# Pupil premium strategy statement –Guildford Grove

This statement details our school’s use of pupil premium (and recovery 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.

## School overview

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| Detail | Data |
| Number of pupils in school | Number on roll is 383 (403 with Nursery) |
| Proportion (%) of pupil premium eligible pupils | 37% (148 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23, 2023-24  2024-25 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | June 2023 |
| Statement authorised by | Headteachers- Rona Mackie and Lucy Ryder |
| Pupil premium lead | Assistant Head-Taruna Peacock |
| 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 | £222,880 |
| Recovery premium funding allocation this academic year | £26,392 |
| Pupil premium (and recovery 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* | £249,272 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **School Context**  Guildford Grove is a 2-form entry primary school situated in the Park Barn community located in the Westborough ward.  The ward has high numbers of CIN, SEND and FSM compared to other wards in the county. Surrey data tells us that 55% of our 0–4-year-old children in the Westborough ward live in the top 30% highest IDACI areas with the highest deprivation. That makes our community 2nd in Surrey with the highest level of deprivation (after Stanwell in Spelthorne).  At **Guildford Grove**, we recognise that disadvantaged can go beyond social and economic factors and that some children will face multiple disadvantages to their education. As a school, we strive to provide a culture where **all** children can achieve. We have the greatest ambitions of each and every child in our care so that they have the highest aspirations for their future and their life chances are enhanced. Our ambition is to improve the attainment and well-being outcomes for each disadvantaged child and for each disadvantaged child to make increased progress in their learning.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  **Our ultimate objectives for our disadvantaged pupils are:**  1. For disadvantaged pupils to achieve in line with non-disadvantaged pupils.  2. Through quality first teaching and specific intervention, attainment and progress will improve in maths, reading and writing so that they are in line with or above national average.  3. To ensure the mental health and well being of our families and ensure all our children, especially our disadvantaged pupils are ready and prepared to learn.  4. To increase attendance of our disadvantaged pupils. |

## 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). High mobility has increased notably since Covid.  See IDSR analysis of the school from previous 3 years: |
| 2 | Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of the national average.  On entry to Reception class in the last 20 years, between 40 - 60% of our disadvantaged pupils arrive below age-related expectations compared to 40-60% of other pupils. This gap remains steady to the end of KS2. |
| 3 | 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. |
| 4 | Attendance and punctuality to school  Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. This is because a high percentage of our disadvantaged pupils also have additional need which impact attendance.  Guildford Grove works hard to support all pupils with attendance. Weekly meetings with the attendance team enable us to keep up to date with communicating poor attendance with key families. |
| 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. |
| 6 | Through discussions with teachers and families we recognise that opportunities for wider learning and enrichment activities have been missed. This has been made worse as a result of the Covid pandemic. |

## 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 |
| **Improved phonic and reading attainment among disadvantaged pupils** | * SSP- *Little Wandle* established and embedded across EYFS and KS1. * Decreasing numbers of pupils requiring *LW Rapid Catch Up programme by 2024/2025* * Bespoke quality reading spine is embedded across EYFS, KS1 and KS2. * Assessments reflect improved reading fluency. * Y1 Phonics screening check in 2024/2025 is in line with National figures * KS1 reading outcomes in 2024/2025 show that 60% achieved the expected standard. * KS2 reading outcomes in 2024/2025 show that 65% achieved the expected standard. |
| **Improved maths attainment among disadvantaged pupils** | * *White Rose Maths* scheme established and embedded across KS1 and KS2. * KS1 maths outcomes in 2024/2025 show that 65% achieved the expected standard. * KS2 maths outcomes in 2024/2025 show that 70% achieved the expected standard. |
| **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.** | Sustained high attendance by 2024/25 demonstrated by:   * the overall percentage of disadvantaged pupils yearly attendance is no more than 2% lower than the National Average * the percentage of all pupils who are persistently absent is in line with the Nation average |
| **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 by 2024/ 2025 demonstrated by:   * qualitative data from student voice, student surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| **Increased engagement of all parents in school life at Guildford Grove but particularly our disadvantaged children.** | * Increase of pupils arriving to school on time. * Increase in proportion of parents attending parents consultations * Increase in proportion attending workshops and productions |
| **Improved oral and language skills and vocabulary for all children, particularly our 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.  This will be especially evident in the EYFS through a sustained focus on high quality interactions (SHREC approach). In addition, this will be further supported by a partnership with Early Excellence to create a bespoke curriculum for pupils |

