

Pupil Premium Strategy Statement: 2023 – 2024

Grove Park Primary School

This statement details Grove Park's use of pupil premium (and recovery premium for the 2023 to 2024 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 Park Primary School |
| Number of pupils in school | 423 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 16.8% |
| Academic year/years that our current pupil premium strategy plan covers – linked with our 3 year School Development Strategy: https://www.groveparkprimary.co.uk/School-Development-Strategy/ | 2023/24 to 2025/26 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Rachel Davies, Headteacher |
| Pupil premium lead | Rachel Davies, Headteacher |
| Governor | Dr Suparna Sukumaran |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £100,395 |
| Recovery premium funding allocation this academic year | £10,440 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £110,835 |

Part A: Pupil premium strategy plan. Statement of intent

Underpinning our ethos at Grove Park is a 'personal growth' model of teaching whereby the 'whole child' is educated. All members of our community are treated with respect and dignity. Our school values are: Trust, Respect, Enthusiasm and Empathy and the needs of our most vulnerable pupils are fundamental to our ethos and practice. We have a proactive, whole school approach to meeting the needs of all of our pupils and using funding effectively. We are a hub of high expectations, standards and creative flair which ensures that all children have the opportunity to reach their potential. The curriculum is unique to Grove Park and our children – we have a strong focus on rich language and progressive subject knowledge, contextualised learning, creativity and academic rigour. Our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Grove Park is very proud of the attainment and progress of all our pupils. We have high aspirations for all pupils and the positive impact of our use of the Pupil Premium Grant funding can clearly be seen in our school performance data. Please click on the following links to view this data:

<https://www.compare-school-performance.service.gov.uk/school/102485/grove-park-primary-school>

<https://www.groveparkprimary.co.uk/Early-Years/>

<https://www.groveparkprimary.co.uk/End-of-Key-Stage-1/>

<https://www.groveparkprimary.co.uk/End-of-Key-Stage-2/>

<https://www.groveparkprimary.co.uk/Phonics-Screening-Check/>

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The majority of the pupils at Grove Park who are eligible for Pupil Premium also have English as an Additional Language (EAL) |
| 2 | Approximately a third of the pupils who are eligible for Pupil Premium also have additional needs and/or vulnerabilities (largely speech, language and communication or social/emotional needs) |
| 3 | Lockdown and on-going barriers and challenges for families significantly reduced these children's exposure to, understanding and regular use of rich vocabulary & expressive language that enables them to express their views and opinions succinctly, articulately and with confidence. |
| 4 | Due to external pressures (e.g. the pandemic and cost of living crisis) parents and carers have found that their ability and capacity to support their children's cultural experiences, mental well-being, physical development, access to high quality books and literature have all been affected. |

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 |
|---|---|
| For pupils who are eligible for Pupil Premium and those children significantly impacted by the lockdown to continue to be confident, resilient, engaged and interested learners who are making rapid and sustained progress | For the gap in attainment and progress to continue to be narrowed between disadvantaged pupils and their peers. |

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| across the curriculum and building their vocabulary as a 'hook' for future learning. | End of year assessment data in all year groups shows the positive impact of our use of funding. |
| To further narrow the gap between the attainment of pupils eligible for Pupil premium and their peers in reading (VIPERS skills) and maths (reasoning, vocabulary and mastery) | Pupil outcomes (including books/displays) show that pupils eligible for PPG are at least at Age Related Expectations and produce work across the curriculum that is of a consistently high quality – particularly in terms of their use of expressive language and vocabulary – in line with our high expectations of all pupils at Grove Park. |
| For parents and carers to continue to be supported so that they feel more equipped and confident to support their children at home particularly with the development of their technical and expressive vocabulary, reading comprehension and resilience and independence as learners when outside the classroom. | All pupils have the tools and support to regulate their emotions. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations |
| Every child has the opportunity to take part in enrichment activities so that their language skills are developed through contextualised and real experiences. | For pupils improved self-confidence to impact on their progress and attainment across the curriculum. |

