, we have created a vision that we would like our Pupil Premium families to achieve: our academy is dedicated to support the development of the whole child. Our vision for the whole child is to ensure that they leave our academy with great ambition and are able to achieve their highest potential wherever they are.

We have the highest expectations for all pupils. We believe that by providing opportunities to build resilience and encouraging all children to take risks, we instil a growth mind set. Through our ‘magic’ curriculum, our pupils will develop into brave, confident young people.

Our children learn from misconceptions and grow from misunderstandings. There are no limits to what our children can achieve.

We are an academy that prides itself on the relationships we build every day, both within school and throughout the community. As a staff we are a committed team. Together we are champions.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in our academy to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to:

- Champion the needs of each Pupil Premium child by going above and beyond for every Pupil Premium child
- Instil in pupils self-belief, self-confidence, resilience and the power to be anyone and go anywhere in life
- Know every Pupil Premium child in depth
- Continually develop our approaches in supporting all Pupil Premium children and families
- Ensure that the wider curriculum meets the needs of all pupils
- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Ensure that appropriate provision is made for those pupils who also belong to other vulnerable groups
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the academy legitimately identifies as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

Achieving these objectives:

The range of provision the trustees consider making for this group include:

- Ensuring all teaching is good or better
- To allocate a 'Recovery Premium Funding' to provide 1:1 / small group interventions
- Additional teaching and learning opportunities through the National Tutoring Programme and external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations

- Additional learning support
- Support payment for activities, extra-curricular clubs to enhance their cultural capital and learning resources to support academic excellence
- Provide a range of opportunities to enhance their cultural capital
- Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour support through our whole school ethos.
- Nurture support for those children with identified complex needs, who are in the process of being assessed for or allocated an EHCP and otherwise struggle to access the curriculum without such high ratio of adult support

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Attendance and punctuality</u></b></p> <p>Our attendance and punctuality data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. Additionally, a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. There is a range of factors that cause lower attendance. This has a negative impact on their social and emotional development as well as academic progress</p>
2	<p><b><u>Attainment of PP is below that of non PP at the end of Y6</u></b></p> <p>Year 6 data shows that many disadvantaged children are performing below their non-disadvantaged peers. Children must therefore make accelerated progress in order to attain in line with their peers. Assessment over time shows that attainment is below that of non-disadvantaged children. This is also true in the achieving of greater depth.</p>
3	<p><b><u>Parental engagement with education/ school links (educational ability/ value of education/ own experience of education).</u></b></p> <p>Many parents did not have positive experiences at school and therefore can be reluctant to engage. They often don't see the value of education or have high aspirations for their children. We therefore need to engage them in their child's learning to support them emotionally and academically and to improve their child's attitude towards school.</p>
4	<p><b><u>Family Support</u></b></p>

	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support. Children impacted by this often do not arrive at school emotionally or physically ready to engage in learning. Families often need additional support with engagement in school life. Economic disadvantage means that families often have a lack of access to educational resources
5	<b><u>Some PP lack fluent English when they arrive at our school</u></b> An increasing number of our PP children arrive at school with very little English. They therefore need support with this in order to access the whole curriculum. This requires intervention over and above quality first teaching.
6	<b><u>Deprivation / parental access to parental resources</u></b> Our school is situated in an area of high deprivation, and with rising cost of living, it is harder for parents to buy resources to support their child's learning. We therefore need to subsidise these to ensure quality of access.

