

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	The Grove Primary School, Trowbridge
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	1st November 2024
Date on which it will be reviewed	1 st November 2025
Statement authorised by	Stuart Woodburn
Pupil premium lead	Stuart Woodburn
Governor / Trustee lead	Jen McMillian

Funding overview

Detail	Amount
Deprivation PP allocation	£97,680
Service Child PP allocation	£1,020
Post LAC PP allocation	£25,700
In-year variation from April to August (+11 Deprivation and +4 Post LAC)	£5,077
Total	£129,477
Recovery premium funding allocation 2024-25 financial year	£0
Pupil premium funding carried forward from previous years	£7,766
Total Funding available in 2024-25	£137,243
Forecast Spend	
Total expected expenditure during 2024-25	£138,926

Part A: Pupil premium strategy plan

Statement of intent

At The Grove Primary School we have high aspirations and ambitions for ALL our children and we are determined to ensure that all are given every chance to be successful and achieve well. We aim for our disadvantaged pupils to access excellent teaching throughout their school journey and if required, targeted interventions, as well as extra-curricular activities lead by our passionate staff team.

At The Grove, we provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We will aim to increase attendance for those disadvantaged pupils and will work with our Family Link Workers to ensure that the gap between our disadvantaged pupils and their non-disadvantaged peers closes. In doing this, we aim to have a positive impact upon children's academic ability and their mental health and well-being.

With this in mind, our Pupil Premium Strategy has been carefully considered alongside research by the Education Endowment Foundation (EEF), our school demographic and the wider challenges faced by our disadvantaged pupils.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For our disadvantaged pupils to meet or exceed national expectations.
- To ensure that the communication and language gap is narrowed effectively in EYFS and KS1.
- For our Pupil voice surveys to show our children feel happy and cared for at our school.
- For the attendance of our disadvantaged learners to be above national.
- To be secondary ready when they reach the end of their primary education.

We aim to do this through:

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate support is assessed and addressed for our pupils and their families.
- Recognising that not all pupils who are disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Providing regular opportunities for pupil voice.

The range of provision that Governors consider making for this group include:

- *Ensuring pupils receive consistent high quality feedback using the 'Mark for Impact' strategy.*
- *A dedicated Teaching and Learning Lead to support teaching staff CPD and ensure consistently effective teaching is embedded across the school.*
- *A dedicated DL champion to raise the profile of and maintain the importance of prioritising disadvantaged learners within the classroom.*
- *Our school pastoral team supporting our children's wellbeing and emotional needs (Family Link Workers, ELSA, ELTA, Forest School leader).*
- *Implementation of Leadership passport that supports effective personal development, metacognition and key life skills.*
- *Pupil conferencing with a focus on disadvantaged learners.*
- *Reducing class sizes in Year 5 and Year 6 - improving opportunities for effective teaching and learning and accelerating progress in Maths.*
- *To provide targeted interventions and precision teaching to support pupil progress; where these are monitored closely to ensure impact.*
- *Additional class resources will be used to target children on Free School Meals to achieve Age Related Expectations.*
- *Additional TA support focused in key transition Year Groups.*
- *Provide funding for educational visits and residential trips for our disadvantaged learners.*
- *Support the funding of CPD for staff, such as SoundsWrite training.*
- *To allow the children have priority to attend afterschool enrichment clubs.*
- *Behaviour and nurture support during lunchtimes by providing activities to engage and promote our school values (L.E.A.R.N) and thus enhance learning.*
- *Termly rigorous pupil progress meetings with SLT and class teachers, with a focus on disadvantaged learners.*
- *Regularly monitoring the attendance of our disadvantaged pupils and providing support to families to improve attendance.*
- *Providing continuous provision in our Year 1 classes where needed.*

Challenges

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

Challenge number	Detail of challenge
1	Emotional health and wellbeing of our pupils.
2	Communication and language skills low upon entry to school and we have a high number of PP children on our SALT register across the school. Our school population comprises of 20 languages. Our phonics results for PP in 2024: 75%
3	3/8 of our Disadvantaged learners in EYFS (2023-24) achieved GLD bringing our data (38%) to below '23 national average: 67% (for all)
4	To close the gap between disadvantaged and non-disadvantaged learners in RWM across the school
5	Attendance and punctuality (23/24 attendance for disadvantaged pupils was 95.4% 0.9% above national average, but below whole school attendance. Monitoring of late codes before and after register closes shows most students are PP.

