**Pupil Premium statement 2022-23**

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**

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| **Detail** | **Data** |
| School name | Grove Road Community Primary School |
| Total number of pupils in school | 331 |
| Number of pupils eligible for Pupil Premium | 71 (21%) |
| Academic year/years that our current Pupil Premium strategy plan covers | 2021-24 |
| Date this statement was published | September 2022 |
| Date on which it will be renewed | September 2023 |
| Statement authorised by | Christopher Harrison (Headteacher) |
| Pupil Premium lead | Christopher Harrison |
| Governor lead | Margaret Beagle |

**Funding overview:**

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| **Detail** | **Amount** |
| Pupil Premium funding allocation this year | £101,799 – total comprised of:  £320 - Service  £5819 - Post LAC  £95565 - FSM  £95 - EYPP |
| Recovery premium funding allocation this academic year | £11,569 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £113,368 |

**Part A: Pupil Premium strategy plan**

**Statement of intent**

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| Grove Road Community Primary School is proud of our inclusive ethos where every-one is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.  At Grove Road Community Primary school, we understand that challenging socio-eco-nomic circumstances can create additional barriers to success for children. Over the last three academic years, there are additional challenges created by the on-going Covid-19 pandemic. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent class-room teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home, the opportunities are provided for them by the school. Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning.  When making decisions about using Pupil Premium funding it is important to consider the context of the school alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.  Grove Road Community Primary School is a research-rich school. The primary way to overcome the barriers and challenges to learning Grove Road pupils face is by accessing consistently excellent teaching. All our strategies are underpinned by a strong evidence base.  **We aim to be recognised as a centre of excellence for inclusion.**  **Context**   * Grove Road Community Primary School is a North Yorkshire County Council LA community primary school for children aged 3-11. We currently have 331 children on roll including a 24-place nursery * We are a larger than the average school nationally and larger than 92% of NYCC primary schools * Including English, there are 25 different languages spoken by our learners. Approximately 25% of our pupils speak English as an additional language (EAL). This is more than 99% of other primary schools in North Yorkshire and more than 81% of all primary schools nationally * We are the school of choice for minority ethnic families in Harrogate and currently support several refugee families. Due to our high-quality support for children from ethnic minorities, we were the first North Yorkshire schools to obtain ‘School of Sanctuary’ status * Approximately 22.4% of our pupils are ‘disadvantaged’. We currently have 2 children in care and 2 have been adopted from care. 1 child currently under a child protection order. More than 30 of our families are being supported by our Parent Support Worker. 61% of our pupils are vulnerable in some capacity, with many of these being vulnerable in multiple areas. We spend a considerable amount of time working with pupils and families that need extra support * In July 2022, 40.5% of our children had special educational needs and/or disabilities (SEND) and 8.1% of all pupils had an EHCP (compared to 15.3% and 2.3% nationally and 14.8% and 1.9% in North Yorkshire). Currently, 40% of our pupils are on the SEND register and 22 children have an Educational Health and Care Plan (EHCP), which equates to 7% of the whole-school cohort, with another 1 currently being applied for to NYCC. Often, these needs can ‘bottleneck’ in year groups, which can result in unusual spikes or trends in data patterns. Grove Road is seen as an ambassador for vulnerable and SEND pupils within the local authority * According to national school characteristic comparisons of over 20,000 schools, based on three indicators (FSM, EAL & SEND), Grove Road Community Primary is completely unique. We are exceptionally proud of this. We have an incredible staff who are committed daily to ensure all children become successful, life-long learners irrespective of potential barriers and that they thrive in our care * We are a [THRIVE](https://www.thriveapproach.com/thrive-training/?gclid=EAIaIQobChMIl7LYlteA8wIVlYjVCh374gbHEAAYAiAAEgIopPD_BwE#https://www.thriveapproach.com/thrive-training/?gclid=EAIaIQobChMIl7LYlteA8wIVlYjVCh374gbHEAAYAiAAEgIopPD_BwE) school which means that all staff have received training on a whole-school approach based on neuroscience, attachment theory, child development and their implications, for understanding and working with children’s social and emotional development in both a restorative and reparative way. Pupils’ physical and emotional health is very high on our agenda and has been written into our Curriculum of PRIDE, via the ‘PRIME areas’ * We have an on-site, 8 place Targeted Mainstream Provision (TMP) to enable the school to support children with complex communication and interaction needs, in a custom-built extension to the school * In 2018, we became a Hub School for ReflectEd working alongside Rosendale Primary School, York University and the Education Endowment Foundation (EEF) supporting schools to introduce metacognitive strategies for learning. We have also become a hub school for IRIS Connect and will facilitate upcoming open days and training with a focus on staff self-reflection * In 2018, we worked collaboratively with NYCC and 14 other schools as part of the 'Achievement Unlocked' partnership to improve outcomes for disadvantaged learners * For many of our families in the Low Harrogate area, the deprivation index indicates being in the bottom 5% nationally for living environment. *www.uklocalarea.com. Full details of the Index of Deprivation are available from the UK Government Website English indices of deprivation 2015* * Overall attendance rate is currently 94.97% (Authorised Absence rate 2.63%, Unauthorised Absence rate 2.40%, Late 1.02%) and persistent absence is currently at 13.11% * Despite high levels of challenging behaviour, particularly from children with complex SEND needs, we have not permanently excluded a child in the last 24 years. There were 9 fixed-term suspensions in the 2021-22 academic year. There have been none given during the 2022-23 academic year. * Parental involvement has seen high levels of growth in recent years, particularly during Covid, due to our open, friendly, communicative and responsive open-door policy, Seesaw Platform, Twitter feed, website and visible twice-daily presence of leadership and staff in the playground.  (See parent survey 2021). |

**Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect |
| 2 | A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners |
| 3 | Emotional wellbeing -which can impact on behaviour for learning |
| 4 | Limited Cultural capital and enrichment -lack of experiences limits language and understanding |
| 5 | Mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time |
| Many of our vulnerable children will be experiencing more than one of these barriers to learning. | |

**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.

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| **Intended outcome & Success criteria** |
| Grove Road Community Primary School is a research-rich school. The primary way to overcome the barriers and challenges to learning Grove Road pupils face is by accessing consistently excellent teaching. All our strategies are underpinned by a strong evidence base   * Frequent, evidence based CPD focuses on the needs of pupils, particularly those from disadvantaged backgrounds * Staff development focuses on the learning of disadvantaged and vulnerable children by observing outstanding practice and developing own practice * Rigorous teacher recruitment and retention processes ensure that high quality, well-educated staff join and stay with the school * Disadvantaged pupils’ access very high-quality Early Years provision * There is access to high quality, challenging language in all aspects of school life -a language-rich curriculum * Structured collaborative learning in classrooms * Structured teaching of metacognitive skills and their use in the classroom to support all learning * Cultural enrichment opportunities: school journey, sports coaches, extracurricular clubs, trips and visits * Pupil voice: children feel that they are listened to and their opinions about their experiences at school are valued * Class teachers have regular release time to work with vulnerable learners * A high-quality reading programme supports extended reading for all pupils   Progress in Reading: Achieve above national average progress scores in KS2 Reading (0)  Progress in Writing: Achieve above national average progress scores in KS2 Writing (0)  Progress in Mathematics: Achieve above national average progress scores in KS2 Maths (0)  Phonics: Achieve above national average expected standard in PSC  Other: Ensure attendance of disadvantaged pupils is above 95%  The impact of the pupil premium on outcomes for these learners will be regularly monitored and evaluated as set out below:  1. Data analysis  2. Pupil progress meetings  3. Regular, moderated assessment  4. Learning walks  5. Learning discussions with pupils who show their books  6. Support and challenge for individual teachers  7. Regular, rigorous SLT meetings to assess impact of actions  8. Bi-weekly ELT meetings to assess impact of actions  9. School Action Plans and School Development Plan  10. Regular School Improvement Plan monitoring reports to governing body  11. Annual School Improvement Plan informs teacher and teaching assistant performance management targets  11. Listening to the views of all children to hear about their learning and experiences of school  12. Regular external review  As a school, we provide frequent, evidence-based professional development opportunities that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds. |

