# Guildford Grove School Pupil premium strategy statement 2021-2022

## 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 provides a link to the effect which last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Guildford Grove Primary School  |
| Number of pupils in school  | 367 (Oct’21) |
| Proportion (%) of pupil premium eligible pupils | 158 (Oct’21 tbc) 43%  |
| Academic year/years that our current pupil premium strategy plan covers.  | 2019/20202020/20212021/ 2022 |
| Date this statement was published | November 2021  |
| Date on which it will be reviewed | June 2022  |
| Statement authorised by | Lucy Ryder, Headteacher  |
| Pupil premium lead | Laura Chamberlin, Deputy SENCo  |
| Governor / Trustee lead | Michelle Riley, Governor Lead for Disadvantaged Pupils  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 210,941 (forecasted as at 30/11/21 based on Oct’21 census). Nb. Approved budget estimate was £214,102 |
| Recovery premium funding allocation this academic year | £23,627 |
| 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 | £ 234,568 (as at 30/11/21) plus estimated £2,298 EYPP = **£236,8667** |

# 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 at least good progress across all subject areas. Our intention is that each child will develop a love for learning and acquire skills to develop their emotional well-being and self-regulation.

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | We recognise that a high proportion of our Pupil Premium children have multiple, additional barriers to their learning (SEND, Young Carer, EAL, mental health concerns, CP).  |
| 2 | We recognise that our Pupil Premium children were not in line with the National Average at KS1 (2017-2018), KS1 (2018-2019). Further to this, engagement in literacy home learning during lockdown was significantly less across the school compared to maths home learning.  |
| 3 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This has then impacted on opportunities to play successfully as well as engage fully across the curriculum. This is evident from EYFS to year 6 but, on many occasions, is more prevalent among our disadvantaged pupils than their peers.We also recognise how reduced enrichment experiences may have impacted pupils’ vocabulary.  |
| 4 | Our attendance data over the last year (excluding during periods of partial school closures) indicates that attendance among disadvantaged pupils has been between 93% which is lower that their non-disadvantaged peers and 2% less than the Government’s target. |
| 5 | Through teacher discussions, we recognise that the engagement of many of our disadvantaged families has decreased following the school closure period. On some occasions this has been due to deteriorating mental health. We recognise that has impacted learning opportunities outside of school and families feeling supported.  |

## 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.

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| Intended outcome | Success criteria |
| 1. **To ensure high quality teaching for all 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.Assessments, book scrutiny and observations will demonstrate the effective teaching of reading and writing across all age groups.  |
| 1. **To ensure the mental health and well-being of our families and ensure children are ready and prepared to learn.**
 | Sustained high levels of wellbeing from 2021/2022 demonstrated by:* qualitative data from student voice, student surveys and teacher observations
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
 |
| 1. **For pupils with multiple barriers, particularly SEND, to make good or accelerated progress from their starting points.**
 | Pupils to be effectively tracked to demonstrate that they are making at least good progress from their starting points. Observations will demonstrate that all teachers are able to effectively support additional needs within the classroom.  |
| 1. **To increase the engagement of all parents in school life at Guildford Grove but particularly our disadvantaged children.**
 | Sustained high attendance from 2021/22 demonstrated by:* the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
* Increased proportion of parents will attend parents evening.
* Increased parent’s attendance at school productions and workshops.
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| 1. **Improving the possibilities and life chances of all children through enrichment opportunities.**
 | Increased percentage of pupils will talk positively about school enrichment experiences. Increased percentage of children will report positive engagement with school enrichment activities.  |

## 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: £ 4,562

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To ensure assessment procedures are efficient and effective. Training to continue to transition to using SIMS as the primary way to record assessments. Moderation training in writing to ensure all staff can make secure judgements.  | **Aim:** For a continued and succinct form of data tracking from reception to year 6. To ensure that progress can be monitored and tracked easily for all pupils. To ensure that children are on track with their expected targets and not falling behind in each assessment area e.g. EXS+. **Evidence:** There is clear evidence that assessments, which are effectively implemented, have a positive impact on learning and teaching. [DfE: Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf) | 1, 3 |
| Improve the quality of social and emotional (SEL) learning. To implement the Zones of Regulation Curriculum across the school. Training for all staff. | **Aim:** For all children to be able to use the Zones of Regulation to support them in effectively regulating themselves and understand how to implement strategies to be effective learners and social citizens. **Evidence:** There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). [EEF Toolkit: Social and Emotional Learning.](file:///%5C%5Cfps01%5Cstaff%20share%5CDisadvantage%20Lead%5CWebsite%20information%5C2021%20-%202022%5CEEF_Social_and_Emotional_Learning.pdf%28educationendowmentfoundation.org.uk%29)  | 1, 2, 3 |
| To ensure that we have an objective-led curriculum for each year group in reading and writing to support teachers in their medium-term and weekly planning. | **Aim:** A clearly structured and concise reading and writing curriculum which is progressive and supports the explicit teaching of reading comprehension skills. **Evidence:** **Reading:** explicitly teaching reading skills and strategies for reading is particularly beneficial for lower attaining pupils. Using the VIPERS as a framework for this ensures that all National Curriculum areas are covered. **Writing:** Effective approaches include a process made up of five key components and engagement in the writing process. [EEF Toolkit: Literacy KS1.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) [EEF Toolkit: Literacy KS2.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  | 1, 3 |
| Developing and supporting structured play-based learning in EYFS. Increased focus on the introduction of adult-led play-based learning opportunities. | **Aim:** For children in the early years to develop an increased understanding of the language of play. For children to gain an increased understanding of strategies of play and how to engage in social situations. **Evidence:** Building positive relationships with key staff. Some positive impacts on self-regulation and Social and Emotional needs. [EEF Learning: play-based learning.](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning)  | 1,  |
| Purchase of Espresso subscription so teachers and pupils have access to high quality, reliable online teaching resources in school.  | **Aim:** A high-quality resource to support the delivery of high-quality teaching across the curriculum. **Evidence:** A strategy model which provides opportunities to highlight how experts think as well as what they do. Used as a tool to support modelling and sharing examples with students. [EEF Toolkit: digital resources.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital)  | 1, 3, 5 |

