

The Grove Junior School



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 2027 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	The Grove Junior School
Number of pupils in school	358 (9.12.24)
Proportion (%) of pupil premium eligible pupils	9.2% (33 out of 358)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	1 st Review December 2025
Statement authorised by	Lorna Urquhart
Pupil premium lead	Claire Harrison
Governor / Trustee lead	Beth Ashton September 2024

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1480 x 32 £2570 x 1	£47,360 £2570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49,930

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is **funding to improve education outcomes for disadvantaged pupils in schools in England**. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At the Grove Junior School, our aim is to continue to improve the quality of education so attainment and progress for all Pupil premium pupils improves. We will continue to improve the current practice in place to support children's social, emotional and mental health so that they are ready to learn. There will be a clear focus on our assessment for learning so that intervention and assessment information is used by teachers and support staff to target and close gaps for disadvantaged pupils. We will continue to address attendance where necessary.

As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus on developing the quality of teaching through focused CPD of teachers.

Our aim is to increase the percentage of pupils working at or above age-related expectations in Reading, Writing and Maths. We aim to achieve this primarily through quality first teaching and targeted intervention which:

- Improves the outcomes for pupil premium children to minimise learning loss between year groups and brings attainment in line with age related expectations.
- To narrow the gap between Pupil premium pupils and their peers in reading, writing and maths.

Common barriers to learning for disadvantaged pupils can include weak language and communication skills, lack of confidence, attendance, punctuation issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

We also aim to provide our disadvantaged pupils with extra curricular opportunities which they otherwise would not have access to including for example music lessons.

At The Grove Junior School, we are also fully committed to working with families who don't qualify for Pupil Premium Funding however struggle financially.

Challenges

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

Challenge number	Detail of challenge
1	Poor reading skills has a major impact on the progress of disadvantaged pupils and affects all areas of the curriculum where they need to read information
2	Poor language skills and poor vocabulary understanding in wider contexts both in terms of word recognition and comprehension of the word.
3	Maths - Gaps in previous learning which impede pupils' from meeting expected standards – not making expected progress or better. This is also linked to vocabulary understanding. Internal data consistently shows the majority of our PPG children are below the expected standard in Maths
4	The School has seen multiple vulnerabilities for each pupil including emotional and mental health well-being. We feel that well - being for the whole family is extremely important – disadvantaged children are more likely to have to deal with challenging circumstances at home. We aim to support all members of the family as well as families who are not eligible for PPG but are struggling financially. Make sure that club spaces are available for PPG pupils when we can.
5	From internal school data, we can see that PPG and SEND learners are often assessed as WTS in Foundation Subjects because they do not have the wider opportunities their peers have.

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. Close gaps in Reading	Through robust and rigorous monitoring of PP children, data will show that the progress and achievement of our PP children is at least in line with those on non = pupil premium children. Gaps in their learning skills will be addressed and evident from this monitoring. PPG children must be monitored carefully – teachers identify individual barriers to learning and put necessary support in place. Use of Accelerated Reader/ Myon for 1:1 or small group support
2. Enhanced language skills	Vocabulary is to be a key focus of all learning across subjects - evident via:

	- Working walls and other visual support to enhance understanding of key focus vocabulary - Observations/drop-ins demonstrate a high level of vocabulary and PP children are able to demonstrate good understanding and use of key language of the KS2 curriculum. Improvements within the planning and assessment of reading to ensure that PP children make accelerated progress in line with other children. PPG children to have access to vocabulary through prior learning (Pre teaching) or 1:1/ small group interventions to help support their understanding of new and unfamiliar words.
3. Close gaps in Maths	Interventions in place to ensure basic maths skills are learned leading to a closing of gaps with QFT from teachers PPG children monitored carefully – teachers identify Barriers to learning and put support in place. SENCO to also monitor. PPG lead to work with small groups of Year 6 children on arithmetic in Spring Term.
4a. Mental Health and Resilience To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils.	Sustained high level of wellbeing intervention demonstrated by: - qualitative data from student voice, student and parent surveys and staff observations - a significant and sustained high level of participation in enrichment activities, particularly among disadvantaged pupils - have in place an effective system for early identification of mental health concerns - Lesson observations and learning walk evidence PP children showing good engagement in lessons. - Use of LV (Family Support worker) to support children and families
4b. Wellbeing for whole family	- Parents willing to come into school and using link teacher for contact - High attendance rates (96% + for at least 90% PP children) - Support for individual issues, e.g. sleep hygiene advice - Access arrangements for Parents Evening eg Telephone conversation, appointment not at the same time as others - Monitor PPG pupils going to After School Clubs. Make sure spaces are available for PPG pupils being able to access - An increased number of PP children will represent the school in events, e.g. sporting and O2 Young Voices concerts as well as learning musical instruments. Support also to be given for holiday clubs eg Fizz Bugs
5. To increase adaptations in Foundation subjects for PPG and SEND learners	Teachers to be responsible for clearly adapting lessons for the PPG and SEND learners where necessary in order for a

