

# Pupil premium strategy statement – The Grove 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. At the end of the document we detail the use of the Services Pupil Premium (SPP).

## School overview

Detail	Data
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-27
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Mitch Allsopp, Headteacher
Pupil premium lead	Elizabeth Porritt
Governor / Trustee lead	Rob Hewer, Chair of LGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,420
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ NIL
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ NIL
<b>Total budget for this academic year</b> <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>	£ 239, 420

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum to enable them to have the best life chances. In professional discussions, staff training and CPD, we use the terms 'RADY' and 'vulnerable' students (Raising the Attainment of Disadvantaged Youngsters) when describing our disadvantaged pupils.

Our approach to the PP grant is a holistic one – we do not believe that a single strategy, or even group of strategies will be the answer to close the attainment gap. The latest guidance report from the EEF supports a whole school approach. Our PP strategy plan is therefore aligned with our SIP. We are committed to ensuring that the priorities we have for whole school improvement are delivered in a way that ensures these improvements will impact on our disadvantaged learners.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance to school</b> Disadvantaged students attendance is well below their peers nationally and this challenge also then impact on student achievement. Disadvantaged students are also more likely to be persistently absent
2	<b>Reading</b> Disadvantaged learners are less likely to read widely and often, less likely to have access to a wide range of reading resources outside of school, less likely to use public libraries or read journals or newspapers. This has an impact on their cultural capital, understanding of local and national issues as well as impact on their ability to access the curriculum
3	<b>Aspirations and wider participation</b> Sometimes disadvantaged learners have lower or narrower expectations of themselves in terms of what they can achieve now and in the future. This can be shaped by experiences outside of school. Some disadvantaged learners find it more difficult to take up wider participation opportunities we offer at school due to financial pressures, peer expectations or lack of experience. Also need to ensure parental engagement
4	<b>Outcomes</b> The historical performance and internal data show that disadvantaged students at The Grove do not perform (progress and attainment) as well as their non-disadvantaged peers both at The Grove and at a national level.

	There are gaps in knowledge across the curriculum for disadvantaged learners as a result of lockdown and shortcomings in their earlier school life.
5	<b>Behaviour</b> The proportion of disadvantaged students receiving suspensions is significantly higher than their non-disadvantaged peers.

## 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
Increased attendance rates for students eligible for FSM	Attendance of all pupils will have improved, & reducing the gap overall of attendance between PP and non PP students. Persistent absences will be reduced.
Offer a breadth of culturally rich experientially led, activities for students to engage with	Disadvantaged pupils are exposed to a minimum of 2 culturally rich experiences per term throughout the curriculum. Whole school Belonging Plan will be implemented fully especially with disadvantaged pupils ( <a href="#">Yr 7 Birmingham Rep and Free Music for all</a> )
Improved Literacy skills in KS3	By the end of the strategy (2028), all PP students will have reading ages in the line with their chronological age by the end of the specific academic year. Students to enter KS4 with reading age in line with chronological age to best prepare students to comprehend command words in exams
Disadvantaged pupils have an intervention both in class and outside of the classroom which is bespoke and tailored to their needs	Student voice and teacher reviews demonstrate that disadvantaged pupils are planned for, sit in the most appropriate position in the classroom and receive an enhanced experience – including questioning, support and feedback. Feedback from learning walks also reflects the positive experience for disadvantaged students.
Parental/Carer relationships and engagement.	Improved Parent/Carer attendance at key events throughout the academic Year. Improved communication with Parents/Carers through the Arbor App, Information evenings, reward assemblies and regular positive calls home. Positive feedback from surveys held after key events.

Improved attainment amongst disadvantaged pupils across the curriculum at the end of KS4.	Improvement in both the Average attainment score for our disadvantaged pupils compared to their peers. Progress is evident within our internal data collected at our assessment points for Y7-Y10 and improved outcomes for Y11 results.
Improve the aspirations of all pupils, particularly those disadvantaged.	Disadvantaged pupils engage in opportunities to raise aspirations. Increased engagement with university visits. Increased application for further education.
To reduce the number of behaviour incidents and increase the attitude to learning, among pupils eligible for PP in line with the NPP pupils	This will be evidenced by the number of behaviour incidents recorded through Arbor, attitude to learning grades awarded at assessment points, pupils' active participation in holistic interventions, and their engagement with the support provided for their well-being.