## 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
Accelerated progress in reading, writing and maths	Achieve or exceed national attainment for reading, writing and maths at the end of KS2
Improved attendance	Attendance of disadvantaged pupils is above 96%
Pupils have a range of strategies to manage anxiety and lack of confidence.	Improved attendance and / or engagement with the full curriculum for targeted pupils. (MYoL tracking).
Improved family relationships	Pupil premium children and families engage in all aspects of learning and the wider school community
All children to follow the 'Grove' way of behaviour expectations	The vast majority of children show 'above and beyond' behaviours

## 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.

## HIGH QUALITY TEACHING (for example, CPD, recruitment and retention)

Budgeted cost: £47,743.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	impact
<p>Recruitment and retention</p> <p>Mentoring and coaching for all teachers, but especially those in the very early stages of their careers.</p> <p>(CPD, coaching and mentoring for ECTs, RQTs, grad2teach students, PE coach, HLTA, UQTs).</p>	<p>EEF Guide to Pupil Premium gives a tiered approach to successful Pupil Premium spending. The first priority is: Teaching. It states: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> <p>EEF 'Moving Forwards, Making a Difference: a planning guide for schools 2022 – 2023': 'the evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils'.</p> <p>EEF 5 a day approach:</p> <ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Cognitive and metacognitive strategies</li> </ul>	2	All teachers are meeting career-stage expectations for quality of teaching, learning and assessment.

	<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Flexible groupings</li> <li>• Using technology</li> </ul>		
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> <li>• Effective planning</li> <li>• Adaptive teaching</li> <li>• Live AfL every day (questioning and feedback)</li> <li>• Gap analysis / pre assessments used to inform planning</li> <li>• Same day intervention / pre teaching</li> <li>• Overlearning</li> <li>• Less teacher talk more child-led learning</li> <li>• Maths sets upper school</li> <li>• Daily maths homework</li> </ul>	<p>EEF 'Moving Forwards, Making a Difference: a planning guide for schools 2022 – 2023': 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</p> <p>'Schools' plans to maximise teaching quality may include using diagnostic assessment to address learning gaps'</p> <p><u>EEF T and L toolkit</u></p> <ul style="list-style-type: none"> <li>• Homework +5 months (high impact for very low cost based on limited evidence)</li> <li>• Mastery learning +5 months (high impact for very low cost based on limited evidence)</li> </ul>	2	<p>PP gap in Y6 narrows with national in all subjects and in combined attainment.</p> <p>PP books show that AfL is identifying high value aspects for development and these are addressed over time, through QFT and quality intervention / pre-teaching.</p> <p>Pupil voice and books shows that over time, PP know more and remember more about topics taught.</p> <p>Improved planning ensures that PP complete more work in lessons and show increased understanding in end of unit checks.</p>
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery:</p> <p>CPD opportunities to include:</p> <p><u>TSAs:</u></p>	<p>EEF Guide to Pupil Premium gives a tiered approach to successful Pupil Premium spending. The first priority is: Teaching. It states:</p> <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school</p>	2	See above