	high proportion to be assessed as working at the expected standard • Staff meeting time to look at how subjects can be adapted • Use of National College courses for CPD
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Projected Budgeted cost: approximately £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching	The EEF's Maximising Learning states that <i>'The best available evidence indicates that greater teaching is the most important lever schools have to improve pupil attainment.'</i> By ensuring that all our teachers receive support in their teaching and the right, targeted CPD will help them to deliver high-quality teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3
Emotional Literacy The Good Morning Club	Access for all teachers and TAs (INSET day training) • Well-researched and developed resources to support emotional literacy of all children • Subscription will be used to equip all teaching staff with expertise in emotional literacy • Many of our Pupil Premium children struggle with regulation of strong feelings so this will directly support them • Resources include but not limited to: emotion check-ins, calm corner printables and CPD videos and journaling prompts	1,2,3,4,
Purchase of the National College training – CPD for teachers to enhance	High level training All teachers can access as well as TAs Examples of courses completed include	1,2,3,4,5

the quality of teaching across the school.	safeguarding, questioning, marking and feedback, Oracy and Pupil Premium.	
Herts Essentials Diagnostic assessment Materials for Maths	Provide reliable insights into the specific strengths and weaknesses of children not on track to make adequate progress across the key stage in maths. EEF Improving Maths in KS2 report suggests that 'Excellent maths teaching requires good content knowledge but this is not sufficient. Excellent teachers also know the ways in which pupils learn maths, the difficulties they are likely to encounter and how maths can be effectively taught'.	3
CPD through English Lead about upskilling teachers in terms of identifying misconceptions and addressing gaps in children's reading skills. Use of Talk Less teaching and increased use of oracy in lessons	EEF Guidance Report - Improving Literacy in Key Stage 2 - Support pupils to develop fluent reading capabilities. It is important to understand pupils' current capabilities and teach accordingly – some pupils may need a focus on more basic skills like decoding and phonological awareness - Children to use different sentence starters in lessons eg 'I think this because	1, 2
Any other teaching related needs which occur throughout the year	For example - Staff meetings from Foundation subject leaders to remind teachers how to adapt lessons for SEND (PPG) learners	1, 2, 3, 4, 5

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

Projected Budgeted cost: approximately £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Gold	Following a 6 week trial of the programme by the SENCO, the results showed that progress ranged from 2 months to 10 months progress in 1 month – being able to give more children access to this programme would be invaluable.	1, 2
Targeted individual reading support led by HLTA and team of TAs for pupils who are not on track or working below age expectations	- In-school evidence from HLTA assessments. - Individual reading assessments EEF – ‘evidence to support the fact that there is a benefit of structured interventions for pupils who are struggling with their Literacy. The first step should be to use an accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions’.	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonic support. Delivered via HLTA	Evidence from Phonics Toolkit Strand EEF - Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes)	1
Lego therapy (LV)	LEGO Therapy is a collaborative, play based social skills intervention. It is designed to improve social competence in children with language or social communication difficulties.	1,2
Any other targeted academic support related needs which occur throughout the year		1, 2, 3, 4, 5

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

Budgeted cost: approximately £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual wellbeing sessions for pupils with barriers linked to social and emotional aspects of their learning.	<i>EEF Social and Emotional Aspects of Learning</i> – there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement.	4
Regular meetings between PP Leader and families to discuss needs, interests and ensure that all needs are being met	Parents feel included. Parents have a specific point of contact	4,5
Individual music lessons for pupils based on interests. Paid for after school clubs Paid for equipment for clubs eg Football boots	PP children tend to miss out on extra curricular activities due to lack of finances. All children to have opportunities to learn new skills outside of the usual classroom subjects.	4,5
Wrap around care - both Fusion and Fizzbugs (holiday club) to support families	Holiday clubs to be organised to enable children to have opportunities to develop different skills - Pupil Premium to attend free of charge to families but cost to the school After school clubs which is at a cost to families can be subsidised for PP children.	4,5
Wider Experiences	Enhancing opportunities and providing enrichment to help to compensate for social and financial disadvantage. Trips and Visits - to fund or subsidise trips and or visits to raise aspirations and extend pupils' experiences by providing opportunities to learn outside the classroom part funded by the Pupil Premium grant. Lantern making for Southdown Lights up	4,5

Well Being Champions training	In Year 5, a selection of children are being trained to look after the well-being of their peers, especially at lunchtimes.	4,5
Any other Wider Opportunity related needs which occur throughout the year		1, 2, 3, 4, 5

Total budgeted cost: £50,000

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 December 2023 to December 2024 academic year.

2023 – 2024

We all worked hard across the school to support our PPG this academic year. All staff completed a Barriers to Learning form each term to identify what support for each child was needed, which intervention was working and where further work was needed. Teachers also fill in a form to show what is in place which links to the School Provision Map. Internal assessments during 2024 suggest that 79% of PPG children are at least maintaining their KS1 levels in Reading, Writing and Maths. This includes 3 children who are GDS across the board. Many of our PPG children excel in creative foundation subjects like Art/ DT and music as well as PE.

