Pupil premium strategy statement – The Grove Primary School - 2025/26

Introduction

This statement details the intended use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils at The Grove. It outlines our three-year Pupil Premium Strategy, how we intend to spend the funding and the effect that last year's spending of Pupil Premium had within each academy.

Our Pupil Premium Strategy is an evidence-based framework that builds upon the successful practice and uses evidence to inform pedagogy, the targeting of resources and the additional intervention needed to ensure every child succeeds. Through this strategy we will exemplify and share the best practice that we already have within our school and Trust; and where there is strong evidence of excellent outcomes for all including those who are disadvantaged or have additional needs in some of the most challenging communities.

Context

The Grove is proud of the diverse community it serves. The following information has been used to support our strategic decision making:

School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2023/24 2024/25 2025/26
Date this statement was published	
Date on which it will be reviewed	Oct/Nov 2026
Statement authorised by	D Rogers
Pupil premium lead	D Rogers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,255

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*	£177,255

Statement of intent

The Mowbray Education Trust core values underpin everything we do.

At the Mowbray Education Trust our overarching aim is to ensure that all children regardless of their need or circumstance experience the best educational provision. We believe that school should be a place where every child achieves and makes progress in their learning across the whole curriculum over time. Every child has the entitlement to an inclusive curriculum, and we strive to ensure that disadvantage and additional needs do not act as barriers to learning and achievement. We aim for all our children to succeed both academically and socially, ready for the next phase of their learning and beyond as responsible and respectful citizens.

We know that the biggest influences on pupil attainment are the quality of the teacher within the classroom, the curriculum that they access and the support that they receive. All pupils, and in particularly those who are identified as disadvantaged, need to access high quality provision at all times so that progress can be accelerated. This begins with excellence in the Early Years Foundation Stage and we will continue to invest in early intervention. Our evidence base shows that disadvantaged pupils who are supported appropriately to meet the Early Learning Goals remain at Age Related Expectation throughout the primary phase.

At The Grove School we believe that the key to succeeding in later life to develop confident communicators who are skilled in Speaking, Listening, Reading and Writing. Language and vocabulary are essential for success at all stages of our lives. This is particularly important for the significant proportion of disadvantaged and EAL learners in our school. However, purposeful vocabulary acquisition, applied across a range of contexts, is necessary skill for all: '*Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.*'[1] Therefore **every lesson is and will be a language lesson across the whole curriculum**.

Reading remains our highest priority. Attainment in reading is a key indicator for success in other curriculum areas and associated with positive child and adult outcomes, particularly for children identified as disadvantaged. Every member of staff

should promote and model reading as a lifelong skill for learning and engender a culture of reading for pleasure.

The EEF state that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. This is at the heart of our approach. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. The intended impact of high-quality teaching is to close the attainment gap between disadvantaged children and non-disadvantaged children. With quality first teaching, the aim is for accelerated progress for the disadvantaged children so that their attainment is sustained alongside the non-disadvantaged.

Attendance at school is key to achievement. We know that children identified as disadvantaged usually have lower rates of attendance than those who are not. We know that the way to change these trends over time is to work with families to unpick the barriers to attendance so that children can attend well and therefore learn and achieve more.

Parents have a vital role to play in securing and improving outcomes for their child. Research tells us that the greatest impact is seen when pupils see that home and school are working closely together. The remote learning period enabled us to see the stark difference for those children who have families with the capacity and skills to support and those who do not. We now need to prioritise even further the need to support parents to support their children's education.

Our Trust key strategies of first class every class is aspirational in its aims. We know that where children have an excellent curriculum offer including first hand experiences for learning and staff are well supported through high quality professional development then pupils attain the very best outcomes. All Professional Development must be rooted in research. All CPD will be designed and delivered by our own School Improvement Team so that CPD is carefully matched to our strategic plan and aligned with the frameworks that have been developed to support the quality of provision within the trust. We know that evidence combined with professional expertise is what creates effective evidence informed practice.

