

# 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	423
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	23-24
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Alison Connop
Pupil premium lead	Sarah Pickett
Governor / Trustee lead	Lisa Rashid

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,185
Recovery premium funding allocation this academic year	£3987
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,172

# 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:**

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
2. For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
3. To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
4. Ensure disadvantaged pupils have access to a variety of readings books and are encouraged to read with an adult each week.

### **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	Adults are not listening to pupil premium children read at home.
4	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 KS1 PP children compared to non PP in reading, writing and maths.  (link to key priority quality of education)  <b>Core driver link: Be Ambitious</b>	<b>Year 1: 10 PP children in total, 6 pupils (60%) of PP children to be at ARE in reading at the end of the year.</b>  <b>Year 1: 10 PP children in total, 6 pupils (60%) of PP children to be at ARE in maths at the end of the year.</b>  <b>Year 2: 7 PP children in, 4 (57%) of children to be at ARE in reading, writing and maths at the end of the year.</b>
2. Year 1 PP children passing the phonics check	<b>60% of PP children to pass the year 1 phonics check. 10 PP pupils, 6 to pass.</b>

<p>Year 2 PP children, passing the re-sit phonics check.</p> <p>(link to key priority quality of education)</p> <p><b>Core driver link: Be Ambitious and resilient</b></p>	<p>Phonics re-sit data: 3 PP children due to re-sit – 100% to pass.</p>
<p>3. For PP pupils in year 4 to pass the year 4 times tables check For PP pupils in year 5, to pass the re-sit of the times table check.</p> <p>(link to key priority quality of education)</p> <p><b>Core driver link: Be Ambitious and resilient</b></p>	<p>Year 4 have 9 PP pupils – 8/9 (88%) on track to pass times table check.</p> <p>3 year 5 PP Pupils are due to re-sit MTC, 2/3 (66%) on track to pass.</p>
<p>4.To promote equal opportunities for PP pupils to wider curriculum experiences, including lunch time and after school clubs, music lessons, trips and residential visits.</p> <p>(link to key priority personal development)</p> <p><b>Core driver link: Be creative</b></p>	<p>Percentage of PP pupils attending an extra-curricular activity to increase, currently 55%.</p> <p>Percentage of PP pupils accessing music lessons to increase, currently 8%(2 chd)</p> <p>Pupils views towards schools (collected via. Pupil survey and conferencing) to increase:          'I am happy at school' 90% agree.          'I take part in extra activities and trips' 75% agree.</p>
<p>5.To close the gap in attainment for end of KS2 PP children compared to non-PP in reading, writing and maths.</p> <p>(link to key priority quality of education)</p> <p><b>Core driver link: Be Ambitious</b></p>	<p>Year 6, 9 PP pupils: 7/9 (78%) on track to be at Are by the end of the year.</p>
<p>6. All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p> <p>(link to key priority behaviour and attitudes)</p> <p><b>Core driver link: Be Resilient</b></p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</p>

## Activity in this academic year

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

Budgeted cost: £53,841.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 1 phonic intervention 3 afternoons a week.(DF)	<b>Phonics tuition</b> 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
Year 1 maths intervention 1 afternoon a week.(AC)	<b>Small group tuition</b> 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.	1
Additional afternoon support in year 1 classrooms 4 afternoons a week. (LC, NW, CC, AC)	<b>Small group tuition</b> 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.	1
Year 1 and 2 staff hearing children read, checking reading records and changing books one afternoon a week.	<b>Reading comprehension strategies</b> 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;	3

	<p>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><b>Feedback</b> (EEF +8) Reading - target disadvantaged pupils using in house data and provide an intervention LSA in priority year groups to close the gap</p>	
Year 2 reading, phonics and maths intervention.	<p><b>Small group tuition</b> 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.</p>	1, 3
1 afternoon maths intervention delivered by JL – 1 session focusing on times tables and 1 on maths boosters	<p><b>Small group tuition</b> 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>	1
Afternoon interventions delivered by JL with PP pupils.	<p><b>Small group tuition</b> 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</p>	1

	are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
Year 6 after school boosters sessions (1 hour a week) with teaching staff for identified pupils in need of additional support to achieve ARE by the end of the year.	<b>Small group tuition EEF (+4)</b> 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
<b>Projected spending</b>	Year 1 staff (DF, AC, CC, NW, LC)	£4377.62 £5129.52 £4396.73 £6370.38 £4320.27
	Year 2 staff (EO, ZL, DF)	£8793.47 £8793.47 £2133.55
	KS2 intervention LSA to deliver (JL) 13 hours	£9526.25
	Year 6 after school boosters	£2000

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

**Budgeted cost: £31,345.21**

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	<b>Social and emotional learning (SEL) EEF(+4)</b> 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 <a href="#">wellbeing</a> programmes in the classroom, specialised programmes targeted at particular students or	2

disadvantaged children.  Forest schools	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 two Educational Visits, experiences and Theatre Groups for each year group. Rec – trip to Nature Centre Year 1 – explorers workshop and church trip. Year 2 – coach to the Gurdwara and trip to the beach. Year 3 – coach to Hindu Temple and Time zone - Romans Year 4 – coach to Trip to Mosque and time zone, Viking's experience day. Year 5 – coach to Synagogue and time zone, Greeks experience day Year 6 – trip to Black Country museum and WW2 experience day.  2.subsidy for residential trips	<b>Outdoor adventure learning</b>  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 during and beyond the school day, including extra-curricular activities, in order to build their cultural capital and increased opportunities for positive well-being activities.	<b>Physical activity</b> 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	<b>Arts participation</b> EEF (+3)	3



<p>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 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.</p>		
<p>Member of SLT (CD) released from class looking at attendance.</p> <ul style="list-style-type: none"> <li>• Rewards given for good attendance</li> <li>• Raise the profile of the importance of attendance with pupils and parents</li> <li>• Working closely with Sandwell attendance officers</li> <li>• Regular contact with families causing concern.</li> </ul>	<p><b><u>The EEF Guide to the Pupil Premium:</u></b> 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</p>		4
<p><b>Projected spending</b></p>	<p>Nurture lead/resources</p>	<p>£3457.06 staffing, £500 resources</p>	
	<p>Cool Milk</p>	<p>£1200</p>	
	<p>Trips inc residential</p>	<p>£8500</p>	
	<p>After school clubs</p>	<p>£1000</p>	
	<p>Music tuition</p>	<p>£150</p>	
	<p>Forest school teacher</p>	<p>£6825.41</p>	
	<p>Attendance lead 1 day</p>	<p>£10,212.74</p>	

**Total budgeted cost: £87,186.47**

## Part B: Review of outcomes in the previous academic year

Interim review April 24

Intended outcome	Success criteria
<p>1. To close the gap in attainment for KS1 PP children compared to non PP in reading, writing and maths.</p> <p>(link to key priority quality of education)</p> <p><b>Core driver link: Be Ambitious</b></p>	<p>Year 1: 10 PP children in total, 6 pupils (60%) of PP children to be at ARE in reading at the end of the year.</p> <p>7 PP passed phonics check 63%</p> <p>Year 1: 10 PP children in total, 6 pupils (60%) of PP children to be at ARE in maths at the end of the year.</p> <p>8 PP chd are working at ARE in maths – 72%</p> <p>Year 2: 7 PP children in, 4 (57%) of children to be at ARE in reading, writing and maths at the end of the year.</p> <p>Currently 1 PP chd (14%) on track for ARE</p>
<p>2. Year 1 PP children passing the phonics check</p> <p>Year 2 PP children, passing the re-sit phonics check.</p> <p>(link to key priority quality of education)</p> <p><b>Core driver link: Be Ambitious and resilient</b></p>	<p>60% of PP children to pass the year 1 phonics check. 10 PP pupils, 6 to pass.</p> <p>7 PP passed phonics check – 63%</p> <p>Phonics re-sit data: 3 PP children due to re-sit – 100% to pass.</p> <p>100% passed</p>
<p>3. For PP pupils in year 4 to pass the year 4 times tables check</p> <p>For PP pupils in year 5, to pass the re-sit of the times table check.</p> <p>(link to key priority quality of education)</p> <p><b>Core driver link: Be Ambitious and resilient</b></p>	<p>Year 4 have 9 PP pupils – 8/9 (88%) on track to pass times table check.</p> <p>80% (8/10) on track to pass re-sit</p> <p>3 year 5 PP Pupils are due to re-sit MTC, 2/3 (66%) on track to pass.</p> <p>2/3 (66%) passed</p>
<p>4. To promote equal opportunities for PP pupils to wider curriculum experiences, including lunch time and after school clubs, music lessons, trips and residential visits.</p> <p>(link to key priority personal development)</p>	<p>Percentage of PP pupils attending an extra-curricular activity to increase, currently 55%.</p> <p>Currently at 62%</p> <p>Percentage of PP pupils accessing music lessons to increase, currently 8%</p> <p>1 chd (4%) accessing lessons, was 8% but one chd stopped. Non PP accessing lessons 12% of KS2 (26 chd)</p>

<p><b>Core driver link: Be creative</b></p>	<p>Pupils views towards schools (collected via. Pupil survey and conferencing) to increase:          'I am happy at school' 90% agree.          'I take part in extra activities and trips' 75% agree.</p>						
<p>5.To close the gap in attainment for end of KS2 PP children compared to non-PP in reading, writing and maths.           (link to key priority quality of education)  <b>Core driver link: Be Ambitious</b></p>	<p>Year 6, 9 PP pupils: 7/9 (78%) on track to be at Are by the end of the year.</p> <table border="1" data-bbox="818 427 1396 573"> <tr> <td>PP R – 78% (7/9)</td> <td>Non pp R – 83%</td> </tr> <tr> <td>PP W – 78% (7/9)</td> <td>Non PP W – 83%</td> </tr> <tr> <td>PP M - 78% (7/9)</td> <td>Non PP M – 83%</td> </tr> </table>	PP R – 78% (7/9)	Non pp R – 83%	PP W – 78% (7/9)	Non PP W – 83%	PP M - 78% (7/9)	Non PP M – 83%
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<p>6. All disadvantaged pupils will meet national expectations for attendance/persistent absence.          (link to key priority behaviour and attitudes)  <b>Core driver link: Be Resilient</b></p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).          PP – 93.4%          Non PP – 94.8%</p>						

<b>Impact of PP spending 23-24</b>
<p>63% of PP pupils in year 1 (7 chd) passed phonics check            72% of PP chd in year 1 (8 chd) are working at ARE in maths</p>
<p>100% of year 2 PP chd (3 chd) passed phonics re-sit in year 2.</p>
<p>80% of year 4 PP chd (8 chd) passed MTC.            66% of year 5 PP chd (2 chd) passed MTC re-sit.</p>
<p>62% of PP children have attended an extra curricular activity.            'I am happy at school' 90% agree.            'I take part in extra activities and trips' 75% agree.</p>
<p>78% of Year 6 PP chd (7pupils) were at age related expectations at the end of KS2</p>
<p>Attendance of PP pupils is 93.4% (non-PP is 94.8%)</p>