**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)**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Full-time SENDCo to support with in-house CPD, referrals, observations and pupil progress  £9,419.60 (20% of time allocation) | 52% of pupils eligible for Pupil Premium are on the SEND register. The SENDCo is also the DSL as capacity is built in to support the most vulnerable children (the HT will take on the DSL role whilst the DSL is on secondment). The DSL is supported by 3 deputy DSLs to further increase capacity | 1, 2, 3, 5 |
| Full-time mastery maths specialist on site (AHT) teaching 0.5 and co-facilitating, upskilling and quality-assuring delivery across school in line with monitoring cycle and extended leadership structures (see point below) | Quality-first teaching is the key in closing the gap and facilitating learning and progress for disadvantaged pupils, as evidenced by the EEF. Having specialist maths and SEND staff on-site facilitates high quality teaching, CPD, monitoring and coaching in-house | 1, 2, 3, 4, 5 |
| Formation of an Extended Leadership Team (ELT) with additional release to co-facilitate, upskill and quality-assure delivery across school in line with monitoring cycle  £7221.48 | Quality-first teaching is the key in closing the gap and facilitating learning and progress for disadvantaged pupils, as evidenced by the EEF. Having specialist maths and SEND staff on-site facilitates high quality teaching, CPD, monitoring and coaching in-house | 1, 2, 3, 4, 5 |
| Teaching will be research-led and an ongoing CPD package will be in place to support staff with delivering quality-first teaching in and around school. This will also include safeguarding, behaviour and attendance CPD  National College: £1245  National Online Safety: £1245 | Quality-first teaching is the key in closing the gap and facilitating learning and progress for disadvantaged pupils, as evidenced by the EEF. Having specialist maths and SEND staff on-site facilitates high quality teaching, CPD, monitoring and coaching in-house | 1, 2, 3, 4, 5 |
| Purchase Monster Phonics programme, associated CPD and Monster Phonics online reading books  Cost of Monster Phonics E Books: £558.00 | Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Education Endowment Foundation –Phonics + 4 months  Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. | 1, 2, 3 |
| Weekly staff meeting time used to prioritise continuing professional development with regular, sequential sessions in line with the school monitoring cycle  Monitoring cycle designed to promote self-efficacy and reflectiveness of staff whilst being high challenge, high support, low threat to balance staff wellbeing and staff retention  IRIS Connect is used by all staff, including Governors, to support staff with delivering quality-first teaching | A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. We based our approach to monitoring –and subsequent CPD –on Paul Garvey’s ‘Talk for Teaching’  Self-efficacy rests at the top of Hattie’s Effect Size for visible learning. Staff being empowered, challenged and supported facilitates the highest levels of pupil progress for all cohorts, as evidenced by Hattie and Paul Garvey’s writing | 1, 2, 3, 4, 5 |
| Access to remote learning tools in school and from home to boost reading and number fluency  Introduction of more diverse reading books to support children with accessing high-quality literature (both modern and classic)  Cost of Bug Club E Books: £481.92  Winning With Number access: £400  Times Tables Rockstars access: £240 | There is significant evidence from a range of sources, including research carried out by the DfE, that by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles for deprivation is something like 4,000 words, with children in the top quartile knowing around 7,000 words. Daily reading is proven to close gaps in vocabulary  Research by the EEF has made it clear that disadvantaged pupils have been the worst affected by the pandemic. Freely provided access to maths and reading platforms allows greater opportunities to close the gap at home and at school | 1, 5 |
| Introduction of more diverse reading books to support children with accessing high-quality literature (both modern and classic) whilst growing cultural capital through experiencing a greater range of texts | There is significant evidence from a range of sources, including research carried out by the DfE and CLPE, that by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles for deprivation is approximately 4,000 words, with children in the top quartile knowing around 7,000 words. Daily reading is proven to close gaps in vocabulary  The work of Dr Rudine Sims Bishop clearly highlights the fact that children engage more with books that represent the communities from which they come as well as a wider representation of society | 1, 5 |