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	**Family Support** As a school we struggle to engage parents in supporting the education of their children. Children do not read at home regularly or engage in home learning. Parents do not often attend school events. This means that we have some children with low aspirations or children that do not value education.
2	**SEMH of parents and children** This is particularly notable for our most disadvantaged children and their families. Poor mental health results in poor attendance, low aspirations and low academic outcomes. As a result, our pupils lack independence, resilience and confidence to access learning.
3	**Attendance** Our attendance is below national standards. We have a higher than national average for persistent absence. Our data, indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence for this group is also higher. We are keen to improve attendance for vulnerable children in order to close the attendance gap.
4	**Speech and Communication** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. EYFS baseline identify a low baseline in oral communication, language and Literacy. Our evidence show that this also impacts on children's overall attainment in EYFS.
5.	**Attainment:** Children subsequently enter KS1 and KS2 with below national average skills. In general, these are more prevalent among our disadvantaged pupils than their peers. Vocabulary development is key to ensuring that children are able to understand and acquire the knowledge and skills needed to meet curriculum demands and future learning.
6	**Limited Experiences** Our school is located in an area of high social deprivation, and this often results in a lack of wider experiences for our children. Observations and discussions with pupils' evidence that the majority of our pupils have limited experiences beyond their immediate environment and very

	limited cultural capital. This impacts on pupils understanding of elements of the curriculum: especially reading, writing and language and communication. We are committed to providing these valuable opportunities.
7	**Social Mobility** We have a high number of children joining us mid-year. This impacts on all areas of the classroom. These children tend to be PPM and moving for safeguarding reasons.
8.	**EAL** For many of our disadvantaged pupils, English is often an additional language at home. We currently have 38 languages spoken in school. A lack of knowledge and experience of the English curriculum along with the lack of materials in the home make some families particularly difficult to engage.
9.	**Behaviour** Social and Emotional skills of disadvantaged children are not as strong as other children. This has resulted in more need for Pastoral Support as well as behaviour support in classrooms and lunchtimes.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	The impact of this will be that the children will be confident and competent in using, understanding and applying key vocabulary. Children will read more with more confidence and apply their new vocabulary to their writing.
Staff are more confident in teaching through Oracy.	Staff have had CPD and been given the correct toolkit to promote and assess oracy in the classroom.
Improved attainment in reading and maths among disadvantaged pupils in all year groups.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we narrow the gap between the attainment of our groups.

	There is an increase in the number of children on track for expected for their year group.
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Through the implementation of effective systems and processes, ensure that all non-attendance is challenged and support given. The impact being that attendance for disadvantaged and vulnerable children is at/above the national averages and the school target of 96%.
Children to have experienced different experiences/opportunities in various settings which develop cultural capital.	Children have opportunities to develop their vocabulary through experiences.
To improve the wellbeing and self-esteem of disadvantaged pupils.	Pupil premium children report to be happier and enjoy coming to school. Pupil premium attainment and attendance improves.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[ ]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of teaching and having an inspiring and ambitious teacher in every classroom. All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those who are disadvantaged. This will impact upon attainment and progress for all pupils across school. This is achieved through staff development and CPD.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send?utm_source=/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send&utm_medium=search	5,7,8,9

	&utm_campaign=site_search&search_term=send	
Improving the wellbeing of PPM children with a Nurture Leader- full time. This is a continuation from last year.		1,2,3,5,7,8,9
Focus on Oracy throughout the whole school to help to close the vocabulary gap. English leader to have Oracy training and the train staff in school. Look into Voice 21.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4,5,8
Training for LSA's and teachers to implement interventions and adaptations and support in the classroom. Social communication training Precision Teach training Top Triangle Training Adaptations in the classroom training Educational Psychologist training Trauma informed training Effective use of LSA deployment	EEF- best use of teaching assistants' guidance. Ensuring LSA's have access to CPD and training prior to delivering interventions	5,9
Educational Psychologist assessments for specific children to provide relevant CPD to teachers	Study by Norwich and Lewis (2007) found involvement of EP's led to better identification and understanding of pupil needs, allowing for more targeted intervention. Research by Fallon, Woods and Rooney (2010) indicates that schools utilising EP services report improvements in pupil engagement and achievement, particularly	5,2,9,

	those from disadvantaged backgrounds.	
Team Teach training	This will enable staff to better manage children's behaviour within the classrooms. Particularly where challenging behaviour is a daily occurrence.	9

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

Budgeted cost: £ *[ ]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Boosters	*This makes a difference to SATs results every year. It boosts confidence and allows us to work on small groups.*	*5*
Top Triangle intervention training for 2 members of staff.		5, 4
One-One support from pastoral and behaviour leader for children who are pupil premium with attendance or punctuality issues.	*Supporting the attainment of disadvantaged pupils: Articulating success and Good Practice (2015)- report emphasises importance of targeted support including pastoral care in improving attendance for pupil premium children. The Pupil premium: How schools are spending the funding successfully to maximise achievement (2013)- report includes examples of schools where pastoral support has been used effectively to tackle barriers to attendance and punctuality.*	5, 4 , 2, 3
One-on One and small group interventions for pupils with additional characteristics such as SEND. Interventions such as – sensory circuits, social communication,	*. EEF- has reported that holistic interventions, which include elements like social and emotional learning and sensory which include elements like social and emotional learning and sensory integration, can lead to significant*	5,4,2,9

targeted literacy and numeracy integration, can lead to significant improvements in behaviour and academic outcomes.	*improvements in behaviour and academic outcomes.*	
Parent reading workshops, school literature and support for parents to read with pupils at home	*. The National Literacy Trust (2010)- parents who are involved with their children's reading at home have children with higher reading levels and greater interest in reading. Research by the National Centre for Family Literacy (2009) found that parents who participated in literacy workshops felt more confident and equipped to help their children with reading, leading to more frequent and effective reading sessions at home.*	1, 5