## Activity in this academic year 2022-2023

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: £43,352

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Purchase, training and resourcing of *Little Wandle* phonics scheme.** | **Aim**- Through the use of Little Wandle SSP, children will develop a secure phonic knowledge in a progressive, explicit and consistent way. They will read phonically decodable books that match the phase they are working on. Regular assessment allows progress to be closely monitored and keep- up sessions are provided as appropriate.  **Evidence-** 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | **1, 2, 3** |
| **Purchase, training and resourcing of *White Rose* maths scheme** | **Aim-** White Rose maths scheme provides a clearly structured, progressive and consistent scheme with which to teach maths. Children complete end of unit and termly assessments to track progress.  **Evidence**-The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | **1, 2, 3** |
| **Herts For Learning**  **Fluency training** | **Aim:** To develop fluency across KS2. Literacy leads will attend training and then this will cascade to be incorporated into the ‘reading offer’ at Guildford Grove. All children to develop their reading fluency as the bridge between phonics and comprehension.  **Evidence:** Research in this area is increasing. The EEF research shows that supporting pupils to develop fluent reading capabilities is vital to improving their reading and overall literacy. [EEF- Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | **1, 2** |
| **New curriculum, inc. bespoke PSHE curriculum** | **Aim-** The new curriculum at Guildford Grove will aim to provide more opportunities for pupils to focus on their personal, social and health education to improve life chances.  **Evidence**-[EEF-Improving social and emotional learning in school](https://fs.hubspotusercontent00.net/hubfs/20248256/Vision/EEF_Social_and_Emotional_Learning.pdf) | **1, 2** |
| **Feedback at the point of learning** | **Aim-** All teachers to give clear feedback at the point of learning. Misconceptions and next steps can be clearly identified and fed back to the individual and incorporated into future lesson planning  **Evidence-**[EEf Toolkit: Feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) | **1, 2** |
| **Training on the use of FFT to track and identify children who aren’t making expected progress** | **Aim-** Continued and succinct data tracking from Reception through to Year 6. To ensure children remain on track to achieve expected targets and are not falling behind in assessment areas.  **Evidence-** <https://ffteducationdatalab.org.uk/> | **1, 2, 3** |
| **Development of high quality interactions between pupils and adults in the EYFS** | **Aim**- Through high quality interactions between adults and pupils there will be an increase and development in the quality of the spoken vocabulary amongst our youngest children.  **Evidence**- [EEF- High quality interactions, the SHREC approach](https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-y) | **1, 3** |

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

Budgeted cost: £121,006

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Small group and 1:1 interventions phonics** | **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. This is part of the Little Wandle scheme- Keep Up.  In KS2 this would include Little Wandle Rapid Catch Up.  **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, 2** |
| **Collins Secure maths scheme- small group maths intervention** | **Aim:** Children to work on personalised and identified targets to close the gaps in their maths learning.  **Evidence**: [EEF- Small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | **1, 2** |
| **Herts For Learning- KS2 small group reading fluency intervention** | **Aim**: Targeted children to make accelerated progress in their fluency and reading comprehension skills  **Evidence:**  [EEF- Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  [EEF- Small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | **2, 3** |
| **Specific high quality interventions for disadvantaged children with SEND** | **Aim**: Children will make good or better progress from starting points through the use of interventions either 1:1 or very small group.   * Speech and language therapy * STIPS support for teachers and TAs for children who have specific literacy or behaviour challenges.   **Evidence:** [EEF Toolkit: one-to-one tuition.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | **1** |
| **To use trained Emotional Literacy Support Assistants (ELSA’s) 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, 4** |
| **To use specialist REMA teacher and TA to support the learning and language acquisition of our pupils with EAL.** | **Aim:** EAL learners make up an increasing percentage of our school community. Specialist EAL teacher and TA provides first language assessments as well as targeted intervention to develop English language to ensure progress and reduce gaps in learning.  **Evidence:**  [Bell Foundation- new research on EAL learners](https://www.bell-foundation.org.uk/news/blog-new-research-on-eal-learners-shows-the-importance-of-looking-behind-headline-attainment-data/) | **1** |
| **To use teachers across KS2 to run targeted intervention and 3rd teacher groups in reading, writing and maths** | **Aim:** Using data to inform groupings, teachers will teach reading, writing and maths to targeted children in smaller groups to help close gaps in learning.  **Evidence:**  [EEF- Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  [EEF- Small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | **1,2** |

