

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Vale Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Alison Connop
Pupil premium lead	Sarah Pickett
Governor / Trustee lead	Peter Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,630
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,460

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

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”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school 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.
- ✓ Ensure disadvantaged pupils have access to resources to enable pupils to access learning both at home and at school

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and wider opportunities are considered.
- Ensuring that appropriate provision is made for pupils who are vulnerable including socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all quality first teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Use of highly skilled LSAs for early intervention and catch up support across the school

- Additional teaching and learning opportunities and wider opportunities provided through trained school staff
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional classroom learning support in KS1 to support Early reading and phonics development and reading in KS2
- Support payment for activities, music tuition, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Attendance support

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children.
2	Pupils have limited experiences beyond their home life and immediate community.
3	Pupils have limited access to books, libraries and technology (such a computers, Wi-Fi etc.) impacts on pupils' ability to complete home work.
4	Adults are not listening to pupil premium children read at home.
5	Low attendance and persistent absenteeism of PP/disadvantaged children.

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) To close the gap in attainment for PP children compared to non PP in all year groups in reading, writing and maths.	<ul style="list-style-type: none"> • Targeted afternoon support in year 1 (EO & DF) 12.5 h/wk. <p>Progress measure: 67% of PP children to pass the year 1 phonics check.</p> <ul style="list-style-type: none"> • Targeted afternoon support in year 2 (LC/NW, ZL) 12.5 h/wk.

	<p>Progress measure: 100% of PP children to be at ARE at the end of the year.</p> <ul style="list-style-type: none"> LSA (RK) to deliver afternoon interventions for SPAG and maths with groups of PP pupils from years 4 and 5. <p>Progress measure: Interventions will be monitored by intervention leader and impact of each intervention will be measured from baseline – 100% progress to be seen</p> <p>Achieve National average progress scores by the end of KS2 in R, W, M and SPAG</p>
<p>2) For PP children’s reading age to increase.</p>	<p>-all PP children will complete a Salford reading assessment as a baseline -LSA based in a different year group each afternoon -will hear all the PP readers and check their reading record</p> <p>Progress measure: 100% improvement in Salford reading age. Increased love of reading.</p> <p>Achieve National average progress scores by the end of KS2 in R, W, M and SPAG</p>
<p>3) To promote fair and equal opportunities for PP pupils to access home learning and wider curriculum experiences.</p>	<ul style="list-style-type: none"> School to purchase a set of laptops Loan agreements to be signed by parents Children to access any homework via these devices. Allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from topic lessons. <p>Progress measure: 100% of PP pupils completing homework.</p> <p>Pupil views/survey on experiences</p>
<p>4) All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> Half termly monitoring of attendance by Assistant Head teacher Rewards for good attendance Regular contact with families. <p>Progress measure: Disadvantaged pupils will match or exceed national</p>

	averages for non-disadvantaged pupils (96+%).
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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: £31,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
To close the gap in number of pupils passing the phonics check in year 1 for PP children compared to non PP.	<p>Phonics tuition EEF(+4months)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	1,2
To close the gap in attainment for year 2 PP children compared to non PP in reading, writing and maths.	<p>Small group tuition EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2
Training for staff to teach phonics in small groups	<p>Oral language intervention EEF (+5)</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The aim is to systematically teach pupils</p>	1,2

	the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	
Projected spending	Year 1 staff	£14,216
	Year 2 staff	£16,624
	Training	£500

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly 1:2:1 reading session with all KS2 Pupil premium pupils.	<p>Reading comprehension strategies EEF (+5) These strategies aim to improve reading by focusing on the understanding of text and may involve a number of techniques. These include inferring the meaning from context; summarising or identifying key points; using graphic or semantic organisers; using questioning strategies; and learners monitoring their own comprehension and identifying difficulties themselves. Research has found it is particularly effective with children aged 8+ who are lagging behind with their reading.</p> <p>Feedback (EEF +8) Reading - target disadvantaged pupils using in house data and provide an intervention LSA in priority year groups to close the gap</p>	1,2

<p>To close the gap in attainment of PP pupils in reading, writing and maths in years 3, 4 and 5.</p>	<p>Small group tuition EEF (+4) Small group tuition involves a teacher working with up to five pupils, usually on their own in a separate classroom or working area. This intensive tuition approach is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1,2</p>
<p>To promote fair and equal opportunities for PP pupils to access home learning.</p>	<p>Digital Technology/ resources EEF (+4) Technology can be used to improve the quality of explanations and modelling. Technology offers ways to improve the impact of pupil practice. Technology can play a role in improving assessment and feedback both at home and at school.</p> <p>Parental engagement EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities 	<p>3</p>