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

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| On-site speech and language intervention sessions offered every afternoon throughout the week  £11,303 (recovery premium) | There is significant evidence from a range of sources, including research carried out by the DfE and CLPE, that by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles for deprivation is approximately 4,000 words, with children in the top quartile knowing around 7,000 words  20% of Pupil Premium students are also EAL and targeted intervention is proven to have a significant impact on progress and attainment for EAL learners, alongside immersion in language in classrooms and shared spaces  Education Endowment Foundation –Oral Language Interventions: All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)  Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1): ‘Use one-to-one and small group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy | 1, 5 |
| Specialised resources to support with the delivery of interventions and quality-first teaching  £1,734  £266 resources for speech and language (recovery premium) | There is significant research demonstrating the impact of high-quality resources on education. Manipulatives are also proven to support the teaching of mathematics and access to key resources supports development of cultural capital by giving children access to activities and resources they may otherwise not encounter | 1, 2, 4, 5 |
| School-led tutoring  £11,538 total allocation, £8982 funded by Pupil Premium:  Third Space Learning:  Autumn term Maths £3450 (12 weeks 15 pupils)  Spring term £3450 (12 weeks 15 pupils)  Summer term £3450 (12 weeks 15 pupils)  Total £10,350 (or 540 hours, 36 pupils at 15 hours each)  Paul Draper SPAG/English Tuition £10,170 (estimate based on gross pay £7,396.75 + on costs) or 720 hours, £2587 funded by Pupil Premium  £11,569 total funded by Pupil Premium | Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1): ‘Use one-to-one and small group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy and numeracy | 1, 5 |
| A ‘schools trips shortfall’ is in place to support families who are unable to make the voluntary contributions towards school trips  £1,000 | There is significant research demonstrating that cultural capital directly links to progress, attainment and long-term academic and professional success | 4 |
| Metacognition lessons are taught in all classes on a weekly basis to significantly boost children’s resilience and application of metacognitive strategies in order to take greater control of their learning journeys over time | There is significant research done by ReflectED to underpin the importance of children understanding and taking greater responsibility for their learning journey. Much of this matches in with key strands Building Learning Power research | 2, 3 |
| Use of ‘Early Bird’ morning maths and weekly ‘Biscuit Club’ additional maths support to boost progress in maths | Targeted, same-day intervention and scheduled intervention groups have an impact on progress and attainment for all pupils by pre-teaching and unpicking misconceptions, as evidenced by Hattie’s Effect Size list with ‘response to intervention’ and ‘interventions for learning disabled’  Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1): ‘Use one-to-one and small group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy | 1, 2, 5 |

**Wider strategies (for example related to attendance, behaviour and wellbeing**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Full-time Parent Support Advisor in place to work closely with families, external agencies and pupils  £31,790 | According to the Opportunity for all White Paper, published in March (DfE, 2022), children will not achieve their potential in a school with poor standards of attendance and behaviour. Children with no absence at key stage 4 are almost 2 times more likely to achieve 5 or more GCSEs than children who missed 10-15 percent of lessons. 46 Persistent absence impacts attainment and children’s safety, with 90% of young offenders persistently absent  Education Endowment Foundation –Mentoring: Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour | 3, 4, 5 |
| Full-time THRIVE practitioner on-site to deliver in-class support, group work, playtime and lunchtime respite and specific, targeted interventions  Full-time staffing: £24,205  THRIVE license: £1,000 | Education Endowment Foundation –Mentoring: Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes  ‘On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.’ (Teaching and Learning toolkit) | 1, 2, 3 |
| Free breakfast club and after school club (Samm’s Den) places are offered to all Pupil Premium pupils. Families of pupils with poor attendance or persistent lateness will be signposted towards this provision  Free breakfast club places: £2,850  Free after school club places: £6,840 | There is significant research into the importance of a healthy breakfast in relation to cognitive development. We need to ensure all our children start the day with a good breakfast to ensure maximum development. | 3, 4 |
| A spare uniform / PE provision is in place, supplemented by lost property and FOGRS (the school’s PTA), to provide free uniform items to those who need it | EEF Teacher Toolkit reports that whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline | 3 |