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

Budgeted cost: £84,651

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **EYFS and KS1 parent workshops** | **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) | **5** |
| **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) | **1,4,5** |
| **Becoming a mental health placement school working with a mental health support team** | **Aim-** To raise the understanding and profile of mental health. Through becoming a placement school we will improve the provision we can provide and train staff to support our children in developing and maintaining good mental health.  **Evidence-**  [**https://www.england.nhs.uk/mental-health/cyp/trailblazers/**](https://www.england.nhs.uk/mental-health/cyp/trailblazers/) | **5** |
| **Attendance meetings with the attendance team take place every week** | **Aim:** To improve attendance and punctuality across the school.For attendance team to work with IWO to monitor and track persistent absences. To communicate with parents regularly regarding punctuality and attendance.  **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.  **Evidence-**[EEF- attendance interventions](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendence) | **4** |
| **Workshops and online resources increase communication to improve parental 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) | **4, 5, 6** |
| **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) | **1, 4, 6** |
| **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) | **1, 6** |
| **To work with Delight charity and Guildford Shakepeare Company on arts and engagement projects in 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. In addition to work with actors from Guildford Shakespeare Company over 3 consecutive years  **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) | **1, 6** |
| **Develop 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) | **1, 6** |

**Total budgeted cost: £249,008**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Many of our pupil premium children also have additional needs including SEND, attendance or pastoral. The data for all pupils vs pupil premium is illustrated below:  **KS1:** 30% EAL, 28% SEND, 30% PP, 8% SEND + PP, 30% have less than 92% attendance   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **KS1 data**  **(21-22)**  53 children | **Phonics** | **Reading** | **Writing** | **Maths** | | **EXS+** |  | 44% | 46% | 63% | | **GDS** |  | 13% | 4% | 19% | | **PUPIL PREMIUM:** (16 chn (30%) are PP. 5 (31%) of these have less than 92% attendance, 4 (25%) of them also have SEND) | | | | | | **EXS+** |  | 44% | 44% | 56% | | **GDS** |  | 19% | 0% | 19% |   **KS2:** 38% EAL, 30% SEND, 34% PP, 16% SEND + PP, 38% have less than 92% attendance   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **KS2 data**  **(21-22)**  56 children | **SPAG** | **Reading** | **Writing** | **Maths** | | **EXS+** | 63% | 50% | 46% | 66% | | **GDS** | 23% | 21% | 5% | 20% | | **PUPIL PREMIUM:** (19 chn (34%) are PP. 12 (63%) of these have less than 92% attendance, 9 (47%) of them also have SEND) | | | | | | **EXS+** | 42% | 42% | 37% | 49% | | **GDS** | 16% | 16% | 0% | 11% |   The data above is what the children were awarded at the end of the key stage. This is statutory assessment data.  Teachers attend termly pupil progress meetings with a leader in the school to track pupil progress. Guildford Grove uses FFT 50 targets to support target setting. Targets are set by teachers, but they always refer to the FFT targets. FFT does not use contextualised information so it would inappropriate to use these in isolation.  Pupils complete standardised assessments at the end of every term and this information, alongside teacher knowledge, is used to generate pupil outcomes for the end of the year. |
| **Assessment of intended outcomes from previous pupil premium strategy plan:**   1. ***To ensure high quality teaching for all pupils.***  * Teachers consistently use SIMS as the primary way to record assessments and track pupil progress. Moderation took place in autumn and summer to support teacher assessed judgements. * Zones of regulation established across the school with all staff having an increased awareness of their use and consistency in language. It has been especially effective as a tool to use in small group or 1:1 with an SEMH focus. * Previous whole school curriculum was reviewed and a new curriculum has been re-written and updated reflecting the diverse community of the school * EYFS play plan put in place and adapted to include learning from a greater number of curriculum areas. * Digital resources such as Espresso used to support individual and whole class teaching across all subjects. * Bought into Whiteknights high level of support package to analyse teaching of phonics. Current teaching of phonics is consistent within year groups but not across the school. Some different strategies and resources being used. * Subject leaders led CPD centred on how to teach grammar objectives during the writing process. COVID catch-up teacher is being used in high priority year groups to help cover gaps in phonics and writing. |
