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	Plymouth Grove Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Michael Cooke
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282 585
Recovery premium funding allocation this academic year	£
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	£ 282 585

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to deliver a rigorous, consistent and research-led curriculum that enables our children to be ready for the next stage of their education at the end of each phase and to be 'secondary ready' when they finally leave us at age 11. The focus of our pupil premium strategy is to develop pupils' language skills through a focus on oracy; engaging in dialogue, developing classroom contributions and questioning. Oracy enables deeper understanding of the curriculum and develops critical thinking.

The approach to teaching and learning is supported through evidence-based research with a focus on teaching effectiveness. Research suggests that achievement is likely to be maximised when the key features of lessons include; orientation, structuring, questioning, teacher modelling, application, learning environment, management of time and assessment. Teacher journal clubs are used to offer a cycle of meetings where teachers discuss research findings and plan how to incorporate them into their practice.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Our approach to assessment and feedback is based on an understanding of a pupil's journey through the curriculum, combined with real clarity on the purpose of collecting data to improve pupil outcomes.

We do not collect statistical data that is not relevant to improving pupil outcomes in the classroom. It is not the main driver to gather information about the performance of pupils. Our approach creates a sense of "known intelligence about the child".

Challenges

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

Challenge number	Detail of challenge
1	● Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	● Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	● Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in achieving the expected standard in reading, writing and maths in KS1.
4	● Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties achieving the higher standard in maths
5	● Teacher referrals for SEMH support have markedly increased over the last year. . 78 pupils 55 of whom are disadvantaged) currently require additional support with social and emotional needs, receiving small group interventions.
6	● Attendance for pupils on the SEND register are below the national average.
7.	● Attendance data indicates that below 90% attendance leads to lower attainment

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Phonics fully embedded into everyday teaching	Phonics screening in line with national averages by 2024/2025
Pupils with SEND achieve exceptionally well	Positive SEND progress measure
Children are confident using manipulatives in KS2 and able to use them independently.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
NPQs are accessed by staff	A third of teaching staff have accessed NPQ developments
The school's intent and implementation are embedded securely across the school.	Children are on track to be ready for the next stage of their education
KS2 outcomes in line with national averages	KS2 outcomes in 2024/2025 for reading, writing and maths show that 70% of

	disadvantaged children met the expected standard.
Attendance for pupils on the SEND register is in line with national averages	SEND attendance average is 92%

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: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus on developing leadership	*Create a leadership environment and school climate that is conducive to good implementation.* *Set the stage for implementation through school policies, routines, and practices.* *Identify and cultivate leaders of implementation throughout the school.* *Build leadership capacity through implementation teams.* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	3,5
Engagement with Manchester research schools on Making the difference for disadvantaged learners	*Define the problem you want to solve and identify appropriate programmes or practices to implement.* *Identify a tight area for improvement using a robust diagnostic process.* *Make evidence-informed decisions on what to implement.*	5,6,7

	Examine the fit and feasibility of possible interventions to the school context. *Make an adoption decision.* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation*	

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

Budgeted cost: £150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate progress in CLL across the EYFS Curriculum -Pupils with low prior attainment / EAL / SEN	*There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:* Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF	1
Accelerate reading ability using phonic strategies for children working within the phonic phases - Pupils with low prior attainment / EAL / SEN	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2
NFER test analysis	Standardised tests can provide reliable insights into the specific	4

	strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	
Accelerate writing progress through the effective implementation of writing progression at Plymouth Grove.	Teach pupils to use strategies for planning and monitoring their writing Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
Maths- embed CPA approach and develop a KS2 fluency plan	Use manipulatives and representations to develop understanding Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. Ensure that children understand the links between the manipulatives and the mathematical ideas they represent. Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Encourage children to represent problems in their own way, for example, with drawings and marks.	4

	Use manipulatives and representations to encourage discussion about mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
Pupils can demonstrate understanding in foundation subjects and reflect on their learning	Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents. While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1

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

Budgeted cost: £60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Development of well being interventions	Teach SEL skills explicitly Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6
Zones of regulation in everyday practice	Teach SEL skills explicitly Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6

Total budgeted cost: £280 000

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 2021 to 2022 academic year.

Our internal assessments and external assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower in KS1 than in the previous 3 years in key areas of the curriculum.

EYFS
Eligible for pupil premium (54%% v 46%)

Reading, Writing and Maths

KS1
Eligible for pupil premium (42% v 45%)

KS2
Expected standard-Eligible for pupil premium 41% v 65%
Higher standard Eligible for pupil premium 0% v 9%

Y1 phonics
Eligible for pupil premium 50% v 60% (not eligible for pupil premium)

Y2 phonics re-check
Eligible for pupil premium 86% v 75% (not eligible for pupil premium)

Reading
KS1 expected standard-Eligible for pupil premium (42% v 45%)
KS1 higher standard - Eligible for pupil premium (0%v 0%)
KS2 expected standard- Eligible for pupil premium (58% v 75%)
KS2 higher standard- Eligible for pupil premium (19% v 41%)
KS2 progress scaled score Eligible for pupil premium (+0.9 v +1.4)

Writing
KS1 expected standard-Eligible for pupil premium (55% v 65%)
KS1 higher standard- Eligible for pupil premium (0% v 0%)
KS2 expected standard-Eligible for pupil premium (50% v 70%)
KS2 higher standard-Eligible for pupil premium (5% v 12%)
KS2 progress scaled score-Eligible for pupil premium (-0.2 v -0.2)

Maths

KS1 expected standard-Eligible for pupil premium (65% v 55%)
KS1 higher standard -Eligible for pupil premium (5% v 5%)

Year 4 Multiplication times table check- (pupil premium in brackets)- cohort size 51
Full marks   25 children (12 children)
Marks 21-25   40 children (25 children)

KS2 expected standard-Eligible for pupil premium (50% v 78%)
KS2 higher standard-Eligible for pupil premium (14% v 35%)
KS2 progress scaled score - Eligible for pupil premium (-0.2 v +2.5)

The EYFS attainment gap between Manchester and GreaterManchester (GM) and the widerNorth-West (NW) was between 1-3% between 2017 and 2019.

Post-COVID Manchester experienced the largest decrease, with the attainment gap increasing between GM to 8% and NW to 9%.

Manchester children currently in Y1 will spend longer in school trying to catch up compared with their peers elsewhere. This is likely to impact on their overall educational outcomes, access to opportunities and general wellbeing

Children in the early years are also significantly behind their peers. This is due partly to a lack of access to early education and services during and just after the pandemic.

Outcomes fluctuate due to the differing percentages of those eligible for the pupil premium in different year groups. Year 2 (2022-2023) had 65% eligible for pupil premium.

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
Making the difference for disadvantaged learners	Manchester Research School

Further information (optional)

Four members of staff have now completed NPQs. this has included NPQLL, NPQLBC, NPQSL and NPQEL. three more staff are now beginning te NPQSL and one member of staff the NPQEYL