<ul style="list-style-type: none"> <li>• RWI (targeted)</li> <li>• Role of TSA (all)</li> <li>• Writing, ITMoR, questioning, (new staff)</li> <li>• Behaviour PD approach (all)</li> <li>• Blooms taxonomy (all)</li> </ul> <p><b><u>Teachers:</u></b></p> <ul style="list-style-type: none"> <li>• maths mastery</li> <li>• role of TSA</li> <li>• metacognition (retrieval, success criteria, peer critique, knowledge organisers, independent practice, repeating and improving the quality of explanations, questioning / quizzing)</li> </ul> <p>Inexperienced teachers / new teachers / students to receive a programme of targeted CPD according to their development needs.</p> <p>ECT programme of CPD</p>	<p>and should rightly be the top priority for Pupil Premium spending.</p> <p><u>EEF Moving Forwards, Making a Difference:</u></p> <p>‘managing cognitive load is crucial if new content is to be transferred into pupils’ long term memory. Provide opportunities for pupils to plan, monitor and evaluate their own learning’.</p> <p>‘Effective professional development is vital to support, develop and sustain high quality teaching:</p> <ul style="list-style-type: none"> <li>• building knowledge</li> <li>• motivating teachers</li> <li>• developing teacher techniques</li> <li>• embedding practice’</li> </ul> <p>Teaching Walkthrus 1 and 2 (Sherrington and Caviglioli):</p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £169,872.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	impact
<p>Teaching assistant deployment and interventions:</p> <p>Interventions to support language development, literacy and numeracy:</p> <ul style="list-style-type: none"> <li>• Year leads map out time – limited interventions, small group interventions (phonics, reading fluency, accuracy, comprehension, handwriting, pre-teaching maths, pre-teaching vocab, spelling, Race to English)</li> </ul>	<p>Small group tuition</p> <p>EEF: +4 months</p> <p>Where a teacher or trained TA works with a group of 2-5 children and targets sessions to the specific needs of the children involved there is an impact of +4 months.</p> <p>Frequent sessions that continue for 10 weeks shows the most impact.</p> <p>In Ofsted's Reading by Six (2010) 7/12 highest performing schools taught RWI.</p> <p>Ruth Miskin has published several examples whereby the pass rate of the phonics screen is vastly increased through the teaching of RWI.</p> <p>A combination of the above research indicates that teaching children RWI as an approach to systematic synthetic phonics and implementing regular 1:1 interventions where children are not attaining or not making the desired progress will help boost phonics.</p> <p><u>EEF T and L toolkit</u></p> <ul style="list-style-type: none"> <li>• 1:1 tuition +5 months (high impact for moderate cost based on moderate evidence)</li> <li>• Phonics +5 months (high impact for very low cost based on very extensive evidence)</li> <li>• Reading comprehension strategies +6 months (Very high impact for very low cost based on extensive evidence)</li> </ul>	<p>2, 5</p>	<p>PP gap in Y6 narrows with national in all subjects and in combined attainment.</p>

	<ul style="list-style-type: none"> <li>Small group tuition +4 months (moderate impact for low cost based on moderate evidence)</li> </ul> <p>Where a teacher or trained TA works with a group of 2-5 children and targets sessions to the specific needs of the children involved there is an impact of +4 months.</p>		
<p>One to one and small group tuition</p> <ul style="list-style-type: none"> <li>Y6 boosters 6 nights per week, target PP (reading and maths)</li> <li>Academic Mentor provides 1:1, 1:3 and 1:6 tutoring for PP in maths</li> <li>After-school tutoring for PP in reading and maths (15 hours from Jan23 – Years 3,4,5 – selected classes only).</li> </ul>	<p><u>EEF T and L toolkit</u></p> <ul style="list-style-type: none"> <li>1:1 tuition +5 months (high impact for moderate cost based on moderate evidence)</li> <li>Reading comprehension strategies +6 months (Very high impact for very low cost based on extensive evidence)</li> <li>Small group tuition +4 months (moderate impact for low cost based on moderate evidence)</li> </ul> <p>Where a teacher or trained TA works with a group of 2-5 children and targets sessions to the specific needs of the children involved there is an impact of +4 months.</p>	2, 5	PP gap in Y6 narrows with national in all subjects and in combined attainment.
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Nurture provision for targeted children with complex needs</p>	<p>EEF +4 (Small Group tuition)</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><u>EEF toolkit</u></p>	2,4	<p>PP gap in Y6 narrows with national in all subjects and in combined attainment.</p> <p>Nurture children make good progress against their targets.</p>

	Social And Emotional learning +4 (moderate impact for very low cost based on very limited evidence)		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,716.19

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<b><i>Supporting pupils' social, emotional and behavior needs</i></b> Meet and greet, MHST, social groups for targeted children	<p><u>EEF Toolkit +4 (Social and emotional learning)</u>  (moderate impact for very low cost based on very limited evidence)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	4	<p>Number of suspensions and permanent exclusions reduces over time.</p> <p>Reduction in number of children having repeat behaviour charts.</p> <p>PP PAs reduce to be in line with national.</p>