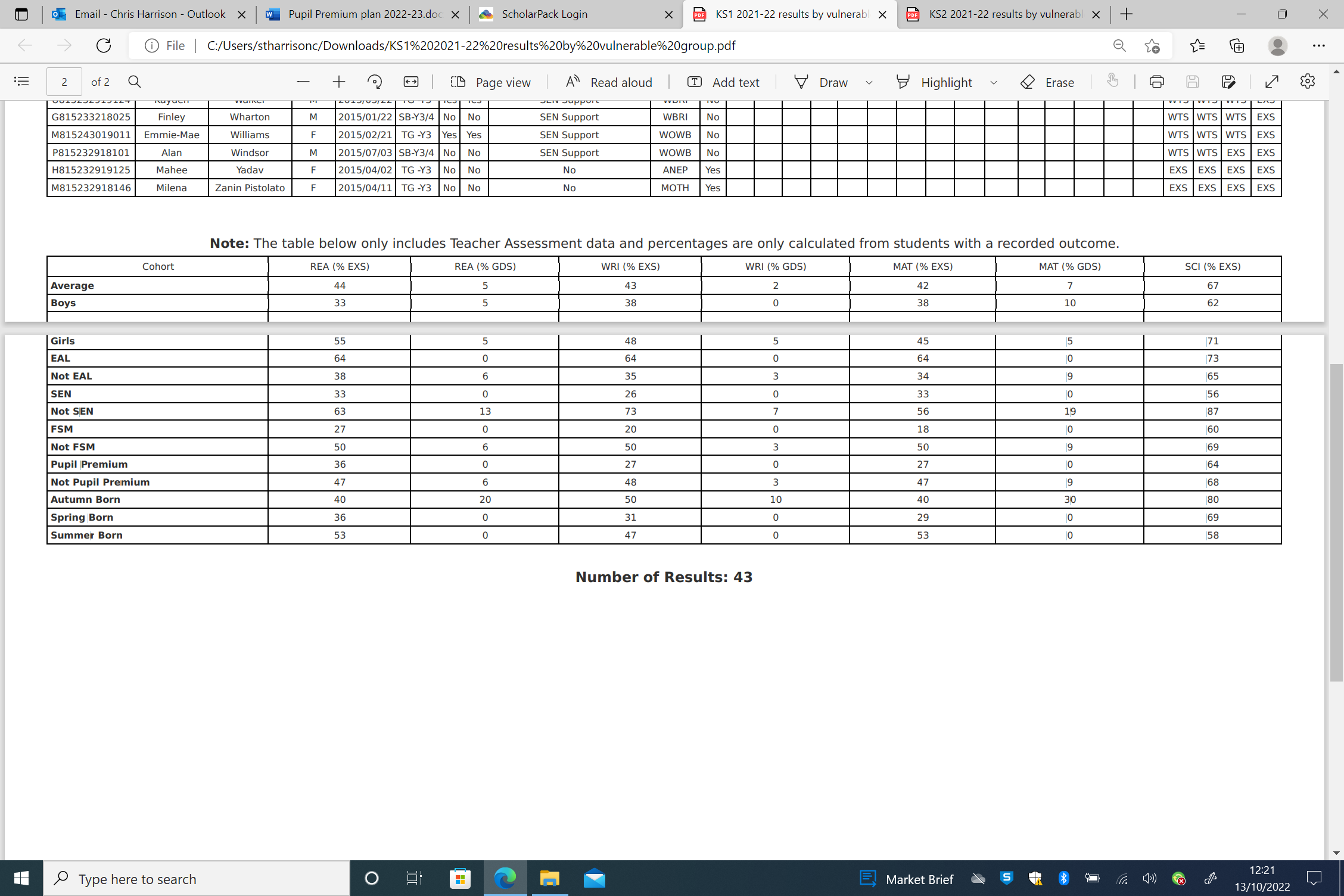
Part B: review of outcomes in the previous academic year