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

Budgeted cost: £ *[ ]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the SEMH offer within school to ensure that pupils and families are adequately supported to fulfil their potential eg: emotion coaching. Wellbeing approaches will be embedded into routine educational practices and supported by professional development and training for staff.	https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda	1,2,3,5, 9

Training for whole school post forest school leader qualification.	Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	2,4,5,8, 9,
Inclusion for all - Uniforms, trips, breakfast club, items to support hygiene.	Access to uniform and resources to support children who are pupil premium. According to the Rowntree Foundation financial stress can lead to lower school attendance and engagement. Providing affordable uniforms helps alleviate this stress and leads to better attendance and focus in school.	1,2,3,
Review extra-curricular offer for pupil premium and identify gaps and opportunities for new clubs. Establish new clubs and activities which cater to the needs and interests of children who are pupil premium.	*EEF- pupils who participate in extracurricular activities see improvements with academic performance, on average pupils make an additional four months progress over an academic year in comparison to those who do not. EEF- importance of non-cognitive skills developed through extra-curricular activities, such as team*	1,2,3,5, 9

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in the 2024/2025 SATS

	Maths	Reading	Writing
PPM ( )	81%	77%	58%

Key aims for last year and review:

- *Provide high-quality CPD for all staff.*

All staff members are accessing CPD. Some directed and some optional. CPD supports in school priorities. Leaders completing National professional Qualifications in different areas: EYFS, Literacy and Behaviour. CPD is having an impact on all key areas which are supporting pupil premium children.

- *Early Years environment to support early reading.*

Early Years is language rich. Working with pre-school and year 1 to develop consistency.

- *Improve Literacy and Oracy levels*

English monitoring shows that children are enjoying English and writing. Writing scheme continues to be embedded. Writing is shown to be improving across the school but progress is slow as links to reading. Oracy CPD has taken place and English lead has been on a course on developing oracy at whole school. Speech community plan is in place.

- *Improve attendance through rapid support and intervention.*

Attendance is thorough and proactive. Attendance continues to be a challenge with some families, but support is consistent. Home visits completed regularly and external supported accessed where needed. Incentives in place for children and families. The Grove continues to see high levels of persistence absence.

- *Offer more enrichment and wider opportunities.*

School offers at least a trip a term. Pupil premium costs are subsidised. Children have had more varied and fulfilling experiences this year. Enrichment is school is strong. Support comes from external companies where funding has been applied for and for use of Creative learning Services. Additional after school and lunch time clubs have been popular for pupil premium children. Varied experiences such as Young Voices and Sky Dance.

- *Improve LSA deployment and CPD*

Regular CPD in place for LSAs. Individual and group. National College in place for individual pathways too. Training for teachers on LSA deployment and expectations.

- *Assessment is accurate and acted upon*

Assessment is consistent and training is in place. Progress meetings ensure that children are identified early. Accelerated Reader assessment training has taken place at leader and whole school level. The interventions offered have supported with specific and purposeful interventions.

- *Interventions for reading with a trained adult in KS1 and KS2*

Adult in KS1 four days a week doing catch ups for phonics and an adult in KS2 in afternoons doing reading interventions for those identified as needing support. Data shows that these children are improving in their reading and are more confident.

- *Pupils with high levels of SEMH are supported with their families*

Our pastoral lead continues to work with families and children. Children with high levels of SEMH feel supported and there are positive relationships with families. External links have also been made to add extra support.

- *Forest school developed to support the curriculum and interventions*

Some of the S106 funding was used to develop the forest school. A staff member has had training, and the forest school is used for specialist interventions daily. Staff also use the forest school to support learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Top Triangle Reading Intervention Emotional Literacy Support Assistant	Specialist Teaching service Leicestershire
Intervention ELSA training	– trained member of staff
Educational Psychologists	Psychology 360
TT Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
Little Wandle Phonics	Wandle Learning
Trust White Rose Maths	White Rose Education