

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
Number of pupils in school	849
Proportion (%) of pupil premium eligible pupils	26.9% (210 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	30/9/2023
Date on which it will be reviewed	31/8/2024
Statement authorised by	H Jackson (Acting Headteacher)
Pupil premium lead	G Thorley (Deputy Headteacher)
Governor / Trustee lead	A Pembleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217350
Recovery premium funding allocation this academic year	£0
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	£0

Part A: Pupil premium strategy plan

Statement of intent

- At The Grove School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible life-long learners. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.
- Our ultimate objectives are to:
 - Remove barriers to learning created by poverty, family circumstance and background (aspirations)
 - Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
 - Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
 - Develop confidence in their ability to communicate effectively in a wide range of contexts
 - Enable pupils to look after their social and emotional wellbeing and to develop resilience.
 - Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and Saturday school
- Target funding to ensure that all pupils have access to trips and residential activities that will develop their cultural capital
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

- Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged students is below the national average and lower than their non-disadvantaged peers
2	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.
3	Quality first teaching is not yet embedded consistently throughout the school and as such colleagues at The Grove do not consistently recognise the key role, they play in improving outcomes for disadvantaged students. Teaching, therefore, is not always tailored to meet the needs of the disadvantaged cohort.
4	Reading levels of the disadvantaged cohort are not at/ near their chronological age
5	Student behaviour: 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
1. Attendance of disadvantaged students is below the national average and lower than their non-disadvantaged peers	<p>Success Criteria:</p> <ul style="list-style-type: none"> • 2023/24 Pupil Premium Strategy has been shared and read by all staff. • All staff are fully conversant in all aspects of the PP strategy. • All staff are fully aware of their role within the Pupil Premium Strategy plan and in the raising of attendance of all disadvantaged students. • All staff are aware of the challenges faced by disadvantaged learners. • Ensure the Attendance plan is fully implemented: Attendance Action Plan 2023 2024.docx. • Staff recognise where disadvantaged pupils have additional/acute barriers to learning which may

	<p>make it even harder for them to make progress and attain, e.g. SEND, EAL, SEMH, attendance, behaviour, safeguarding factors or the impact of missed learning due to the pandemic.</p> <ul style="list-style-type: none"> • Staff continuously consider whether strategies or approaches are appropriate to meet the needs of these more acute challenges. • Staff conduct further research, where needed, with regards to approaches adopted in future. • Staff contribute and identify strategies/ approaches to support the needs of disadvantaged pupils. • Staff proactively put forward students to implement timely intervention to bring about accelerated progress. • Regular Pupil Voice of disadvantaged students are conducted which informs extra-curricular activities. • The Grove VI form proactively looks for opportunities to offer a variety of extra-curricular activities.
<p>2. To improve the progress and outcomes of disadvantaged learners.</p> <p>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.</p> <p>There are gaps in knowledge across the curriculum for disadvantaged learners as a result of lockdown and short-comings in their earlier school life.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • All PP students, upon starting Y10 have a reading age of 12 or more. • All staff actively seek to close the gap between our disadvantaged students and the NA for non-disadvantaged students • Outcomes for disadvantaged students across all ages and ability on entry improve (closing the gap to NA non-Disadvantaged) • RSL meetings following from a Pillar Point (Data point) emphasise the need to close progress and attainment gaps. • Purposeful interventions are implemented with a view to close progress and attainment gaps • Regular, planned monitoring occurs of disadvantaged pupils • Faculties conduct their own analysis after internal assessments and implement suitable interventions • Historical and current curriculum choices are evaluated identifying areas where disadvantaged students have been both successful and unsuccessful. • The curriculum design is geared to the need of the disadvantaged cohort • Disadvantaged students are a fixed agenda item during governor meetings
<p>3. To improve Quality First Teaching to ensure consistency across all faculties</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • Teaching strategies, as advised by Lexonik, surrounding subject specific vocabulary are embedded within lessons • All teaching across the school is tailored to meet the needs of disadvantaged learners. This is evidenced through effective monitoring and student outcomes. • All staff are fully aware of their role in improving outcomes of the disadvantaged cohort.