## 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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Lexonik reading programme	EEF Teaching and Learning Toolkit 'Mastery Learning': High impact for very low cost (+ 5 months)	2, 4
Development of retrieval strategies (content identified through feedback) throughout the school to work alongside our knowledge rich curriculum	EEF Teaching and Learning Toolkit 'Feedback': Very high impact for very low cost (+6 months)	3, 4, 5
Target disadvantaged students within each class with live marking by the teacher and focussed monitoring by ML and SL thereafter.	EEF Teaching and Learning Toolkit 'Feedback': Very high impact for very low cost (+6 months)	4, 5
Teachers to implement a strategy of 'Disadvantaged First' where these pupils are	EEF Teaching and Learning Toolkit 'Feedback': Very high impact for very low cost (+6 months)	2, 4

<ul style="list-style-type: none"> <li>questioned (during lessons) as a priority</li> <li>Have their work checked at the beginning of each task</li> </ul> <p>Receive frequent feedback immediately (where possible)</p>		
All teachers receive regular coaching to develop their practice	EEF has found that coaching can significantly impact both teacher practice and student achievement EEF Effective Professional Development National Institute of Teaching's 'Mentoring & Coaching of Teachers' research report	4, 5
Improve the quality of first wave teaching of all lessons to help disadvantaged students succeed.	EEF emphasises that high-quality teaching Evidence Based Education's 'Great Teaching Toolkit' summarises high quality evidence on improving teacher effectiveness	4, 5

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evening sessions (Third session and/ or virtually) to offer additional subjects to those being taken within their chosen curriculum	EEF Teaching and Learning Toolkit 'Extending School Time': Moderate impact for moderate cost (+3 months)	3, 4
One-on-one tuition (online) for students for disadvantaged students who are under-performing in Year 11 in the first instance	EEF Teaching and Learning Toolkit 'One to one tuition': High impact for moderate cost (+5 months)	2, 3
Sparx Maths	SPARX homework platform that appropriately tailors homework and support for students on an individual basis providing feedback to teachers about gaps in learning and misconceptions Sparx Maths - Impact	4
Individual pupil passports for every disadvantaged child	EEF	2, 3, 4

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

Budgeted cost: £ 84,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased mental health & well-being support  Yr9 Mental Health training	EEF Social & Emotional learning Low cost Medium impact (+4months)	1, 3, 5
Disadvantaged students encouraged to attend after-school clubs and join school's teams & groups (especially music & drama)	EEF After School Programmes Increase engagement in school	1, 3, 4
Breakfast Club	EEF 'Magic Breakfast' Low cost Medium impact (+2months)	1, 5
Incentive based rewards for those improving their attendance or have attendance above 96%	EEF Supporting School Attendance	1, 4, 5
Increased levels of parental engagement through use of Arbor and change in parents evenings	EEF Teaching and Learning Toolkit 'Parental engagement': Moderate impact for very low cost based on extensive evidence (+ 4 months)	1, 4, 5

**Total budgeted cost: £ 239,420**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attendance:

##### Overall

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	212	85.8%	88.2%	Below	Relative improvement
2023/24	205	81.3%	86.0%	Below	Relative decline
2022/23	217	83.2%	86.0%	Below	Relative decline

Though attendance is still not at the national benchmark, there has been a relative improvement due to the initiatives that were implemented, with a tightening of systems. Within this, Y7 have shown the greatest improvement, which is attributed to 'The Shore' transition model.