<p>Communicating with and supporting parents:</p> <ul style="list-style-type: none"> <li>• SATS revision guides reduced cost for PP</li> <li>• SATs and MTC info evenings</li> <li>• Watch me learn reading</li> <li>• Class assemblies</li> <li>• Half-termly newsletter</li> <li>• Dojo</li> <li>• Termly MYoL reports</li> <li>• SLT on gates</li> <li>• Volunteers helping in school</li> <li>• Parent workshops</li> <li>• Pre-loved uniform</li> <li>• Regular homework</li> <li>• Improve induction, to ensure that all PP families are connected to all school communication and homework platforms, Parent Pay, and have uniform (nearly new uniform offered).</li> </ul>	<p>EEF: +4 (Parental engagement) (moderate impact for very low cost based on extensive evidence)</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>EEF +4 months (parental engagement)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>✓ general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>✓ the involvement of parents in their children's learning activities; and</li> <li>✓ more intensive programmes for families in crisis.</li> </ul>	<p>3, 6</p>	<p>Parent surveys show that majority of parents know what their child is learning and the progress that they are making.</p> <p>Parent surveys show increased satisfaction with school.</p>
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<p>Supporting attendance:</p> <ul style="list-style-type: none"> <li>• Use the minibus to collect PP pupils with high absence rates who live out of the area.</li> <li>• Weekly attendance raffle</li> <li>• Attendance champions to mentor PAs</li> <li>• Weekly class attendance awards</li> <li>• Half-termly attendance week</li> </ul>	<p>The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>✓ Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>✓ Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>There's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on <a href="#">improving attendance at school</a> found that:</p> <ul style="list-style-type: none"> <li>✓ Of pupils with <b>absence over 50%</b>, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</li> <li>✓ 73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades A*-C</li> </ul>	1	<p>Attendance measures are in-line with national:</p> <table border="1"> <tr> <td>National primary at- tendance Sept 22</td><td>95.5%</td><td>Grove at- tendance July 2022</td><td>92.5%</td></tr> <tr> <td>National PAs July 22</td><td></td><td>Grove PAs July 2022</td><td>96 22.7%</td></tr> <tr> <td>National PP PAs July22</td><td></td><td>Grove PP PAs July 2022</td><td>58 13.7%</td></tr> </table>	National primary at- tendance Sept 22	95.5%	Grove at- tendance July 2022	92.5%	National PAs July 22		Grove PAs July 2022	96 22.7%	National PP PAs July22		Grove PP PAs July 2022	58 13.7%
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<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> <li>• All Pupil Premium can attend after school clubs for free</li> </ul>	<p><u>EEF Toolkit:</u> Social and Emotional Learning +4 months (moderate impact for very low cost based on limited evidence)</p> <p><u>Children's University Project +2 months</u></p>	1,4	<p>Percentage of PP accessing extra-curricular clubs and accessing self-esteem building sporting opportunities increases.</p> <table border="1"> <tr> <td>PP accessing</td><td></td><td>PP accessing</td><td></td></tr> </table>	PP accessing		PP accessing									
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<ul style="list-style-type: none"> <li>• PP are encouraged to attend Year 4 and 5 residentials</li> <li>• Sporting events throughout the year, target PP to represent the school / take part in sporting activities to build self esteem</li> </ul> <p>We aim to provide children with access to opportunities and experiences through a broad range of extra-curricular activities.</p>	<p>The Social Mobility Commission report An Unequal Playing Field investigated the availability and impact of extra-curricular clubs in schools. It found that</p> <p>‘Ultimately our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field.’</p> <p>We aim to provide children with access to opportunities and experiences through a broad range of extra-curricular activities.</p>		event / clubs 2022		events / clubs 2023	
			<p>All PP attend their school trips.</p> <p>At least half PP attend residential trips.</p>			

**Total budgeted cost: £297,331.69**

## 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 2021 to 2022 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

There is a lack of national data for Pupil Premium but we know that we have a significant gap in the attainment of our Pupil Premium children, compared to all children's outcomes.

### 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
Power Maths	Pearson
Focus Education	Clive Davies



### 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?	No eligible pupils.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**Further information (optional)**

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