	<ul style="list-style-type: none"> • The CPD programme provides continuous opportunities for staff to develop and embed their subject and curriculum knowledge and pedagogy • PPR (appraisal) targets for under-performing faculties contain action research project opportunities to improve outcomes for disadvantaged students. • A consistent approach, in terms of QFT, is implemented within all faculties. Strategies are continuously monitored and evaluated to ensure best practice is continually experienced by the pupils • Line management to develop and evidence methodology which supports the improvement of teaching and learning across the school and the accountability thereof. • Disadvantaged pupils are prioritised during questioning during lessons and when providing (any form of) feedback. • All staff are aware of metacognition strategies • All staff have a clear set of consistent approaches that support students in understanding how to learn. • A consistent approach to (student) planners is adhered to by all. • All staff and pupils proactively use planners to support disadvantaged students. • Homework policy has been re-visited to ensure that it explicitly states how teachers work with students to ensure that there is an accurate record in the planner to support in completion of tasks. • Disadvantaged students successfully complete homeworks to a high standard that complements and develops their learning • Disadvantaged students have regular and purposeful feedback to ensure all staff consistently and regularly provide feedback that informs the learner of their strengths and corrects misconceptions, misunderstandings, and mistakes. • Interventions (homework, retrieval quizzes, tweaked curricular) are embedded between assessments focussing on areas requiring development.
<p>4. Reading levels of the disadvantaged cohort are not at/ near their chronological age</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • A revised literacy across the curriculum strategy is embedded which has utilised knowledge gained from diagnostic assessments (Lexonik). • The literacy across the curriculum is used to promote and improve reading and comprehension skills, ensuring resources are age-related but accessible • Every faculty is aware of their responsibility to see levels of literacy improve.

	<ul style="list-style-type: none"> • All pupils see their literacy levels improve. • Line-management meetings to ensure that timely interventions are put in place • Strategies are evaluated and their impact measured. • The impact will dictate whether the strategy has been deemed successful or not and thus, whether it will continue in the future. • Assertive mentoring is used to target a selection of students with a view to raising their aspirations and developing their ability to be successful at school <p>The Lead Practitioner (Maths) oversees the implementation of the Lexonik programme</p>
5. Student behaviour: the proportion of disadvantaged students receiving suspensions is significantly higher than their non-disadvantaged peers.	<ul style="list-style-type: none"> • The REACH centre and the interventions that will take place in this building are in use. • Intensive work is undertaken to support at-risk of exclusion students the opportunity to re-set their attitude to learning • The proportion of disadvantaged students receiving suspensions is reduced.

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: £ 90000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention and professional development of English	EEF Teaching and Learning Toolkit 'Mastery Learning': High impact for very low cost (+ 5 months)	2, 3
Recruitment of lead practitioners within Science (1) and Maths (2)	EEF Teaching and Learning Toolkit 'Mastery Learning': High impact for very low cost (+ 5 months)	2,3
Implementation of the Lexonik reading programme	EEF Teaching and Learning Toolkit 'Mastery Learning': High impact for very low cost (+ 5 months)	2,3,4
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)	2,3
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)	1, 2, 3, 4
Simplify and structure the home learning policy developing a consistent approach across the school	EEF Teaching and Learning Toolkit 'Homework': High impact for very low cost	2, 3, 4
Staff have access to effective CPD (internal and external) opportunities to ensure subject knowledge and pedagogy is continually improving.	EEF Teaching and Learning Toolkit 'Mastery Learning': High impact for very low cost (+ 5 months)	1, 2, 3, 4
Staff have training and become competent and confident in using metacognition and self-regulation strategies	EEF Teaching and Learning Toolkit 'metacognition and self regulation': Very high impact for very low cost	2, 3
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)	1, 2, 3, 4, 5