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

Budgeted cost: £75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| High quality Teaching Assistants (TAs) in every class and also delivering additional interventions: Phonics, pre-teaching of vocabulary, | TAs support with interventions, teaching of high-quality vocabulary and reading to ensure gaps are narrowed. Positive impact in school data. | 1, 2, 3 & 4 |

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| <p>language groups, comprehension, confidence, memory and reading.</p> <p>Two experienced teachers offering whole school support for pupils using internal data and a range of assessments to allocate support.</p> | <p>Oral language interventions have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Additional teacher model tried and tested in Years 2 & 6 and data tracked by governors to assess impact. Pupil voice indicates model is highly effective too.</p> | |
| <p>Middle Leader for Phonics, Reading & Vocabulary on the Extended Senior Leadership Team to ensure high quality CPD, teaching and learning in all of these areas.</p> <p>Middle Leader to work closely with Senior Leadership Team to monitor the impact of CPD and high quality first teaching, data and use of vocabulary in all lessons with a focus on pupils eligible for PPG</p> | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The size of a pupil's vocabulary in their early years of schooling is a significant predictor of academic attainment and success in life (Save the Children 2016; Parsons & School 2011; ED Hirsch 1999)</p> <p>Very high impact for very low cost based on extensive research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Approach to Whole Class Reading & VIPERS skills used remotely during the pandemic with excellent results is now impacting children across</p> | <p>1, 2, 3 & 4</p> <p>1, 2, 3 & 4</p> |

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|---|--|---------------------|
| <p>Staff training on Whole Class Reading with a focus on vocabulary</p> | <p>the school – high attainment in KS1 & KS2 SATS at the end of 2023:</p> <p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | |
| <p>High quality marking and children respond to teachers' marking on a regular basis.</p> | <p>High quality marking is proven to be a low cost and high impact intervention for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | <p>1, 2 & 3</p> |
| <p>Maths taught through story and real life contexts. Curriculum based on stories and quality picture books.</p> | <p>The size of a pupil's vocabulary in their early years of schooling is a significant predictor of academic attainment and success in life (Save the Children 2016; Parsons & School 2011; ED Hirsch 1999)</p> <p>Very high impact for very low cost based on extensive research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | <p>1, 3 & 4</p> |
| <p>Staff training on the use of Mastery and working closely with the NCTEM Maths Hub specialists.</p> <p>Staff training on the mastery approach and how to use it to ensure disadvantaged children reach their full potential.</p> <p>Progress and attainment monitored by class teachers, SLT and governors</p> <p>Purchase of and access to manipulatives for all maths lessons and year groups and updated White Rose Scheme</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>NCTEM: All pupils need access to mathematical concepts and ideas and to the rich connections between them</p> <p>NCTEM: Challenge is provided by going deeper rather than accelerating into new mathematical content. Teaching is focused, rigorous and thorough, to ensure that learning is sufficiently embedded and sustainable over time. Long term gaps in learning are prevented through speedy teacher intervention. More time is spent on teaching topics to allow for the development of depth and sufficient practice to embed learning.</p> | <p>1,2 & 4</p> |

Targeted academic support

Budgeted cost: £6,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of an on-line Maths and Reading home-learning programme and pupils have a log-in to use at home.</p> <p>Support for parents on how to use the home learning programs.</p> <p>Virtual Workshops for parents led by Maths Lead</p> <p>Parent surveys to ascertain areas of support which can then be addressed by Maths Lead</p> | <p>Children are not held back due to any financial circumstances or parents' level of English. Medium cost for high impact. Article 'Pupil Premium Best Practice' By Matt Bromley September 2019</p> | <p>1 & 4</p> |
| <p>Oral language interventions: Bucket Time, Speech & Language Groups, weekly staff training from speech therapists, pre-teaching of vocabulary</p> | <p>Evidence suggests that oral language interventions are successful in a variety of environments. The majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, benefit. An additional 5 months progress for pupils is seen in research and studies of the impact of oral interventions.</p> | <p>1, 2 & 3</p> |