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

Budgeted cost: £164,323 (including 23,627 catch-up funding)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group and 1:1 targeted intervention led by teaching assistants and targeted intervention teaching staff.  | **Aim:** 1:1 support so that children can work on individual focused targets. Small group work to support children on identified gaps in learning or areas of weakness. **Evidence:** Is particularly impactful for pupils with low prior attainment or with a particular area of need. Higher impact when interventions are additional to and link to other, in-class learning. [EEF Toolkit: one-to-one tuition.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  | 1, 3 |
| To implement structured reading interventions from year 1 to year 6.  | **Aim:** Well researched reading interventions which support children on a 1:1 and group basis to develop and improve their comprehension to begin to close the gap between then and the expected standard for their year group. **Evidence:** Well researched interventions which are based on evidence. Ensuring a good foundation understanding of phonics before moving on to teaching comprehension skills. Each intervention uses diagnostic skills alongside teacher assessment to identify key areas of weakness for each pupil. Good level of evidence with the key focus on teaching explicit strategies being a key focus area. [EEF Toolkit: improving literacy.](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf)  | 1, 3 |
| To implement NELI language support to targeted pupils in EYFS.  | **Aim:** To build and develop the language of our EYFS children through an easily delivered programme in order for the children to be able to successfully access wider areas of the curriculum. **Evidence:** A well-researched intervention where the impact is also considered to provide support for future literacy learning and therefore providing a positive impact later on in school life. [EEF Toolkit: Nuffield Early Language Intervention.](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention) | 1, 3 |
| To implement SNAP into maths provision.  | **Aim:** To provide regular maths support and after diagnosing and identifying gaps in learning. To make links between in-class learning concepts and concepts taught in interventions. **Evidence:** Short, regular sessions are considered to provide the highest level of impact. Sessions provide the highest levels of impact when connections are made between in-class learning and the intervention. [EEF Toolkit: teaching and learning of early mathematics.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths)  | 1, 3 |
| To provide small group spelling support for children with an identified need in spelling.  | **Aim:** To ensure a secure understanding of previously taught spelling rules. To develop spelling strategies to support with less familiar words and to enable children to make reasonable attempts in their spelling. **Evidence:** Evidence suggests that explicitly teaching spellings and providing pupils with extensive opportunities to practice them supports good progress. It is also beneficial to implement alongside sentence construction. [EEF Toolkit: improving the teaching of literacy.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  | 1, 3 |
| To provide phonics support groups for children who are not working in line with their peers or require additional sessions to understand taught phonics.  | **Aim:** Small phonics interventions support groups to provide additional phonics support from a teaching assistant to begin to close the gap. **Evidence:** The teaching of phonics should be matched to their skills level in order for them to be successful. Small group and 1:1 phonics intervention support has proven to demonstrate a positive impact when diagnostics are completed in order to target a group of children’s specific areas of need. [EEF Toolkit: teaching and learning of phonics.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  | 1, 3  |
| To provide access to Widget Online resources for all teachers.  | **Aim:** For teachers to use widget online to support pupils with SEND, EAL or communication challenges with accessing the curriculum. **Evidence:** Is considered to support independence in learning to read and write. Evidence that symbols can be used to support children in understanding the meaning of print. [Widget: Inclusion project.](https://symbolsinclusionproject.org/symbols/SIP_Project.pdf) [The role of symbols in the mainstream classroom.](https://www.researchgate.net/publication/241675523_The_role_of_symbols_in_the_mainstream_to_access_literacy)  | 1, 3 |
| To use trained Emotional Literacy Support Assistants (ELSAs) to deliver 1:1 sessions to targeted children to support them in achieving individual emotional targets.  | **Aim:** To work with children to recognise and address their emotional needs to make them more successful in the classroom. **Evidence:** Social and emotional learning is considered beneficial to children although it may not initially translate into improved results. Targeted approaches to SEL are considered to have more impact. [EEF Toolkit: social and emotional learning.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  | 1, 2, 3 |
| To provide emotional teaching and support through the intervention of Therapeutic Story Writing  | **Aim:** To use the medium of story writing and drawing images to explore emotional feelings and experiences. **Evidence:** Intervention is considered to support the understanding of emotional vocabulary and sense of belonging. Considered to increase pupil resilience. [University of Southampton: Therapeutic Story Writing.](https://eprints.soton.ac.uk/359840/)  | 1, 2, 3 |