Year 6 SATS = 1 pupil achieved GDS across in Reading, Writing and Maths which they maintained from Year 3 to year 6.

3 children achieved at least EXS or above in Maths and Writing

4 children achieved at least EXS or above in Reading

17 out of 18 Year 3 children passed their phonics test through specialist support from Mrs Davies (HLTA) having not achieved this at the end of Year 2.

MTC PPG children:

2 children achieved 25/25

1 child achieved 24/25

3 children scored below 15/25

There were a variety of interventions throughout the year and all children across the Year group did a Soundcheck every morning which improved their scores considerably.

1. Closing gaps in reading – 65% of PPG children are EXS or higher. The WTS all have reading at least 3 times a week with a T/TA which includes targeted comprehension work.
2. Enhanced language skills – Vocabulary is a key focus across all subjects; working walls in all classrooms display key vocabulary and Learning Walks show that many PPG children show a basic understanding. Teachers striving to incorporate pre – learning into their routine.

3. Closing gaps in Maths – 47% of PPG achieved Expected Standard or higher in Maths. Interventions were in place across the school to ensure basic skills were being learned but a lot of the children find it challenging to put into practise what they have learned in those sessions. Teachers aim for all children to have ‘sticky’ learning.
4. Mental Health and Resilience – closely monitored by PPG lead, Family Support Worker(LV) and class teachers. Twice a half term, there has been an informal meeting/checking in with all PPG children, to have a chat about school, any worries they have etc. Teachers flagged any children who may be struggling with their mental health to the PPG Lead. Resilience continues to be a concern for ALL pupils across the school but through regular assemblies and PSHE work, we are working hard to improve this across the school. The teachers are now asked to fill in a Google form if they feel any of their pupils in the class may be suffering from financial hardship which doesn’t come under the PPG umbrella. Unfortunately, we are seeing more families which fall into this category. The school website now has a whole page to signpost families to where they may be able to find support when needed.
5. Well being for the whole family - The PPG lead had a face to face or telephone conversations with parents who have requested this in order to discuss how to help/ support their child(ren). PE kits were purchased for all PPG children; school trips were subsidised or parents/ carers were signposted to where they could get the correct help eg James Marshall Trust/ Harpenden Trust. Attendance for the majority of children continues to be good and we work closely with the families who have attendance below 90% including input from a Family Support Worker. We also provide places for some of our children at Fizzbugs which is the holiday club based at our school as well as Fusion our Breakfast and After School wrap around care. PPG Lead monitors attendance at Parents Evenings – 94% of parents/ carers attended or were spoken to on the phone. Teaching staff are really successful in managing to speak to parents outside of the actual time slots which often helps our PPG parents out. We purchased CGP writing and Maths extra materials for a child to support their learning in Year 6. Mrs Harrison took a small group of Year 6 PPG children who were struggling in the arithmetic part of Maths to improve their confidence and weekly scores. Whilst they ultimately just missed out on achieving the expected standard, their increase in confidence in long division and fractions was evident.
6. Extra Curricular opportunities - 82% of PPG children participated in an after school club ranging from different sports clubs, cookery club, choir and origami. 6 children currently have funded music lessons which has enabled them to grow in confidence and to use the skills from playing an instrument in other areas of the curriculum. The School Councillors (Groveneers) all had the opportunity to visit the Houses of Parliament on a school trip which included a few PPG children. 6 PPG children attended the Year 5/6 choir

with Miss Bunce and Mrs Harrison, gaining the opportunity to sing with Young Voices at The O2 Arena which they all really enjoyed. Mr Emmanuel (Deputy Head) set up a Homework Club where teachers suggested children who would find this beneficial. A high proportion of these were PPG children. Southdown Lights Up Lantern Making was attended by 4 PPG children and we funded this. At least 5 of our PPG children attend choir and walked in the Lantern Parade before singing to their parents/ carers.

We had a visit from the Local Authority to consider the effectiveness of The Grove Junior's actions to reduce the impact of economic exclusion on pupils. The PPG lead has worked with the ICT technician to create a page for Parents which signposts them to where they can get support if needed. <https://grovejm.herts.sch.uk/support-for-parents/> There is also a page which shows the costs of the school trips for 2023 – 2024.

We have made it clearer on our website that school uniform does not need to be branded apart from the black PE top. Our PTA now have a shed to house pre loved school uniform.

We will continue to aim to improve the outcomes for pupil premium children to minimise learning loss between year groups and bring attainment in line with age related expectations. The aim is to also narrow the gap between pupil premium pupils and their peers in reading, writing and maths as well as provide wider curriculum opportunities to enhance their learning which they have not have access to.

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
The National College	The National College
Items will be added when needed.	