| 1. ***To ensure the mental health and well-being of our families and ensure children are ready and prepared to learn.***  * 15 children received consistent ELSA provision across the year to support personalised SEMH targets. * Provisions such as therapeutic story writing were unable to consistently take place due to staff illness. * HSLW worker and assistant have supported a significant number of families across the year. Both high profile families with safeguarding concerns and families who need parenting support or financial advice. |
| 1. ***For pupils with multiple barriers, particularly SEND, to make good or accelerated progress from their starting points.***  * Some small group and targeted interventions have been interrupted by Covid due to cover plans. * SEND team have reviewed provision during SEND progress meetings. Pupils have made progress in line with their targets on provision maps. * Targeted reading interventions have been implemented across the different phases. The continuation of Fresh Start has supported children in year 5 and 6. A tailored approach using resources from the Literacy Shed has been used to support pupils in year 3 and 4. Better Reading Partnership has supported pupils in year 1 and 2. * COVID catch-up teacher is being used in high priority year groups to help cover gaps in phonics and writing. * Classes from across the school have used widget provision to support SEND, EAL and lower ability pupils in accessing the curriculum in-line with Lighthouse provision. Evidence from lesson observations. * SEND review and behaviour meetings have been carried out for key children across the year. * These meetings have supported families in implementing behaviour strategies at home, making referrals to additional services where needed as well as supporting the child be more successful in school and reducing their risk of exclusion. |
| 1. ***To increase the engagement of all parents in school life at Guildford Grove but particularly our disadvantaged children.***  * Enquiring teacher project carried out by Pupil Premium lead. Involved fortnightly posters sent to families on multiple platforms to support parents with engaging their child/ children at home. * Studybugs provides a detailed description and platform for families to report absences. Provides a tool for Senior leadership to track key absence trends of individuals and year groups across the school. * Whole school attendance still reflects some impact from Covid across the year. * A high proportion of families reported parentmail as a useful tool in supporting communication between school and the family. Is used regularly each week to share information with families for whole school and year group information. * Inclusion Welfare Officer has supported target families. She has been onsite to support in ‘late gate’ which has helped get to the root cause of why families are late into school. * Attendance team have been recording minutes late on SIMs and shared with key families. * Lateness has decreased since pre-covid. * Weekly monitoring of pupils below 92% and actions have been recorded. |
| 1. ***Improving the possibilities and life chances of all children through enrichment opportunities.***  * In Breakfast Club new crafting opportunities have been provided for pupils as well as drawing and colouring opportunities. Children also have access to a wider range of games to play with their peers. * Lunchtime time club has been used in both KS1 and KS2 to provide a safe and secure environment for pupils across the school who find it challenge to manage for longer periods of time on the playground. This environment has supported key children with having a successful lunchtime. Developing new resources has been limited and is something what will need to continue next year. * All pupils from year 4 participated in the Delight Charity project. * Positive pupil feedback regarding the project. Children were able to talk positively about their participation in the project therefore improved outcome on their well-being would be expected. * Pupils reported that enjoyment in the opportunity to visit Watts Gallery and work with professionals. * Parents and businesses contacted for support and contributions towards the project. There has been a great response and contributors are aware that the project will need replenishing as time goes on. Resources obtained and sorted into play themes. * An additional coach from S4K has been employed so we can offer 2 sports/activity sessions each lunchtime. MUGA timetable has been written and revised, as necessary. This has resulted in more structured sports games and a wider variety of games being played. * Funding for shed has been secured so that the children can access and manage the language project along with the adults. Larger items such as tyres and wooden reels are to be decorated and made safe/secure before being presented to the children. Music area is likely to be completed first. |

## 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.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *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.* |