<ul style="list-style-type: none"> questioned (during lessons) as a priority Have their work checked at the beginning of each task Receive frequent feedback immediately (where possible) 		
Purchase and implementation of Lexonik	EEF Teaching and Learning Toolkit 'Feedback': Very high impact for very low cost (+6 months)	1,2,3,4

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday school interventions students for disadvantaged students yet to be predicted 4+/5+ in English and maths for Y10 and Y11 students. Intervention sessions for under-performing students in Science within Y10 and Y11.	EEF Teaching and Learning Toolkit 'Extending School Time': Moderate impact for moderate cost (+3 months)	2, 3
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)	2, 3, 4
One-on-one tuition (online) for students for disadvantaged students who are under-performing in Humanities.	EEF Teaching and Learning Toolkit 'One to one tuition': High impact for moderate cost (+5 months)	2, 3, 4
Literacy (in addition to Lexonik) and numeracy interventions across KS3 for low attaining students	EEF Teaching and Learning Toolkit 'Reading comprehension strategies': Very high impact for very low cost (+6 months) EEF Teaching and Learning Toolkit 'Small group tuition': Moderate impact for low cost (+4 months)	2, 4, 5

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

Budgeted cost: £ 77350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentive based rewards for those improving their attendance or have attendance above 96%	EEF Teaching and Learning Toolkit 'Arts Participation': Moderate impact for very low cost (+3 months) EEF Teaching and Learning Toolkit 'Aspirations Interventions': Unclear impact for low cost	1, 2
Raising Aspirations: Increase the number of disadvantaged students aspire to follow the Ebacc route through the futures pathway	EEF Teaching and Learning Toolkit 'Aspirations Interventions': Unclear impact for low cost	2, 4, 5
Pupil Voice activities regularly conducted that support inform curriculum journey at a subject level.	EEF Teaching and Learning Toolkit 'Feedback': Very high impact for low cost based on extensive evidence (+ 6 months)	1, 2, 3, 4, 5
Utilise the inclusion area (REACH centre) to support students with their learning at a bespoke level	EEF Teaching and Learning Toolkit 'Behaviour Interventions': Moderate impact for low cost based on limited evidence (+ 4 months)	1, 2, 3, 4, 5
Increased levels of parental engagement through the appointment of a PP mentor.	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: £ 90000 + 50000 + 77350 = £217350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2022 GCSE outcomes for Disadvantaged students were as follows:

Disadvantaged Headline Figures vs Historical

Overall	2019	2019 NA	GCSE 2022	GCSE 2023
Cohort	33		30	29
A8 - all	27.37	36.7	33.62	31.6
P8 - all	-0.9	-0.45	-0.47	-1.25
Basics 5+	9.1%	24.7%	20%	3%
Basics 4+	30.3%	44.7%	46.7%	38%

Intended outcome	Success criteria	Further Actions, if not green
1. Raise the profile of disadvantaged pupils throughout the school.	<p>Success Criteria:</p> <ul style="list-style-type: none"> 2022/23 Pupil Premium Strategy has been shared and read by all staff. All staff are fully conversant in all aspects of the PP strategy All staff are fully aware of their role within the Pupil Premium Strategy plan and in the raising of attainment of all disadvantaged students. All staff are aware of the challenges faced by disadvantaged learners. All staff, whilst maintaining their high standards, are aware of how the challenges faced by disadvantaged learners manifest in their classroom behaviour and make suitable amendments to ensure all students have the best opportunity to learn effectively. All staff know who the disadvantaged students are in all their lessons. All ML and SL are aware of the disadvantaged students under their charge. <ul style="list-style-type: none"> Disadvantaged students are a fixed agenda item within all faculty meetings. Disadvantaged students are discussed during each meeting with successful strategies shared amongst colleagues. <ul style="list-style-type: none"> Staff recognise where disadvantaged pupils have additional/acute barriers to learning which may make it even harder for them to 	<p>The induction process has been amended to ensure all new starters to the school are aware of the expectations surrounding the disadvantaged students.</p> <p>These strategies need to be continued throughout this year to ensure the strategy is embedded.</p> <p>Strategies utilised, with varying levels of success, are yet to be shared across faculties</p>