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. For our PP children to feel happy and safe at school and engage with their learning	1. Successful implementation of Leadership Passport that shows the recording of the successes of all PP children. 2. Senior mental health lead role in school to promote emotional wellbeing and positive mental health across the whole school community. 3. Children's attendance will remain high (linked to objective 6) because they are happy coming to school. 4. A wide range of extra-curricular activities will be offered to tap into our children's passions. Staff running clubs will be appropriately trained and passionate about their activity. 5. Discounts will be provided for pupil premium families for all enrichment opportunities to include trips and visitors, music lessons, residential etc 6. Children are then able to learn a new skill or continue playing an instrument they had been learning. 7. Enrichment timetable in place for 24/25 including Arts and crafts, Gardening and outdoors, Sensory Sessions, Active Afternoon and Forest School. 8. Pupil voice surveys will report that PP children feel happy and safe in school.

	9. Pupil premium children will engage with the wider life at The Grove by joining clubs and attending wider events. They will be prioritised to attend these. 10. Lesson observations from SLT and subject leaders show DL learners are engaged with their learning. 11. Opportunities for Pupil Voice throughout the year and member of staff as dedicated Pupil Voice lead. 12. PP families engage well with school-life.
2. For early identification and support to be provided for PP children needing SaLT in EYFS.	1. Disadvantaged learners in EYFS are on the school's SALT register and are supported regularly 2. 'Talk through stories' scheme purchased and used in EYFS to accelerate progress with communication and language. 3. Rapid progress made by disadvantaged learners to support their speech and language and to come off the programme.
3. To close the gap between PP and Non in GLD with a focus on Gross/fine motor skills and writing.	1. Progress of disadvantaged learners is a performance management objective for teaching staff across the school. 2. EYFS team are provided with opportunities such as home and nursery visits to 'flag up' possible DL learners. They are confident with the processes and work closely with the schools Family Link Worker(s) and outside agencies to provide support for the children and their families. 3. Learning walks by SLT and subject leaders show teaching and support for Gross/Fine motor skills and writing across EYFS is consistently effective. 4. Increased reading interventions/pre-phonics/reading with PP children in place 5. Plan for new outdoor area is in place ready for Sept '25.
4. To begin closing the gap for reading/writing/ maths between our DL and non DL across the school.	1. Progress of disadvantaged learners is a performance management objective for teaching staff across the school. 2. Focus on disadvantaged learners in the subject leader's implementation plan. 3. Planned CPD across the year on key proven teaching and learning strategies that support progress of all pupils, incl I do, we do, you do, questioning, scaffolding etc 4. Learning walks by SLT and subject leaders show teaching across the school is consistently effective. Using The Grove approach to reading/writing/maths. 5. PP are prioritised for Pupil Conferencing. Evidence will be seen in class Pupil Conferencing folders. Reading 6. PP children are heard read by an adult in school at least twice a week (KS1) and once a week (KS2). This will be evidenced in the child's individual reading record and we will see progress with their Reading Comprehension assessments. 7. Teaching staff are trained and confident in delivering the schools chosen phonics scheme. We will measure this with lesson observations by our English lead and staff voice questionnaires. 8. Reading Shed installed in KS2 playground to encourage reading for pleasure

	9. Weekly reading assemblies led by SLT to expose DL to a range of vocabulary and text types. 10. Enrichment opportunities throughout the year to engage children in reading (for example: DL learners trip to Library September, class timetable to use the school library during school hours and afterschool) 11. Attainment in the phonics screening check (Year 1) meets or exceeds the national average. Writing 12. Precision teach interventions focusing on DL learners individual writing targets. 13. All students using The Grove handwriting approach. 14. High quality texts in place across English curriculum to support improved and extended writing. 15. Writer of the week will be celebrated in our achievers assembly every week. Maths 16. Additional TA support in Year 4 for Maths. 17. Progress with multiplication tables will be celebrated in our achievers assembly every week. 18. Regular homework set for children to practice their Multiplication tables (+5 months EEF) 19. DLs will be tested on their times tables fortnightly. 20. To continue the mastering number programme in KS1
5 . For attendance and punctuality of our DL children to be no lower than the attendance/ lateness for non-DL children and above national as a school.	1. Attendance officer will promptly call families who have an absent child without reason. 2. Welfare team will check-in on a regular basis with their key-worker families. 3. Families will be reminded of the schools expectation for children to be a H.E.R.O (Here, Everyday, Ready and On time) during the September parent information evenings, Parents evenings and weekly/termly newsletters. 4. All evidence will be saved on the child's individual CPOMS record. 5. For DL's attendance to be closely monitored by the DL Lead, and shared with class teachers in Pupil Premium class folders.