**Pupil Premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| **2022 data overview**  53% of the children in Year 6 achieved the **combined RWM** expected standard, which is just below the National figure of 59%. The data for KS2 in 2021-22 is unusually skewed as the cohort had a large volume of very capable writers and a secondary-trained English teacher was appointed, however many pupils were not yet ‘test ready’. This resulted in a spike in writing attainment, but below-national attainment in the SATs papers themselves. Many children who passed one assessed area also passed the other two (as demonstrated by being -6% below national for combined, but larger gaps for individual subjects). This is due to the polarised cohort with very high levels of need present, both academically and socially / emotionally. This cohort included 20% pupil premium, 36% SEND including 6 EHCPs (14% of the cohort) and 30% with English as their second language (many of whom have very limited exposure to spoken English at home).  2.3% of our Y6 pupils achieved the higher level in RWM combined, which is below national and local authority combined data.  **According to analysis on FFT, attainment** of the expected standards **at KS2** is below national for Reading (63% [10% of those on FSM, 79% of those not on FSM], 16% at a greater depth [0% of those on FSM, 21% of those not on FSM]) and maths (58% [40% of those on FSM, 67% of those not on FSM], 9% at a greater depth [0% of those on FSM, 12% of those not on FSM]), however writing attainment was very good with 82.9% of pupils working at the expected standard (PP 56%, non PP 91%). 51% of pupils reached the expected attainment in EGPS (30% of those on FSM, 58% of those not on FSM), with 9% at a greater depth (0% of those on FSM, 12% of those on FSM). This highlights the high levels of writing coupled with the lack of test readiness following Covid. There is evidence of slowed progress for high prior attaining FSM pupils and FSM pupils with EHCPs / on the SEND register. This will be key focus groups as the 2022-23 academic year commences.  **According to Perspective NCER progress measures, progress in reading was -3.3, progress in writing was +0.3 and progress in maths was -4.3 by the end of Year 6.**  **LKS2 Multiplication check**  79% of the Year 4 cohort achieved a score of 20 or more  56% of the cohort achieved full marks, with a score of 25  The mean score for the cohort was 22  **Key Stage 1**  **Phonics**  The December 2020 phonics screening of Y2 evidenced 84% of the children reaching above national again as in 2019 (82%).  The 2021-22 phonics screening data shows that 76.9% of pupils met the assessed standard in Year 1, which is marginally above national (75.5%) and local authority (76.3%). The mean score was in line with national and local authority averages. 85% of the Year 2 cohort met the assessed standard, despite the volume of need present in the cohort. Again, national data is not yet available for comparison.  **EYFS**  The proportion of children achieving a GLD in 2021-22 was to 48.8%. This was a significant decrease compared to recent years and is a clear marker of the impact of Covid coupled with the level of need present in the cohort (35% SEND, 30% EAL). A clear focus was put on core areas including communication and self-regulation as part of the school’s drive to support children with being ready to learn.  **We also recognise the personal progress made by our pupils. Many come from vulnerable homes with low aspirations, but they leave with the cultural capital to make good progress in the world. It is an achievement of which we are immensely proud.** |

**KS1 end of year data:**



**Attendance overview:**