	<ul style="list-style-type: none"> make progress and attain, e.g. SEND, EAL, SEMH, attendance, behaviour, safeguarding factors or the impact of missed learning due to the pandemic. Staff continuously consider whether strategies or approaches are appropriate to meet the needs of these more acute challenges. Staff conduct further research, where needed, with regards to approaches adopted in future. Staff contribute and identify strategies/ approaches to support the needs of disadvantaged pupils. Staff proactively put forward students to implement timely intervention to bring about accelerated progress. Regular Pupil Voice of disadvantaged students are conducted which informs extra-curricular activities. The Grove VI form proactively looks for opportunities to offer a variety of extra-curricular activities. The CPD calendar offers a regular, allocated Disadvantaged slot where such training is offered. Staff implement the strategies discussed within the NGA PP module and EEF toolkit The induction process for new staff introduces the NGA training module and EEF toolkit. 	<p>Within the 2022/23 PPR (appraisal) cycle each faculty has been asked to utilise the Action Research Target to focus on either PP or SEN students.</p> <p>The VI form has run a couple of events which were aimed at Y7. A more targeted approach to other years will be in place this academic year.</p>
<p>2. To improve the progress and outcomes of disadvantaged learners.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> All staff actively seek to close the gap between our disadvantaged students and the NA for non-disadvantaged students Outcomes for disadvantaged students across all ages and ability on entry improve (closing the gap to NA non-Disadvantaged) RSL meetings following from a Pillar Point (Data point) emphasise the need to close progress and attainment gaps. Purposeful interventions are implemented with a view to close progress and attainment gaps Regular, planned monitoring occurs of disadvantaged pupils Faculties conduct their own analysis after internal assessments and implement suitable interventions Historical and current curriculum choices are evaluated identifying areas where disadvantaged students have been both successful and unsuccessful. The curriculum design is geared to the need of the disadvantaged cohort 	<p>Attendance has been the key drive to success in 2022/23. Students with an average attendance of 80% or more have a P8 score of -0.09. Students with an attendance of 90% or above have a P8 score of 0.02. The overall average attendance of the disadvantaged cohort sits at 81%. In a number of situations</p>

	<ul style="list-style-type: none"> Disadvantaged students are a fixed agenda item during governor meetings 	
3. To improve Quality First Teaching to ensure consistency across all faculties	<p>Success Criteria</p> <ul style="list-style-type: none"> All teaching across the school is tailored to meet the needs of disadvantaged learners. This is evidenced through day to day monitoring and student outcomes. All staff are fully aware of their role in improving outcomes of the disadvantaged cohort. The CPD programme provides continuous opportunities for staff to develop and embed their subject and curriculum knowledge and pedagogy PPR (appraisal) targets for under-performing faculties contain action research project opportunities to improve outcomes for disadvantaged students. A consistent approach, in terms of QFT, is implemented within all faculties. Strategies are continuously monitored and evaluated to ensure best practice is continually experienced by the pupils Line management to develop and evidence methodology which supports the improvement of teaching and learning across the school and the accountability thereof. Disadvantaged pupils are prioritised during questioning during lessons and when providing (any form of) feedback. All staff are aware of metacognition strategies All staff have a clear set of consistent approaches that support students in understanding how to learn. A consistent approach to (student) planners is adhered to by all. All staff and pupils proactively use planners to support disadvantaged students. Homework policy has been re-visited to ensure that it explicitly states how teachers work with stu- 	<p>Ofsted highlighted that teaching needs to become more adaptive to the needs of certain learners.</p> <p>The Quality Assurance programme has been revised and implemented. In time, this will be fully embedded.</p> <p>Further CPD, linked to formative assessment is taking place during this academic year.</p>