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)

Teaching Lead one day per week	£10,015
One day per week PP lead -	£6,598
Disadvantaged learner lead training with Local Authority	£204
Professional development – 'Leading maths NPQLM'	£4088
Walk Thru membership	£200
Total	£21,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning lead	EEF tiered approach states that effective teaching and learning is a top priority and will have the biggest impact.	2, 3, and 4.
Disadvantaged Learner Lead	EEF tiered approach states that effective teaching and learning is a top priority and will have the biggest impact. The DL lead will monitor the impact of teaching and interventions and ensure class teachers maintain DL as a priority.	ALL
Professional development opportunities for staff	The EEF states that 'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	2 , 3 , 4 and 5.
Staff retention to provide experienced and expert delivery of effective teaching and learning.	EEF tiered approach states that effective teaching and learning is a top priority and will have the biggest impact.	ALL

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

PC time – Cover costs for Pupil conferencing/Pupil progress meetings –

Pupil conferencing time	£47,125
3 Way maths split in Upper KS2 - 5 mornings a week	£17,833
SoundsWrite - Cost of Sounds-Write training + cover – 4 full days each –	£2,550
Absence cost during training above	£2,863
Total	£70,371

Activity	Evidence that supports this approach	<u>Challenge number(s) addressed</u>
Mark for impact approach to marking and feedback	EEF research shows (+7months) for Primary Age Pupils.	2, 3 and 4
3 way Maths split in Upper KS2.	EEF research shows reducing the class size benefits (+2 months) and attainment grouping (+2 months).	4
EYFS communication and language intervention	EEF research shows oral language interventions have the biggest impact in early years (+7 months). Our TalkBoost Intervention will be led by a highly experienced EYFS HLTA.	2 and 4
Staff training for SoundsWrite	EEF research shows that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3 and 4
Talk through Stories strategy in KS1	EEF research shows on average, oral language approaches have a high impact on pupil outcomes of (+6 months) additional progress.	2, 3 and 4
SLT learning walks throughout the year with a focus on Learning behaviour and attitudes.	EEF research shows that both targeted interventions and universal approaches to managing behaviour have positive overall effects (+ 4 months).	ALL
Implementation of Times Table Rockstars		
Pupil conferencing with focus on PP children	EEF - tutoring	

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

Family Link Worker 2 days a week	£13,167
1 day and 4 mornings	£17,632
ELSA- 4 afternoons per week	£11,755
Outdoor and Adventure Learning (Forest school TA) – TBC 4 hours a week	£3,567
Safeguarding training x2 days each for 3 members of staff	£1,329
Total	£47,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family link worker	The EEF states that approaches such as Parental engagement and Social and emotional learning programmes, are often associated with reported improvements in school ethos or discipline. Our FLW also supports with low level disruption and supporting families with poor attendance across the school (+4 months).	1 and 5
<i>ELSA</i>	Social and emotional learning approaches have a positive impact, on average, of (4 months) additional progress in academic outcomes over the course of an academic year.	1 and 5
<i>Forest schools</i>	Social and emotional learning approaches have a positive impact, on average, of (4 months) additional progress in academic outcomes over the course of an academic year.	ALL
<i>Prioritised for afterschool enrichment clubs – use of Absolute Education</i>	EEF research suggests an average of +3 months. Our Pupil Voice questionnaires will show children feel happy and safe attending school.	ALL
<i>Discounts for school residential and trips.</i>	“Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.” EEF, 2021.	ALL
<i>Increase the safeguarding team</i>	A high number of DL 44.5% are on our Safeguarding Register. The EEF states that ‘parental engagement can have an impact of +4months and includes programmes for families in crisis.’ By expanding our Safeguarding Team, we are more able to provide this support.	1,3,5 and 6

Total budgeted cost: £138,926

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 2022-23 academic year.

2024 Key Stage 2 Results:

*National refers to all student national average

DL: 15	SPaG		Reading		Writing		Maths		R/W/M	
EXS+	Nat	Grove	Nat	Grove	Nat	Grove	Nat	Grove	Nat	Grove
	72%	73%	74%	53%	72%	67%	73%	87%	61%	47%

Year 4 Multiplication screening check:

Marks	25	21-24	15-20	14 and below
The Grove DL - 16	38%	25%	25%	12%
National	34%			

Phonics screening

	The Grove	National
Whole Cohort (60)	88%	80%
DL (12)	75%	68%

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
SoundsWrite	SoundsWrite
Talk Through Stories	Ruth Miskin Literacy Limited
Precision teaching guide	Rachel Williams
Teaching Walkthrus	Tom Sherrington

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£960 for seven service pupil premium children was spent towards our pastoral team (inc. family link worker and ELSA).
What was the impact of that spending on service pupil premium eligible pupils?	Prioritised for support from the pastoral team if required. The pupils were prioritised for afterschool clubs if applicable.

Further information (optional)

Pupil Premium children will be discussed at termly pupil progress meetings, highlighting the need to ensure that our most vulnerable are being catered for. Pupil Premium tracking folders (inc assessment data) will be collected at the end of the Autumn, Spring and Summer term and analysed by the Disadvantaged Learner Lead.