# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*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

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| Detail | Data |
| School name | Grove Vale Primary School |
| Number of pupils in school  | 413 |
| 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**

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| **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**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £84,460 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
* Attendance support
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## 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 | 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.

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| 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.  | * Targeted afternoon support in year 1 (EO & DF) 12.5 h/wk.

Progress measure: 67% of PP children to pass the year 1 phonics check.* Targeted afternoon support in year 2 (LC/NW, ZL) 12.5 h/wk.

Progress measure: 100% of PP children to be at ARE at the end of the year. * LSA (RK) to deliver afternoon interventions for SPAG and maths with groups of PP pupils from years 4 and 5.

Progress measure: Interventions will be monitored by intervention leader and impact of each intervention will be measured from baseline – 100% progress to be seenAchieve National average progress scores by the end of KS2 in R, W, M and SPAG |
| 2) For PP children’s reading age to increase.  | -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 recordProgress measure: 100% improvement in Salford reading age. Increased love of reading. Achieve National average progress scores by the end of KS2 in R, W, M and SPAG |
| 3) To promote fair and equal opportunities for PP pupils to access home learning and wider curriculum experiences. | * 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.

Progress measure: 100% of PP pupils completing homework. Pupil views/survey on experiences |
| 4) All disadvantaged pupils will meet national expectations for attendance/persistent absence. | * Half termly monitoring of attendance by Assistant Head teacher
* Rewards for good attendance
* Regular contact with families.

Progress measure: Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).  |

## 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**

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| 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.  | **Phonics tuition**EEF(+4months)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.  | 1,2  |
| To close the gap in attainment for year 2 PP children compared to non PP in reading, writing and maths.  | **Small group tuition**EEF (+4)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. | 1,2 |
| Training for staff to teach phonics in small groups | **Oral language intervention**EEF (+5)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 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. | 1,2 |
| **Projected spending**  |

|  |  |
| --- | --- |
| Year 1 staff | £14,216 |
| Year 2 staff | £16,624 |
| Training  | £500 |

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**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.  | Reading comprehension strategiesEEF (+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.**Feedback**(EEF +8)Reading - target disadvantaged pupils using in house data and provide an intervention LSA in priority year groups to close the gap | 1,2 |
| To close the gap in attainment of PP pupils in reading, writing and maths in years 3, 4 and 5.  | Small group tuitionEEF (+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. | 1,2 |
| To promote fair and equal opportunities for PP pupils to access home learning. | 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.**Parental engagement** EEF (+3)We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes: * 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
 | 3 |
| 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  | Small group tuitionEEF (+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 be-hind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. | 1,2 |
| **Projected spending**  |

|  |  |
| --- | --- |
| KS2 reading LSA x 2 | £10000 |
| KS2 intervention LSA | £5000 |
| Digital technology  | £8000 |
| Reading books | £5000 |
| School led tutoring KS2 £4.50 per hour x 15 hours for 60 children  | £4050Or £6750 for 25 hours  |

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

**Budgeted cost: £14,716**

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nurture intervention 3 afternoons a week, small groups focusing on: behaviour, self-esteem, feelings and friendship. Milk Purchased for over 5's disadvantaged children. | Social and emotional learning (SEL)EEF(+4)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](https://thirdspacelearning.com/blog/make-year-6-wellbeing-childrens-mental-health-school-priority/) 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.  |  |
| 1. School cover the cost of one Educational Visits, experiences and Theatre Groups for each year group.Rec – trip to the theatreYear 1 – animal lady, link to topic ‘Animals’Year 2 – history time zoneYear 3 – coach to Hindu TempleYear 4 – coach to Trip to MosqueYear 5 – coach to SynagogueYear 6 – Greek time zone2.subsidy for residential trips  | **Outdoor adventure learning** EEF( +4) 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. | 3 |
| 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 | **Physical activity**EEF (+1) 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.  | 3 |
| 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.  | **Arts participation** EEF (+3)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 engagement and oral language before a writing task. | 3 |
| 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.  | **The EEF guide to supporting school planning: A tiered approach to 2020-21:** 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 4 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 | **The EEF Guide to the Pupil Premium:** 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 |

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**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 2021 to 2022 academic year.

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| **Intended outcomes**  |
| To close the gap in attainment for PP children compared to non PP in all year groups in reading, writing and maths.  |

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| --- | --- | --- | --- |
|  WHOLE SCHOOL DATA | Reading ARE  | Writing ARE  | Maths ARE  |
| pp  | 75%  | 67%  | 73%  |
| Non pp | 82%  | 76%  | 79%  |
|  diff | -7%  | -9%  | -6%  |

KS2 results (11 pp children)

|  |  |  |  |
| --- | --- | --- | --- |
|  | ReadingARE or above | Writing ARE or above | Maths |
| PP | 82% | 73% | 82% |
| Non pp | 84% | 79% | 76% |
| diff | -2% | -6% | +8% |

KS1 results (3 PP children)

|  |  |  |  |
| --- | --- | --- | --- |
|  | ReadingARE or above | Writing ARE or above | Maths |
| PP | 100% | 100% | 100% |
| Non pp | 79% | 70% | 77% |
| di | +21% | +30% | +23% |

Year 1 Phonics check (8 PP pupils)

|  |  |
| --- | --- |
| PP passed | 80% (8 pupils) |
| Non PP | 90%  |
| diff | -10% |

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| For PP children’s reading age to increase.  | All PP children have Lexia Reading intervention twice a week (2x20mins). Children can also access resources at home. All children’s reading ages have increased (using SALFROD) and from data from Lexia.  |
| To promote fair and equal opportunities for PP pupils to access home learning and wider curriculum experiences.  | Devices have been issued to families who need them.All PP children completing weekly online homework. |
| All disadvantaged pupils will meet national expectations for attendance/persistent absence  | PP – 93.26% Non PP – 94.80%  |
| **Teaching**  |
| To close the gap in number of pupils passing the phonics check in year 1 for PP children compared to non PP.  | Currently 10 PP children  80% passed  |
| To close the gap in attainment for year 2 PP children compared to non PP in reading, writing and maths.   | 100% (3 pupils) have met the expected standard in reading, writing and maths.   |
| Training for staff to teach phonics in small groups.   | Year 2 phonics re-takes: 6 children re-sat (4/6 passed) 67% Year 3 phonics re-sits: 4 children – 100% passed Year 4 phonics re-sits: 4 children – 100% passed  |
| **Targeted academic support**  |
| Weekly 1:2:1 reading session with all KS2 Pupil premium pupils.   | All PP children have Lexia Reading intervention twice a week (2x20mins). Children can also access resources at home. All children’s reading ages have increased (using SALFROD) and from data from Lexia. |
| To close the gap in attainment of PP pupils in reading, writing and maths in years 3, 4 and 5.   |   | Yr 3   | Yr 4  | Yr 5  |
| Reading   | 72% pp 78% non pp -4%  | 86% pp 81% non pp -5%  | 78% pp 82% non pp -4%  |
| writing  | 63% pp 74% non pp -11%  | 71% pp 75% non pp -4%  | 78% pp 78% non pp 0  |
| maths  | 63% pp 82% non pp -19%  | 71% pp 69% non pp +2%  | 78% pp 80% non pp -2%  |
| To promote fair and equal opportunities for PP pupils to access home learning.   | All families who need a device now have access to one.  All PP children now accessing and completing online weekly homework.   |
| 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.  | Autumn term, 15 pupils took part in school led tutoring, this involved 7 members of staff. They each had 6 hours of learning.Spring term, 15 pupils took part in school led tutoring, this involved 5 members of staff. They each had 12 hours of learning.Summer term, 21 pupils took part in school led tutoring, this involved 6 staff. They each had 6 hours of learning.  |
| **Wider strategies for current academic year**  |
| Nurture intervention  3 afternoons a week, small groups focusing on: behaviour, self-esteem, feelings and friendship.  Milk Purchased for over 5's disadvantaged children.   | Group Nurture sessions take place each week as well as additional 1:2:1 sessions to support PP children and those with social, emotional and mental health difficulties.   17 PP children accessing free milk   |
| 1.School cover the cost of one Educational Visits, experiences and Theatre Groups for each year group.   2.subsidy for residential trips.  | Rec – coach paid for Hatton farm – summer term Year 1 – animal lady – summer term Year 2 – coach to Gurdwara – spring term  Year 3 – coach to Hindu Temple - January Year 4 – coach to Trip to Mosque - March Year 5 – coach to Synagogue – spring term Year 6 – Greek time zone – 6-10-21  Edgmond Hall residential - 1 pupilIngestre Hall residential - 2 pupilPlas Gwynant residential – 7 pupil  |
| 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.  | After school clubs offered to PP children. Forest school sessions 6 weeks blocksGames clubs after school   |
| 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.  | 2 pupils accessing the subsidised music lessons  |
| 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.  | All families who have asked for devices have received one.  All PP children now accessing and completing online weekly homework.  |
| Improving attendance, wider opportunities and readiness to learn for the most disadvantaged pupils.  | PP – 93.26% Non PP – 94.80%   |