

Pupil premium strategy statement – Grove Road Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	10.1%
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)	2024/2025 – 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Grace Beckford, Acting Headteacher
Pupil premium lead	Alex Turner, Acting Deputy Headteacher
Governor / Trustee lead	Ken Emerson, PPG Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,690

Part A: Pupil premium strategy plan

Statement of intent

At Grove Road, we are continually developing a provision which not only meets the standards of the National Curriculum but which enriches our children's lives. We want to develop the skills and knowledge our pupils need to become the best learners, citizens and people they can be and for them to be excited about and engaged with everything happening in our school. Our school values are what drives our curriculum. We want every experience that pupils have here to help them develop the following values:

- Curiosity
- Creativity
- Empathy
- Initiative
- Resilience
- Self-confidence

Through our curriculum, we hope for our children to become global citizens who live our values with a healthy body and mind. We endeavour to embed life-long skills which also include an appreciation and understanding of The Arts, the community and the world.

Grove Road Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps by addressing inequalities and raising attainment of those students in low-income families.

High-quality teaching is at the heart of our approach, with a focus on literacy and language. 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.

Targeted additional support strategies are planned to result in every pupil, being able to have full access to our curriculum and all our extra-curricular experiences.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
2	Low baseline assessments on entry to Nursery and Reception indicate poor communication and oracy skills.
3	Assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that families are struggling to engage with learning at home, particularly within reading.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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 % of pupils meeting their developmental age band increases, enabling an increased % of children meeting the ELG, or starting Reception school-ready. Targeted support provided for speaking & listening throughout the EYFS department.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	There are no barriers to any children experiencing a range of trips and workshops, which in turn leads to better

	<p>outcomes in curriculum knowledge and skill application.</p> <p>Sustained high levels of wellbeing, demonstrated by data from pupil voice, parent surveys and classroom observation.</p>
Improve writing attainment among disadvantaged pupils	KS2 reading outcomes show that more than 70% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	<p>All pupils have access to a range of high-quality texts and are able to share in reading for pleasure with their family members.</p> <p>All pupils can access the library after school</p> <p>All families are able to access a range of resources and support for reading for pleasure.</p> <p>KS2 reading outcomes show that more than 70% of disadvantaged pupils met the expected standard.</p>
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £8780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement standardised diagnostic assessments (Shine) Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups	2, 3, 4
Continue to develop the teaching and learning of Read, Write, Inc across the school through a programme of CPD.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Children in KS2 who have not yet reached the standard in phonics will continue to be supported.	2, 3, 4
Regular, dedicated termly meetings for teachers to develop approaches for identified children and monitor progress & attainment.	All members of staff will have opportunities to develop and enhance their pedagogy in order for them to be highly-effective practitioners who can meet the needs of a wide range of learners.	1, 2, 3, 4, 5
Development time for subject leaders to develop and enhance the curriculum	All children, including those who are disadvantaged, benefit from quality-first teaching and a high quality curriculum offer.	1, 2, 3, 4, 5

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

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom support to be able to offer targeted intervention and support in literacy	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling	2, 3, 4

	<p>behind, both one-to-one and in small groups</p> <p>Teachers (who are the most qualified members of staff, with the most expertise) are able to provide support for the children most at need.</p>	
<p>Targeted additional SAL sessions through the NELI and NELI pre-school intervention to develop EYFS language in both Nursery and Reception.</p> <p>Commissioned Speech & Language Therapist</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p>	2
<p>Targeted additional SAL sessions within KS1 for identified children through the Talk Boost intervention</p>	<p>Interventions delivered by TAs follow a clear, structured programme with clear objectives.</p>	2, 3, 4
<p>Targeted reading intervention for fluency</p>	<p>Interventions delivered by a teacher to encourage interest in books and reading 'at a glance'.</p>	3, 4

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

Budgeted cost: £24,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

develop and implement new procedures and appointing attendance/support officers to improve attendance.		
Enhance children's cultural capital by providing a range of experiences.	Disadvantaged pupils are often unable to take up these opportunities due to lack of financial resources. Providing free or subsidised places allows fairer access to such opportunities. An increase in a child's cultural learning benefits them in many ways including academically. Children with a wide variety of experiences are more able to make connections in their learning, will have a broader vocabulary and a lifelong love of learning. Providing a wide range of experiences will develop children's aspirations.	5
Targeted intervention and support for families with pastoral, welfare and wellbeing issues	Families are able to put strategies into place and are able to confidently mirror approaches around self-regulation and language development at home. Families feel more supported and therefore will engage more.	1, 2, 3, 4, 5
A programme of parent workshops for the full academic year		
ELSA support for targeted pupils	Social and emotional skills are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.	1, 2, 3, 4, 5

Total budgeted cost: £69,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Data Analysis 2024-2025		
	Pupils eligible for PP (5)	Non PP pupils (25)
% achieving ELG in listening, attention & understanding	60%	80%
% achieving ELG in speaking	60%	80%
% achieving GLD	60%	68%
KS1 Data Analysis 2024-2025		
	Pupils eligible for PP (7)	Non PP pupils (21)
% achieving expected+ standard in reading	71%	76%
% achieving expected+ standard in writing	57%	67%
% achieving expected+ standard in maths	57%	76%
KS2 Data Analysis 2024-2025		
	Pupils eligible for PP (9)	Non PP pupils (20)
% achieving expected+ standard in reading	44%	50%

% achieving expected+ standard in writing	66%	56%
% achieving expected+ standard in maths	33%	50%

Non-Assessment Year Pupils Meeting Age Related Expectations						
	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Year 1 (8)	50%	57%	25%	52%	25%	71%
Year 3 (5)	60%	69%	60%	62%	60%	65%
Year 4 (8)	75%	83%	50%	57%	63%	83%
Year 5 (6)	67%	79%	50%	83%	50%	83%

Externally provided programmes

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

Programme	Provider
Read, Write, Inc.	Oxford University Press/Ruth Miskin
NELI Pre-school	Nuffield