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

Budgeted cost: £ 68,390

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Parental engagement**  |
| To deliver EYFS workshops both in person and virtually.  | **Aim:** To engage parents early in their child’s education. To support and encourage parents with developing enrichment opportunities beyond school. To support parents with reading with their child and supporting them with vocabulary. **Evidence:** Discusses the value of parental engagement particularly in the early years. It is also consistently associated with children’s subsequent academic success. [EEF Toolkit: parental engagement.](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement)  | 1, 2, 3, 4 |
| For HSLW team to work with families to support financial, safeguarding and emotional concerns.  | **Aim:** To prevent families from reaching crisis point by providing meetings, practical advice and working with external agencies to provide support. To mentor individual children who are struggling emotionally. **Evidence:** Offering more sustained and targeted support Building trusting relationships and providing face-to-face meetings or levels of support can support effective parental engagement and develop relationships with school. [EEF Toolkit: supporting parents.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)  | 1, 2, 3 |
| Workshops and communication with parents to increase parental awareness and engagement. To use Studybugs to monitor reasons for attendance. To use Parentmail as a tool to communicate with families and engage them in school life.  | **Aim:** Parents will have increased awareness of school activities and learning which is easier to access. Parents will be more engaged in their child’s learning ensuring that the gap does not widen. **Evidence:** Parental engagement can be effective when it is carefully thought about and targeted and are considered to be more effective at primary schools. Using accessible means of communication can support engagement. [EEF Toolkit: parental engagement.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  | 2, 4 |
| Attendance meetings and work with the Inclusion Welfare Officer (IWO).  | **Aim:** For attendance team to work with IWO to monitor and track persistent absences. To use ‘late-gate’ to address lateness and support families in improving attendance and punctuality. **Evidence:** The IWO is able to use research driven interventions to support school staff and children. They are also able to liaise with other local services to gain appropriate advice and provision. [Surrey Education Services](https://surreyeducationservices.surreycc.gov.uk/Services/3613) | 1, 4 |
| **Social Emotional Mental Health**  |
| For Senior Leaders to engage families in behaviour meetings.  | **Aim:** To develop positive relationships with families. To set short-term SMART targets for pupils to work towards in and out of school to support improvements in their behaviour. **Evidence:** Running more intensive programmes for supporting families with behaviour can be beneficial in supporting academic outcomes. [EEF Toolkit: wider strategies and behaviour meetings.](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies)  | 2, 4 |
| **Language and enrichment opportunities**  |
| To develop **Breakfast Club** to provide creative opportunities and enrichment activities. | **Aim:** To provide a positive and inviting start to the day where children have the opportunity to receive a free breakfast and participate in engaging activities to further their learning and creativity opportunities. **Evidence:** EEF reports benefits particularly for KS1 pupils who attend breakfast club including those who don’t eat breakfast. EEF also reports increased pupil behaviour. [EEF Toolkit: Breakfast Club programme](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast)  | 2, 4, 5 |
| To develop **Lunchtime Club** to provide creative opportunities and enrichment activities.  | **Aim:** To develop a talk-rich environment where children engage in discussions with their peers and other adults through engaging activities and play opportunities. To develop additional social and emotional skills in a stimulating, adult supported environment. **Evidence:** Evidence suggests that enrichment activities (even without a specific learning focus) can have a positive impact on attainment. They can help to develop personal development. [EEF Toolkit: additional activities and enrichment activities.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time) | 2, 5 |
| To work with the Delight charity on arts and engagement projects within KS2.  | **Aim:** To provide opportunities to work with ‘experts in their field’ in conjunction with the Watts gallery. For children to work with an artist to develop and complete a project with accumulates in their work being framed and displayed. **Evidence:** By participating in arts, there is thought to be a positive impact on other areas of children’s learning. Including expected improved outcomes in all core curriculum areas. It is also considered to improve well-being and positive attitudes to school and learning. [EEF Toolkit: Arts participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 2, 4, 5 |
| To relaunch the Language Project at lunchtimes to ensure our pupils are engaging in activities on the playground.  | **Aim:** To provide enrichment play opportunities that encourage purposeful talk and engaging play for all pupils across the school. To use role-play to encourage the telling of stories. **Evidence:** Evidence suggests that enrichment activities (even without a specific learning focus) can have a positive impact on attainment. They can help to develop personal development. [EEF Toolkit: additional activities and enrichment programmes.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time)  | 3, 5 |

**Total budgeted cost: £** 237,275 (nb. £409 above budget)

Part B: Review of outcomes in the previous academic year.

See website for summary statement