

Pupil premium strategy statement 2021/22

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 Road Community Primary School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	74
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	C Parkhouse
Pupil premium lead	C Parkhouse
Governor / Trustee lead	M Beagle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355 + September adjustment of £11,105 + Early years PP £310
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,005
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	£97,770

Part A: Pupil premium strategy plan

Statement of intent

Grove Road Community Primary School is proud of our inclusive ethos where everyone 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-economic circumstances can create additional barriers to success for children. Over the last two 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 classroom 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 of our strategies are underpinned by a strong evidence base.

Context

Including English, there are 25 different languages spoken by our learners. Approximately 28% 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 24% of our pupils are 'disadvantaged' which is more than approximately 96% of North Yorkshire schools and 81% of all Primary Schools in England. We currently have 1 child in care, 2 previously Looked After Children, 1 children currently under a child protection order. 19 families are being supported by our Parent Support Worker. We spend a considerable amount of time working with pupils and families that need extra support.

Currently 29% of our children have special educational needs and/or disabilities (SEND). 14 children have an Educational Health and Care Plan (EHCP) 6 have been applied for to NYCC and evidence is being gathered for a further 5.

According to a detailed comparison of school characteristics, via <https://schools-financial-benchmarking.service.gov.uk/>, this is more than approximately 99% of all other primary schools in England.

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 of 59 adults who are committed on a daily basis to ensure all children become successful, life-long learners irrespective of potential barriers and that they thrive in our care.

We are a **THRIVE** 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.

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.

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*

Challenges

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

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.

Intended outcome & Success criteria
<p>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 of our strategies are underpinned by a strong evidence base.</p> <ul style="list-style-type: none"> ● 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 teacher 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. School Action Plans and School Development Plan
9. Regular School Improvement Plan monitoring reports to governing body
10. 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)

Budgeted cost: £12,122.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full-time SENDCo to support with in-house CPD, referrals, observations and pupil progress budgeted at £12,122.12 (20% of time allocation)</i>	55% 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 DSL is supported by 3 deputy DSLs to further increase capacity	1, 2, 3, 5
<i>Full-time mastery maths specialist on site teaching full-time</i>	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
<i>Purchase Monster Phonics programme, associated CPD and Monster Phonics online reading books</i>	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
<i>Weekly staff meeting time used to prioritise continuing professional development with regular, sequential sessions in line with the school monitoring cycle</i> <i>Monitoring cycle designed to promote self-efficacy and reflectiveness of staff whilst being high challenge, high support,</i>	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	1, 2, 3, 4, 5

<p><i>low threat to balance staff wellbeing and staff retention</i></p> <p><i>IRIS Connect is used by all staff, including Governors, to support staff with delivering quality-first teaching</i></p>	<p>of pupil progress for all cohorts, as evidenced by Hattie and Paul Garvey's writing</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,720.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>2 x intervention specialists budgeted at £20,484.79 and £8,136.51, totalling £28,621.30</i></p> <p><i>Interventions include EAL and speech and language groups as 23% of children eligible for Pupil Premium have EAL</i></p> <p><i>14% of children eligible for Pupil Premium have EAL and are on the SEND register</i></p> <p><i>Interventions are data-driven and are focussed on maths, reading and oracy, in line with the school development plan and prior attainment trends</i></p>	<p>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'</p> <p>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1):</p> <p>'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</p> <p>Education Endowment Foundation – Oral Language Interventions:</p> <p>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)</p>	<p>1, 2, 3, 5</p>
<p><i>Trips and enrichments subsidies to ensure all children have access to experiences that add</i></p>	<p>There is significant research demonstrating that cultural capital directly links to progress, attainment and long-term academic and professional success</p>	<p>4</p>

<i>cultural capital, budgeted at £1,000</i>		
<i>Additional curriculum and intervention resources to ensure all children have access to quality-first teaching backed by good quality, up-to-date resources. Budgeted at £500</i>	There is significant research demonstrating the impact of high-quality resources on education, particularly diverse literature – as discussed by Dr Rudine Sims Bishop where books are used as windows, mirrors and sliding glass doors. 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
<i>Access to critical online learning platforms in class, during interventions and from home. This includes Seesaw (£1,452), Sumdog (£897), Bug Club (£1,000) and TT Rockstars /Numbots (£250). Budgeted at £3,599 in total</i>	There is significant research demonstrating that strong school – home relationships are paramount in facilitating learning and progress. Seesaw is a critical school tool used for this at Grove Road 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
<i>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</i>	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
<i>Use of ‘Early Bird’ morning maths and weekly ‘Biscuit Club’ additional maths support to boost progress in maths</i>	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	1, 2, 5

	interventions. There is consistent evidence the approach supports children struggling with aspects of literacy	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,947.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>THRIVE provision, including in-house and external training of THRIVE staff and class teachers and the use of THRIVE online assessments to track progress in wellbeing and curriculum 'PRIME areas'. Budgeted at £1,250</i>	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
<i>Full-time learning mentor / THRIVE practitioner running THRIVE groups, playtime and lunchtime support, on-call support and social and emotional interventions. Budgeted at £20,243.66</i>	Education Endowment Foundation – Mentoring: Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes	1, 2, 3
<i>Full time PSA / learning mentor alongside part-time PSA and additional PSA, budgeted at £17,605.62 £3,363.44 and £7,734.88 respectively – totalling £28,703.94</i>	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
<i>Free access to breakfast club to support attendance, engagement and provide children with a nutritious meal at the start of the day. Budgeted at £1,500</i>	There is significant research into the importance of a healthy breakfast in relation to cognitive development. We need to ensure all of our children start the day with a good breakfast to ensure maximum development.	3, 4

<p><i>Free access to after school clubs including sports, art, computing and KS2 sporting fixtures with Sporting Influence</i></p>	<p>There is significant research demonstrating that cultural capital directly links to progress, attainment and long-term academic and professional success</p>	
<p><i>A spare uniform / PE provision is in place, supplemented by lost property and FOGRS, to provide free uniform items to those who need it</i></p>	<p>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.</p>	
<p><i>Improving access to education via the use of taxis to support children in coming into school, budgeted at £1,250</i></p>	<p>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence 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</p>	<p>3, 4</p>

Total budgeted cost: £98,790.02

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

Please refer to the analysis of the 2020-21 spend for impact and evaluation of previous academic year.

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

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.