<p>School led tutoring after school with teaching staff for identified pupils in need of additional support to achieve ARE by the end of the year</p>	<p>Small group tuition</p> <p>EEF (+4)</p> <p>Small group tuition involves a teacher working with up to five pupils, usually on their own in a separate classroom or working area. This intensive tuition approach is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>		<p>1,2</p>																		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture intervention 3 afternoons a week, small groups focusing on: behaviour, self-esteem, feelings and friendship.</p> <p>Milk Purchased for over 5's disadvantaged children.</p>	<p>Social and emotional learning (SEL) EEF(+4)</p> <p>Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals. These can take the form of universal wellbeing programmes in the classroom, specialised programmes targeted at particular students or school-level approaches. They have been found to be effective across all stages, although not all interventions are equally good at raising attainment. It requires high levels of professional development for teachers.</p>	

<p>1. School cover the cost of one Educational Visits, experiences and Theatre Groups for each year group. Rec – trip to the theatre Year 1 – animal lady, link to topic ‘Animals’ Year 2 – history time zone Year 3 – coach to Hindu Temple Year 4 – coach to Trip to Mosque Year 5 – coach to Synagogue Year 6 – Greek time zone 2.subsidy for residential trips</p>	<p>Outdoor adventure learning EEF(+4)</p> <p>Allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from topic lessons. Provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-curricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents. Have themed curriculum days to deepen children’s understanding of specific topic areas.</p>	3
<p>Children given a range of opportunities beyond the school day in order to build their cultural capital and increased opportunities for positive well-being activities</p>	<p>Physical activity EEF (+1)</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves as well as other potential benefits have been reported such as improved attendance. We believe that having these opportunities for our children is vitally important.</p>	3
<p>Provide information to PP parents about Music Provision – Subsidy for music lessons to enable disadvantaged pupils to access music lessons and gain enjoyment of learning music and practising music skills.</p>	<p>Arts participation EEF (+3)</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop</p>	3

	engagement and oral language before a writing task.	
PP pupils (year 1-6) having access to a laptop for use at home. School to purchase laptops which will be loaned to PP families.	<u>The EEF guide to supporting school planning: A tiered approach to 2020-21:</u> Ensuring access to technology is key, particularly for disadvantaged pupils Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Given school closures, many schools will now have established routines and plans attending remote learning that can be embedded for the academic year ahead. Focusing on high-quality remote learning will always be valuable for pupils Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.	3
Improving attendance, wider opportunities and readiness to learn for the most disadvantaged pupils	<u>The EEF Guide to the Pupil Premium:</u> There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour	4
Projected spending	Nurture lead/resources	£5866 staffing, £500 resources
	Cool Milk	£1200
	Trips inc residential	£4500
	After school clubs	£1000
	Music tuition	£150
	Attendance	£1500

Total budgeted cost: £ 84,460

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.

Targeted academic support

<p>Priority 1 To close the gap between PP and non PP pupils passing the phonics check. for PP children in all areas</p>	<p>Year 1 cohort 20/21 – 100% passed (teacher assessment)</p>
<p>Priority 2 To increase the number of PP pupils achieving ARE at the end of KS1.</p>	<p>Year 2 cohort 20/21 – 67% of Pupil premium pupils working at Are or above.</p>

Wider strategies

<p>Attendance</p>	<p>School and LA attendance data clearly demonstrate an improving trend in terms of both attendance and PA - the work of the Attendance Lead has helped close the gap with LA & National percentages.</p> <p>While this is positive, we are aware that lowest attenders are PP. Attendance Leader to be rigorous and relentless in implementation of actions to address this. As a result, this remains a focus this year.</p>
<p>Nurture intervention</p>	<p>Nurture intervention was delivered in year group bubbles, 3 afternoons and 1 morning a week. Also, additional triage 1:2:1 sessions as part of our post COVID support e.g. children dealing with bereavement, anxiety.</p> <p>This had a positive impact on the well-being and mental health of many pupils.</p>

School cover the cost of one Educational Visits, experiences and Theatre Groups for each year group.	Due to COVID educational trips could not take place. School subsidised the cover of the year 6 residential trip to Ingestry Hall.
Subsidy for music lessons	3 children benefited from subsidised music lessons.
Milk Purchased for over 5's disadvantaged children	54 pupils benefited from milk being purchased for them, helping them to be ready to learn and focus.
School purchases laptops which were loaned to PP families of pupils from years 1-6.	All of our Pupil premium children had access to a device during school lock downs, periods of isolation due to isolation. This meant that these children were able to access home learning.