	<p>dents to ensure that there is an accurate record in the planner to support in completion of tasks.</p> <ul style="list-style-type: none"> Disadvantaged students successfully complete homeworks to a high standard that complements and develops their learning Disadvantaged students have regular and purposeful feedback to ensure all staff consistently and regularly provide feedback that informs the learner of their strengths and corrects misconceptions, misunderstandings, and mistakes. Cumulative assessments are embedded throughout KS3 that develop an understanding by each student of the need to continually re-visit previously taught information. All Assessments (KS3 and KS4) are diagnostically analysed and inform sections within the next (cumulative) assessment. Interventions (homework, retrieval quizzes, tweaked curricular) are embedded between assessments focussing on areas requiring development. 	Attendance issues have stifled homework and their completion.
<p>4. To devise strategies and interventions that improve progress and outcomes for disadvantaged learners</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> A literacy across the curriculum strategy is embedded which has utilised knowledge gained from diagnostic assessments (for example, GL Assessments). The literacy across the curriculum is used to promote and improve reading and comprehension skills, ensuring resources are age-related but accessible Every faculty is aware of their responsibility to see levels of literacy improve. All pupils see their literacy levels improve. Line-management meetings to ensure that timely interventions are put in place Strategies are evaluated and their impact measured. 	

	<ul style="list-style-type: none"> The impact will dictate whether the strategy has been deemed successful or not and thus, whether it will continue in the future. Assertive mentoring is used to target a selection of students with a view to raising their aspirations and developing their ability to be successful at school The Lead Practitioner (Maths) devises, implements and evaluates strategies to bring about sustained and rapid improvement in performance of the disadvantaged cohort, with a specific focus on KS3 disadvantaged students. 'The Bungalow' and the interventions that will take place in this building are in use. Intensive work is undertaken to support at-risk of exclusion students the opportunity to re-set their attitude to learning 	<p>This worked effectively with Y11. However, other year groups were not targeted.</p>
<p>5. To further develop robust systems to further develop consistency across all areas (supporting attendance, Attitudes to Learning and learning)</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> All staff have received the latest CPD training from Arbor. Strategies are implemented so that all staff can access the A2L data immediately Middle and Senior leaders proactively implement strategies bringing about more positive attitudes to learning. Staff and pupils all know the criteria for each A2L grade and report cards. Staff must ensure the A2L grades are being used as reward incentive and not a behaviour sanction. Staff consistently apply the behaviour policy throughout the school A2L averages improve Internal and external exclusions are reduced The school successfully meets all the Gatsby Benchmark measures Careers and futures programmes are intertwined within the curriculum and inform option pathways Careers interviews are embedded within Key Stage 4 pupils to aid decisions for the next steps in their education. 	

	<ul style="list-style-type: none"> Evaluations of the impact of each strategy used for the disadvantaged cohort are made on a termly basis Data collection points inform whether strategies have been successful or need revising <ul style="list-style-type: none"> Theory and Practice of the 'Waves' approach has been shared with staff, who fully understand and support the concept The wave process has been implemented to support a holistic view of students who are struggling to attend school. <ul style="list-style-type: none"> Attendance, A2L and data collection processes inform interventions and bring about sustained and rapid improvement. 	
6. Further improve student and parental engagement through effective and timely communication	<p>Success Criteria:</p> <ul style="list-style-type: none"> Faculties conduct regular Pupil Voice of disadvantaged students which informs future practice. Senior leaders conduct regular Pupil Voice disadvantaged students which informs future practice <ul style="list-style-type: none"> PP Mentor, alongside HOY, oversee proactive communications to the parents of disadvantaged students discussing attendance, progress and A2L 	

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.