

Pupil Premium Strategy Statement 2021 – 2022

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 overview

| Detail | Data |
|---|------------------|
| School name | Grove Academy |
| Number of pupils in school | 435 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Shirley Carrigan |
| Pupil premium lead | Janet Blackhurst |
| Governor / Trustee lead | Jane Gaffney |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £227,095 |
| Recovery premium funding allocation this academic year | £26,100 |
| 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 | £253,195 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we have considered the context of our academy and the subsequent challenges faced. We have used research conducted by EEF to support our decisions on the usefulness of different strategies and their value for money.

The common barriers to learning for disadvantaged children in our academy are that they often receive less support at home, have weak language and communication skills, lack confidence, present 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”.

As an academy, we have created a vision that we would like our Pupil Premium families to achieve: our academy is dedicated to support the development of the whole child. Our vision for the whole child is to ensure that they leave our academy with great ambition and are able to achieve their highest potential wherever they are.

We have the highest expectations for all pupils. We believe that by providing opportunities to build resilience and encouraging all children to take risks, we instil a growth mind set. Through our ‘magic’ curriculum, our pupils will develop into brave, confident young people.

Our children learn from misconceptions and grow from misunderstandings. There are no limits to what our children can achieve.

We are an academy that prides itself on the relationships we build every day, both within school and throughout the community. As a staff we are a committed team. Together we are champions.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in our academy 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.

We aim to:

- Champion the needs of each Pupil Premium child by going above and beyond for every Pupil Premium child
- Instil in pupils self-belief, self-confidence, resilience and the power to be anyone and go anywhere in life
- Know every Pupil Premium child in depth
- Continually develop our approaches in supporting all Pupil Premium children and families

- Ensure that the wider curriculum meets the needs of all pupils
- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Ensure that appropriate provision is made for those pupils who also belong to other vulnerable groups
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially 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 academy legitimately identifies as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

Achieving these objectives:

The range of provision the trustees consider making for this group include:

- Ensuring all teaching is good or better
- To allocate a 'Recovery Premium Funding' to provide 1:1 / small group interventions
- Additional teaching and learning opportunities through the National Tutoring Programme and external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Additional learning support
- Support payment for activities, extra-curricular clubs to enhance their cultural capital and learning resources to support academic excellence
- Provide a range of opportunities to enhance their cultural capital
- Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour support through our whole school ethos.
- Nurture support for those children with identified complex needs, who are in the process of being assessed for or allocated an EHCP and otherwise struggle to access the curriculum without such high ratio of adult support

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance and punctuality |
| 2 | Parental engagement with education/ school links (educational ability/ value of education/ own experience of education). |
| 3 | A significant number of PP children do not arrive at school ready to learn and lacking self-confidence |
| 4 | Some PP lack fluent English when they arrive at our school |

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| 5 | Attainment of PP is below that of non PP at the end of Y6 |
| 6 | Deprivation / parental access to parental resources |

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 |
|--|--|
| Accelerated progress in reading, writing and maths | Achieve or exceed national attainment for reading, writing and maths at the end of KS2 |
| Improved attendance | Attendance of disadvantaged pupils is above 96% |
| Improved family relationships | Pupil premium children and families engage in all aspects of learning and the wider school community |
| All children to follow the 'Grove' way of behaviour expectations | The vast majority of children show 'above and beyond' behaviours |

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: £105,870.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Coaching and mentoring plan for all teachers, but especially those in the very early stages of their careers. | EEF Guide to Pupil Premium gives a tiered approach to successful Pupil Premium spending. The first priority is: Teaching. It states: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. | 5 |
| Lessons are adapted or personalised -provision is planned to ensure each lesson meets the needs of all PP children and ensures they develop the knowledge and skills to ensure they make progress in every lesson. Drop in sheets to reflect this when monitoring. | EEF +4 months Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. | 5 |
| CPD opportunities to include: RWI / reading / writing / maths coaching from English Lead, Inclusion coaching from SENCO ELT/SLT will meet with Paul Dix to continually develop | EEF Guide to Pupil Premium gives a tiered approach to successful Pupil Premium spending. The first priority is: Teaching. It states: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. | 5 |

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| behaviour policy and approach. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £121,332.33

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group Read Write Inc interventions for all pupils requiring this | <p>Small group tuition</p> <p>EEF: +4 months</p> <p>Where a teacher or trained TA works with a group of 2-5 children and targets sessions to the specific needs of the children involved there is an impact of +4 months.</p> <p>Frequent sessions that continue for 10 weeks shows the most impact.</p> <p>In Ofsted's Reading by Six (2010) 7/12 highest performing schools taught RWI.</p> <p>Ruth Miskin has published several examples whereby the pass rate of the phonics screen is vastly increased through the teaching of RWI.</p> <p>A combination of the above research indicates that teaching children RWI as an approach to systematic synthetic phonics and implementing regular 1:1 interventions where children are not attaining or not making the desired progress will help boost phonics.</p> | 5 |
| Y6 Reading/ maths booster clubs | <p>EEF: +4 months (Small group tuition)</p> <p>Where a teacher or trained TA works with a group of 2-5 children and targets sessions to the specific needs of the children involved there is an impact of +4 months.</p> <p>Frequent sessions that continue for 10 weeks shows the most impact.</p> | 5 |
| Targeted intervention for reading / maths | | 5 |
| National Tutoring Programme | | 5 |
| Targeted new to English language groups | | 4 |
| SATS revision guides Provided half-price for PP children | <p>EEF: +4 (Parental engagement)</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting</p> | 6 |

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| | parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. | |
| Nurture provision for targeted children with complex needs | <p>EEF +4 (Small Group tuition)</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> | 3 |
| Meet and greet, MHST, social groups for targeted children | <p>EEF +4 (Social and emotional learning)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> | 3 |

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

Budgeted cost: £41,131.48

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Use the minibus to collect PP pupils with high absence rates who live out of the area. | The Department for Education (DfE) published research in 2016 which found that: | 1 |
| <p>All staff to identify 3 PP pupils with high absence rates and mentor them:</p> <ul style="list-style-type: none"> • Identify barriers to attendance and address these • Meet with parents half-termly • Check in with children daily to comment on attendance / absence | <ul style="list-style-type: none"> ✓ Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions ✓ Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>There's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> ✓ Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English ✓ 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C | 1 |
| All Pupil Premium to attend at least one extra curricular club / represent the school in an activity such as sports. | <p>EEF Children's University Project 2+ months</p> <p>The Social Mobility Commission report An Unequal Playing Field investigated the availability and impact of extra-curricular clubs in schools. It found that</p> <p>'Ultimately our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers</p> | 3 |

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| | <p>– simply because of their social background and where they grew up. It is time to level the playing field.’</p> <p>We aim to provide children with access to opportunities and experiences through a broad range of extra-curricular activities.</p> | |
| Staff to use every opportunity to make links with families – using positive discussions and affirmations, building in time every day to make these links | <p>EEF +4 months (parental engagement)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> ✓ 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; and ✓ more intensive programmes for families in crisis. | 2 |
| Improve induction, to ensure that all PP families are connected to all school communication and homework platforms, Parent Pay, and have uniform (nearly new uniform offered). | | 2, 4 |

Total budgeted cost: £268,333.81

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 |
|-----------|----------|
| | |
| | |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.