

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Grove House Infant & Nursery School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	1 st November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Mark Cuenca-Farrow
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,500
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	£31,500

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Grove House Infant and Nursery School is to provide experiences that enable all children to be independent and confident learners. We want our pupil premium children to achieve equal progress to other children with similar starting points. Our aim is to diminish the difference between pupil premium and non-pupil premium children by raising the attainment of pupils from low-income families.

Challenges

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

Challenge number	Detail of challenge
1	Prior attainment – many children come into school with low levels of attainment for reading, writing and maths.
2	Motor skills – many children come into school with poor motor skills.
3	Speech and Language – many children come into school with poor expressive and receptive language.
4	Social skills and confidence – some children come into school finding it difficult to mix socially in group / whole class activities.
5	Attendance – some of our children have below average attendance.
6	Lack of cultural experiences – many children have not had access to a range of visits / experiences to enhance their learning.
7	Safeguarding concerns – often learning and emotional well-being are affected.
8	Social and emotional difficulties – additional support is required for our pupil premium children to develop confidence.

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
Children to be working at the expected or above in reading, writing and maths at the end of KS1.	Termly data will show that children are on track to reach at least expected by the end of KS1.
Children to make at least expected progress throughout the academic year.	Termly data will show that children are making at least expected progress.

Children who have speech and language needs to receive the extra support that they need.	Children will be having their speech and language needs met and this will have an impact on their overall learning.
Children who need emotional support receive a block of sessions from The Benjamin Foundation (Time for You).	Children will be having their emotional needs met and this will have an impact on their overall learning.
Poor attendance to be rectified quickly and effectively.	All children's attendance will be at least 92%.
Children have a range of experiences to meet all the requirements of the curriculum.	Children will participate in a range of experiences.
Provide support for children to meet school pledges. Reward children for achieving school pledges.	Children will achieve all the pledges by the end of Year 2.
Staff will have a secure safeguarding knowledge to ensure that all social and emotional concerns are identified and recorded correctly in order for our children to be supported in the best way.	Staff will be confident in identifying safeguarding concerns in order to best support our children.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DSL's will keep up to date with additional safeguarding training opportunities. All staff will receive regular safeguarding updates / training.	Learning is often affected if there are safeguarding concerns around a child.	7

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional HLTA / TA time to provide individual and small group support to develop the key skills within reading, writing and maths (through intervention). An emphasis will also be placed on fine motor skills and handwriting in addition to social skills.	Intervention work will target gaps in learning and reinforce concepts already learnt.	1 2 4
TA time to deliver Speech & Language / Talk Boost / BLAST.	Increased number of children needing activities to support their speech needs.	3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Headteacher to challenge and support families identified as having unsatisfactory attendance.</p> <p>Regular contact with families whose attendance is causing a concern.</p> <p>Reward good attendance with certificates, vouchers and badges.</p>	<p>Unsatisfactory attendance of some pupils.</p>	<p>5</p>
<p>Organise external visits and visitors programme.</p>	<p>All children should have the opportunity to take part in opportunities to enrich the curriculum.</p>	<p>6</p>
<p>Ensure that no child misses out on an opportunity to meet a pledge due to finance.</p> <p>Reward achievement of pledges with certificates and badges.</p>	<p>All children should have the opportunity to take part in opportunities to enrich their school experience.</p>	<p>6</p>
<p>Create a family room for meetings and discussions with parents about children</p>	<p>Conversations happen at doorways and in the playground- a facility which enables a more private conversation regarding children and their needs in a safe and comfortable environment.</p>	<p>8</p>

Total budgeted cost: £30,000

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 2022 to 2023 academic year.

In 2022-23, 71% of the PP children had attendance over 92% and 29 % of PP children had attendance below 92%- Those below were involved in the attendance process of review and all 29% met the threshold for school intervention through attendance policy.

At the end of the 2022/23 academic year, 94% of PP children made progress across the year from their individual starting points- the 6% that did not have had support through SEN and seeking alternative provision. 67% of PP children achieved their ELG's in Reception, this was due to additional support being put in place for phonics and maths. 42% of PP children achieved the expected standard in maths, writing and reading in Year 1. 42% of PP children did not meet the expected level due to significant SEN factors but all but 14% made progress. 75% of PP children achieved the expected standard in maths, writing and reading in Year 2, of the 25% maths was the area where ARE was not met.

Pledges have been adapted to meet the needs for all PP children across their schooling at Beeston over a two-year cycle. PP children have increased access to school-based activities to take part (i.e. Whitlingham trip in Y1, Hunstanton in Y1) through funding support. All PP children experienced at least 2 external sports competitions as part of the WNDSSP membership, where they accessed competitive sport in several different venues outside of school site.

All concerns regarding the wellbeing of PP children are recorded on CPOMs and followed up by DSL's with appropriate action and support for children, staff and parents. DSL's have attended several multi-agency training activities to enrich the support being offered to PP children and their families. This includes not linking children from the same family to ensure the correct support is offered to the correct child. Staff ensured that wishes and feelings were conducted after periods of absence to check on wellbeing of PP children, this included school holidays.

The Pastoral assistant gave time to PP families, which enabled positive relationships and intervention to be accessed more rapidly. Although the Benjamin Foundation were unable to support, referrals to our own Thrive team enabled support to be implemented more rapidly with SEMH needs.

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.