Wider strategies

Budgeted cost: £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Parent Support Advisor (PSA)</p> <p>Our PSA works 2 days per week to support the families of our PP children and to support Parents' Forum.</p> | <p>The PSA organises workshops to support all parents, parenting classes to support struggling & vulnerable families, childcare during the holidays and events to enrich children's lives. Low cost for high impact.</p> | <p>1 & 4</p> |
| <p>2 Learning Mentors</p> <p>4 afternoons each a week</p> <p>Allotment and outdoor learning to build resilience for most vulnerable pupils</p> <p>Mindfulness and well-being training for mentors</p> <p>Demand Avoidance, Trauma informed approach, Attachment training for all staff.</p> | <p>The learning mentors work with children on a 1:1 or small group basis in a confidential manner which supports their learning, encouraging high aspirations, raising self-esteem and motivating learners. Moderate cost for high impact.</p> <p>Education Endowment Fund (EEF) Toolkit: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | <p>2 & 4</p> |

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| <p>Zones of Regulation being used to provide strategies to help pupils more aware of and independent in managing their emotions and improve their ability to problem solve: whole staff training and pupil sessions delivered by TAs</p> <p>Zones of Regulation training for SMSAs and parents – led by Speech Therapist and SENCO</p> <p>Attachment and Trauma Training attended by teachers and TAs</p> | <p>Education Endowment Fund (EEF) Toolkit indicates that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF Remote Learning Review 2020</p> <p>Feedback from Pupil, Staff and Parent Surveys and Discussion Groups</p> | |
| <p>Outdoor Learning</p> <p>Training and CPD for Outdoor Learning Leaders in school – Surrey.</p> <p>Training for Forest School Lead</p> | <p>School Council feedback on children's sense of well-being and readiness to learn when they are outside.</p> <p>Positive impact of Forest School in KS1 on disadvantaged children's attainment and well-being.</p> <p>National Foundation for Educational Research (NFER) NFER Report and Children & Young People Report cite the highly positive impact of outdoor learning on progress, attainment and learning behaviours. Studies of outdoor learning consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence (Education Endowment Fund).</p> <p>Dual coding theory suggests that representing information both visually and verbally enhances learning and retrieval from memory (OFSTED research paper)</p> <p>Schools' Active Movement – survey and responses; Hounslow Survey results – Health Behaviours in Young People. Data suggests that</p> | |

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| | post-COVID, opportunities to be active need to be a priority for children in our Local Authority. | |
| <p>Families of vulnerable children can reach out to school if they need to explore financial support e.g. with accessing clubs; school journey; school trips; visitors and workshops in school, afterschool enrichment and breakfast club where necessary.</p> <p>Children eligible for Pupil Premium to be supported with access to extra-curricular clubs and sports activities</p> <p>Provide school equipment and uniform so that pupils can focus on their learning and not be disadvantaged in any way.</p> | <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>On average, pupils who participate in adventure/extra-curricular experiences make approximately four additional months' progress over the course of a year.</p> <p>There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (Education Endowment Fund EEF Research)</p> | All |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £107,000

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

How Pupil Premium was spent in 2022/2023

During 2022/2023, the Pupil Premium Grant was used in a variety of ways to for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy in 2022/23 was to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers:

- Opportunities to develop vocabulary that enables them to work with more confidence in maths within small group tutoring sessions;
- Phonics, Reading, Maths, Times Tables, Memory, Social Skills interventions led by skilled Teaching Assistants;
- Precisely targeted English & Maths interventions;
- Purchase of high quality texts for class, library, colour band books and to meet individual needs and passions of PPG pupils;
- Employment of a Parent Support Adviser and two Learning Mentors;
- Financial support for vulnerable families;
- Financial support for trips, visits and residential trips for vulnerable families;
- One to one meetings to support vulnerable families with choosing secondary schools;
- Staff members supporting vulnerable families to attend open mornings for secondary schools and specialist settings;
- Drawing & Talking Therapy sessions;
- Teaching Assistants regularly hearing children read on a 1:1 basis;
- Zones of Regulation training for staff;
- Demand Avoidance training for staff;
- Reading comprehension/VIPERS/Writing for Pleasure training for staff;
- Outdoor Learning Conference CPD (Surrey);