#### Persistent Absence:

Year	Cohort	School	National	National distribution banding	Trend
2024/25	212	38.2%	34.5%	Close to average (non-sig)	Sig decrease
2023/24	205	55.1%	42.5%	Above (sig+)	No sig change
2022/23	217	54.4%	43.8%	Above (sig+)	Sig increase

Persistent Absence has had a significant improvement last academic year, due to our relentless focus on reversing the attendance habits of our students. Reward initiatives and a wider culture shift across the school has seen a reduction in PA, though this still remains high.

#### Attainment:

Below are the GCSE results

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	39	30.5	34.9	Close to average (non-sig)	50.3	-19.8	Widening
2024	44	31.5	34.6	Close to average (non-sig)	50.0	-18.6	Widening
2023	29	31.8	35.0	Close to average (non-sig)	50.3	-18.5	Not available

Attainment is weak between disadvantaged and non-disadvantaged. Though 'Close to average' with national distribution, there is a widening gap, which has informed much of this years work to positively impact the 25/26 results.

#### Disadvantaged pupils English and maths GCSE grade 5 or above

Year	This school	National average	Compared with national average
2024/25	12.8%	25.6%	Below
2023/24	15.9%	25.8%	Below
2022/23	6.9%	25.2%	Below

#### Disadvantaged pupils' Attainment 8

Year	This school	National average	Compared with national average
2024/25	30.5	34.9	Close to average
2023/24	31.5	34.6	Close to average
2022/23	31.8	35.0	Close to average

As the three year trend indicates there is significant and urgent work to do on closing the gap and improving the 9-5 basics match for our disadvantaged students.

## 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
Literacy Programme	Lexonik
English Programme	Bedrock
Maths Programme	SPARX
Science Programme	Ezyscience

One-to-One tutor programme	MyTutor
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# Service pupil premium funding

## Impact of 2024/25

- **How our service pupil premium allocation was spent last academic year**

In 2024/25 we used the premium to support students with the emotional impact that deployment and parental leave had on our students. We also developed stronger links with the local barracks and families to ensure that enhanced communication and care is proposed in more challenging moments within the year.

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### The impact of that spending on our service pupils

Service pupil attendance was strong versus national averages, with an average of 95.2% - the NA for services children was 91.8%.

All services pupils received an enhanced mentoring programme around their wellbeing and received happiness coaching,

Additional time for reflection and communication with parents was offered to all students who had a parent deployed

## Strategy for 2025/6

- **How our service pupil premium allocation will be spent this academic year**

- In 2025/26 we have 37 service pupils on roll. This is 4.2% of our overall cohort. The allocated funding will be used to support the emotional wellbeing of the children through happiness coaching; enhanced opportunities to facilitate communication with parents who are currently deployed. Students report that they struggle as they begin longer breaks from school and they also appreciate a flexibility in the time before and after their parents are deployed.

Detail	Data
Number of pupils in school	888
Proportion (%) of pupil premium eligible pupils	37 Students (4%)

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Intended Strategy	Intended impact
Enhanced use of Happiness Coaching	<ul style="list-style-type: none"> <li>• Tailored and bespoke coaching for service children.</li> </ul>
Recognise the need to provide additional pastoral support to CYP and families in receipt of SPP	<ul style="list-style-type: none"> <li>• Dedicated member of pastoral team who will be the sole point of contact for services children. The use of an external counsellor will aid students wellbeing in having an external adult to liaise with</li> </ul>
Designate a pastoral liaison role, using part of SPP to secure soft landings for all service CYP both at transition points and mid-year.	<ul style="list-style-type: none"> <li>• Any mobility of students is carefully handled, ensuring that attendance, attainment and wellbeing of all services children is a robust process.</li> </ul>
Build relations with local barracks Family Liaison Team.	<ul style="list-style-type: none"> <li>• Regular meetings are calendared to be contextually informed about local issues, deployment, pressures.</li> </ul>
Ensure SPP funding is secured for all CYP who are entitled to it at point of entry	<ul style="list-style-type: none"> <li>• Careful tracking with Family Liaison and smooth transition into the school through the soft-landing process. Finance team to chase.</li> </ul>