Impact of Pupil Premium in 2022/2023

Pupils eligible for the Pupil Premium Grant are tracked as part of our on-going in-house assessment procedures. Attainment and progress are monitored regularly by the class teachers and SLT and is presented to the Governors each term. Below is an overview of the progress of pupils eligible for PP at the end of 2022 - 2023. It shows the very positive impact of our use of the PP & Recovery Grant and of our high aspirations for all pupils and support of their needs and education during the pandemic and period of school closure due to COVID-19. The expected progress for pupils is 5.0 points in Year 1 and 6.0 points in Year 2 – 6

| PUPIL PREMIUM TRACKING | | | | |
|---|-------------------------------|----------------------------|---|-----------------------|
| AVERAGE PROGRESS POINTS – SUMMER 2022 TO SUMMER 2023 | | | | |
| READING | | | | |
| YEAR GROUP | PUPILS ELIGIBLE FOR PP | PUPILS NOT ELIGIBLE | PP AND SEN | PP WITHOUT SEN |
| Current Year 2 (5 pupils) | 4.8 | 5.7 | 1.0 (1 pupils) | 5.8 |
| Current Year 3 (15 pupils) | 6.3 | 6.6 | 5.0 (3 pupils) | 6.6 |
| Current Year 4 (5 pupils) | 4.8 | 6.2 | 1 pupil Due to GDPR data not being included on website | 6.5 |
| Current Year 5 (13 pupils) | 6.1 | 6.2 | 6.5 (2 pupils) | 6.0 |

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|-------------------------------|-----|-----|-------------------|-----|
| Current Year 6 (10 pupils) | 5.7 | 5.7 | 5.6 (3 pupils) | 5.7 |
| Current Year 7 (19 pupils) | 6.5 | 6.3 | 6.4 (5 pupils) | 6.6 |

WRITING

| YEAR GROUP | PUPILS ELIGIBLE FOR PP | PUPILS NOT ELIGIBLE | PP AND SEN | PP WITHOUT SEN |
|-------------------------------|------------------------|---------------------|---|----------------|
| Current Year 2 (5 pupils) | 4.2 | 5.7 | 3.0 (1 pupil) | 4.5 |
| Current Year 3 (15 pupils) | 6.6 | 6.3 | 5.7 (3 pupils) | 6.8 |
| Current Year 4 (5 pupils) | 4.8 | 6.1 | 1 pupil Due to GDPR data not being included on website | 6.5 |
| Current Year 5 (13 pupils) | 5.7 | 6.4 | 5.0 (2 pupils) | 5.9 |
| Current Year 6 (10 pupils) | 5.1 | 5.8 | 3.4 (3 pupils) | 5.9 |
| Current Year 7 (19 pupils) | 6.4 | 6.4 | 7.0 (5 pupils) | 6.1 |

MATHS

| YEAR GROUP | PUPILS ELIGIBLE FOR PP | PUPILS NOT ELIGIBLE | PP AND SEN | PP WITHOUT SEN |
|-------------------------------|------------------------|---------------------|---|----------------|
| Current Year 2 (5 pupils) | 4.8 | 5.6 | 4.0 (1 pupil) | 5.0 |
| Current Year 3 (15 pupils) | 7.0 | 7.0 | 6.3 (3 pupils) | 7.2 |
| Current Year 4 (5 pupils) | 4.4 | 6.0 | 1 pupil Due to GDPR data not being included on website | 6.2 |
| Current Year 5 (13 pupils) | 6.2 | 6.3 | 6.0 (2 pupils) | 5.9 |
| Current Year 6 (10 pupils) | 5.2 | 6.1 | 3.6 (3 pupils) | 6.2 |
| Current Year 7 (19 pupils) | 6.5 | 6.1 | 7.6 (5 pupils) | 6.1 |

Service pupil premium funding

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |