

Pupil premium strategy statement – South Grove Primary. (3 Year Plan 2024-2027)

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	113
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	30 th October 2024
Date on which it will be reviewed	09 th October 2025
Statement authorised by	Julie Maltwood
Pupil premium lead	David Combe
Governor / Trustee lead	Ben Pheloung

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£171,195

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At South Grove Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make expected and accelerated progress across all subject areas. We aim to ensure that the children meet their own personalised targets based on the gaps analysis. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including challenging and extending the progress for those who are high-attainers. . In considering the Rights of the Child, All children have the right to Education Article 28 and Article 29 All children have the right to develop their personality, talents and abilities to the full.

We will consider the challenges faced by the vulnerable pupils, such as those who have a social worker and those with difficult life scenarios. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High- quality teaching and targeting is at the heart of our approach, with a focus on areas in which disadvantaged pupil require the most support. This has been shown to have the greatest impact in closing the disadvantaged attainment gap and t 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through interventions such as boosters in each of our Year Groups for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 are set.*
- Act early to intervene at the point where 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 intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers

Evidence from the Educational Endowment Fund lists the best strategies for schools to use and we strive to include the following in our strategy

Challenges

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

Challenge number	Detail of challenge
1	<u>Oracy Skills</u> School data from assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<u>Phonics</u> 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 and as both readers and writers in their KS2 scores. Phonics and Oracy focus.
3	<u>Achieving Parity at ARE and improving at GD</u> There seems to be relative parity between PP and non-PP at ARE. However, far fewer PP children are able to achieve GDS across the curriculum.
4	<u>Social and Emotional Support</u> Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues. These challenges particularly affect disadvantaged pupils, including their attainment and ability to articulate their feelings.
5	<u>Attendance</u> Our attendance data over the last academic years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Disadvantaged pupils have been 'persistently absent' compared their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	<u>Enrichment and Cultural Capital</u> Lots of our pupil premium children identify as having a more limited scope in terms of their cultural capital. Although academically they may be able to achieve, they do not have the brought experience base from which to draw. Pupils have limited experiences beyond their home life and immediate community.

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
Pupil Premium pupils will develop stronger oral language skills and a broader vocabulary, enabling them to communicate their ideas more effectively, access the curriculum with greater confidence, and close the gap with their peers from Reception to KS2.	- Assessments and teacher observations show measurable improvements in pupils' vocabulary knowledge and use across the curriculum. - Pupils demonstrate increased confidence in speaking and listening activities, contributing more frequently and with greater clarity in class discussions. - Targeted Pupil Premium pupils achieve outcomes in reading and writing that are increasingly in line with their non-Pupil Premium peers. - Pupil voice reflects improved confidence in understanding and using new vocabulary. - Evidence from lesson observations and work scrutiny shows that Pupil Premium pupils are applying taught

	vocabulary accurately and independently in their oral and written work.
Pupil Premium pupils will make accelerated progress in phonics and early reading, enabling them to become more confident, fluent readers. This improvement will strengthen their overall literacy skills, positively influencing both reading and writing outcomes by the end of KS2.	- Phonics assessment data shows Pupil Premium pupils are closing the attainment gap with their peers, particularly in early year groups. - The proportion of Pupil Premium pupils passing the Year 1 Phonics Screening Check increases and is sustained in subsequent years. - Lesson observations and pupil work demonstrate that Pupil Premium pupils are applying phonics knowledge with greater independence in both reading and writing. - Pupils show improved fluency and confidence when reading aloud, with clearer expression and comprehension. - Oracy-focused activities and pupil voice evidence reflect enhanced confidence in decoding unfamiliar words, pronunciation, and oral expression. - By the end of KS2, Pupil Premium pupils' attainment in reading and writing is increasingly in line with their non-Pupil Premium peers.
Pupil Premium pupils working at age-related expectations (ARE) will be given the targeted challenge and support needed to achieve greater depth (GDS) across the curriculum, narrowing the gap between PP and non-PP pupils at higher standards.	- The proportion of Pupil Premium pupils achieving GDS in reading, writing, and maths increases year on year. - Assessment data shows a reduction in the gap between PP and non-PP pupils achieving GDS across subjects. - Lesson observations and book looks demonstrate that PP pupils are being consistently challenged through higher-order questioning, reasoning tasks, and opportunities for depth. - Pupil voice reflects increased confidence, resilience, and enjoyment when engaging with challenging tasks. - Teachers' planning and intervention records show evidence of targeted provision aimed at extending PP pupils' learning beyond ARE. - By the end of KS2, outcomes show more PP pupils achieving GDS, particularly in core subjects, bringing them closer in line with their non-PP peers.
Pupil Premium pupils will have improved social and emotional wellbeing. This will support their confidence, resilience, and engagement in learning, leading to stronger academic progress and improved attainment.	- Wellbeing surveys and pupil voice evidence show improved self-confidence, resilience, and positive attitudes towards learning among Pupil Premium pupils. - Attendance and punctuality rates for Pupil Premium pupils improve and are in line with non-Pupil Premium peers. - Behaviour logs and pastoral records show a reduction in incidents linked to social or emotional difficulties. - Lesson observations reflect greater engagement and focus from Pupil Premium pupils, with increased willingness to participate in class discussions and collaborative tasks. - Academic assessment data shows Pupil Premium pupils making accelerated progress, with gaps in attainment beginning to narrow.
Pupil Premium pupils will have improved attendance and reduced rates of persistent absence. Sustained improvements in attendance will enable pupils to access	Overall attendance for Pupil Premium pupils rises and is broadly in line with that of their non-Pupil Premium peers.

learning more consistently, leading to stronger progress and attainment across the curriculum.	• The proportion of Pupil Premium pupils classed as 'persistently absent' decreases year on year. • Attendance data demonstrates that improvements achieved in the previous year are sustained and further built upon. • Pupil progress data shows improved outcomes for Pupil Premium pupils whose attendance has increased. • Parent/carer engagement records show strengthened communication and collaboration around attendance support. • Pupil voice indicates greater motivation and a more positive attitude towards attending school regularly.
Pupil Premium pupils will have enhanced cultural capital through increased access to a wide range of enrichment and cultural experiences. This will broaden their knowledge of the world beyond their immediate community, support deeper engagement with the curriculum, and raise aspirations for future learning and opportunities.	• Records of trips, visits, and enrichment activities show that Pupil Premium pupils are accessing a wide range of cultural experiences across the year. • Pupil voice demonstrates improved confidence in talking about experiences, wider knowledge, and aspirations for the future. • Lesson observations and work scrutiny show Pupil Premium pupils drawing upon a broader range of knowledge, ideas, and experiences in their learning. • Participation data indicates that Pupil Premium pupils are equally represented in extracurricular clubs and enrichment activities. • Teachers report increased engagement and motivation from Pupil Premium pupils in lessons linked to new experiences. • Over time, Pupil Premium pupils' academic outcomes, particularly in reading and writing, reflect the benefits of a richer experiential knowledge base. • Sports and music registers show an increase in participation from Pupil Premium pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £151,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS, KS1 and KS2 to teach of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for Pupil Premium pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2

Staff allocated to the Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Use of White Rose and access Maths Hub resources and CPD (including Teaching for Mastery training) to target both ARE and GD	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 3
Staff member allocated to improve the quality of writing in KS2 and identifying and nurturing potential in PP children.	Higher ability writing groups, including pupil premium children, raise aspirations and extend challenge through enriched vocabulary, deeper analysis, and refined composition. Collaborative discussion fosters confidence and peer learning, while targeted feedback accelerates progress. Inclusion ensures equity, enabling disadvantaged pupils to access excellence, strengthen voice, and achieve ambitious writing outcomes. Aspiration interventions EEF	1, 2, 3
Senior staff member allocated to support Pupil Premium children bridge the gap in maths and achieve ARE in Year 6.	Having a senior teacher support the lower ability Year 6 maths group ensures expert teaching that targets arithmetic fluency and strengthens problem-solving skills. Focused instruction builds secure number knowledge, confidence, and resilience in applying methods to written problems. This high-quality input accelerates progress, narrows attainment gaps, and raises outcomes for all learners.	1, 3
Interventions Groups set up to support Pupil Premium Children	Teaching Assistants (TAs) leading intervention groups throughout the day provide targeted support that closes gaps and reinforces classroom learning. Small-group settings enable personalised teaching, immediate feedback, and scaffolded practice, particularly benefiting pupil premium and SEND learners. Consistent interventions build confidence, accelerate progress, and ensure all children access the full curriculum successfully. Teaching Assistant Interventions EEF	1, 2, 3
Specialist Learning Provision in Maths and English	A specialist group for SEN and pupil premium children provides tailored support that addresses individual barriers to learning. Consistent, structured provision across the school ensures continuity, stability, and expertise. Pupils benefit from personalised strategies, targeted interventions, and a nurturing environment that builds confidence, accelerates progress, and promotes inclusion, belonging, and aspiration. Small group tuition EEF	1, 2, 3
Develop and implement a feedback and assessment policy with the focus on self-assessment and conferencing, to help identify gaps and moving on points across the curriculum.	Developing and implementing a feedback and assessment policy centred on self-assessment and conferencing empowers pupils to take ownership of their learning. Regular conferencing supports meaningful dialogue between teacher and pupil, identifying strengths, gaps, and next steps. This reflective approach promotes metacognition, ensures personalised progression, and informs targeted	1, 2, 3

	teaching across the curriculum to maximise achievement.	
	Feedback EEF	

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

Budgeted cost: £3300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a programme to improve listening, narrative and vocabulary skills for Pupil Premium pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Additional phonics sessions targeted at Pupil Premium pupils who require further phonics support. With the EYFS teachers and KS1 staff	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Introduce the 'Opening Worlds' curriculum (from HEP)	The Opening Worlds curriculum provides a carefully sequenced, knowledge-rich programme that builds deep historical and geographical understanding. Its pedagogical rigour comes from precise vocabulary instruction, cumulative knowledge-building, and consistent revisiting of key concepts. Lessons are structured to ensure accessibility while challenging pupils to think critically and make connections. Oracy opportunities are embedded throughout, with pupils regularly discussing ideas, rehearsing academic language, and engaging in structured dialogue, strengthening reasoning, explanation, and communication skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6
Introduce Academic Resilience Project to support emotional needs of PP children	Introducing the Academic Resilience Project supports the emotional well-being of pupil premium children by equipping them with strategies to manage challenges and persevere in learning. The programme fosters self-belief, coping skills, and a growth mindset, enabling pupils to overcome barriers, engage positively with school life, and achieve their full potential. Metacognition and self-regulation EEF	1,2,3,4,5

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

Budgeted cost: £16,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning and academic resilience. SEL approaches and academic resilience will be embedded in the intervention practice for a target group and supported by professional development and training for staff. The school therapist will also target children with social and emotional needs.	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 Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4, 5
Breakfast Club funding and after school club	Focus on interventions to improve school attendance figures and wellbeing - EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Budget for music allocation and for clubs	Musical experiences and learning to play instruments can significantly benefit pupil premium children by boosting confidence, self-expression, and resilience. Regular practice nurtures focus, discipline, and perseverance, while ensemble work develops teamwork and social skills. Music also enhances memory, language, and mathematical awareness, supporting wider learning. Importantly, it provides equitable cultural capital, opening opportunities that may otherwise be	2, 5, 6

	inaccessible, and fosters a sense of achievement and belonging within the school community. Arts participation EEF Outdoor adventure learning EEF	
Budget set aside to support with educational visits/enrichment experiences.	Educational visits and enrichment experiences broaden horizons for pupil premium children, offering cultural capital and real-world contexts that deepen learning. Such opportunities build confidence, curiosity, and social skills while fostering aspiration. They reduce barriers to engagement, inspire future ambitions, and ensure all pupils access meaningful, memorable learning beyond the classroom. Arts participation EEF Outdoor adventure learning EEF	6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year 2024-25

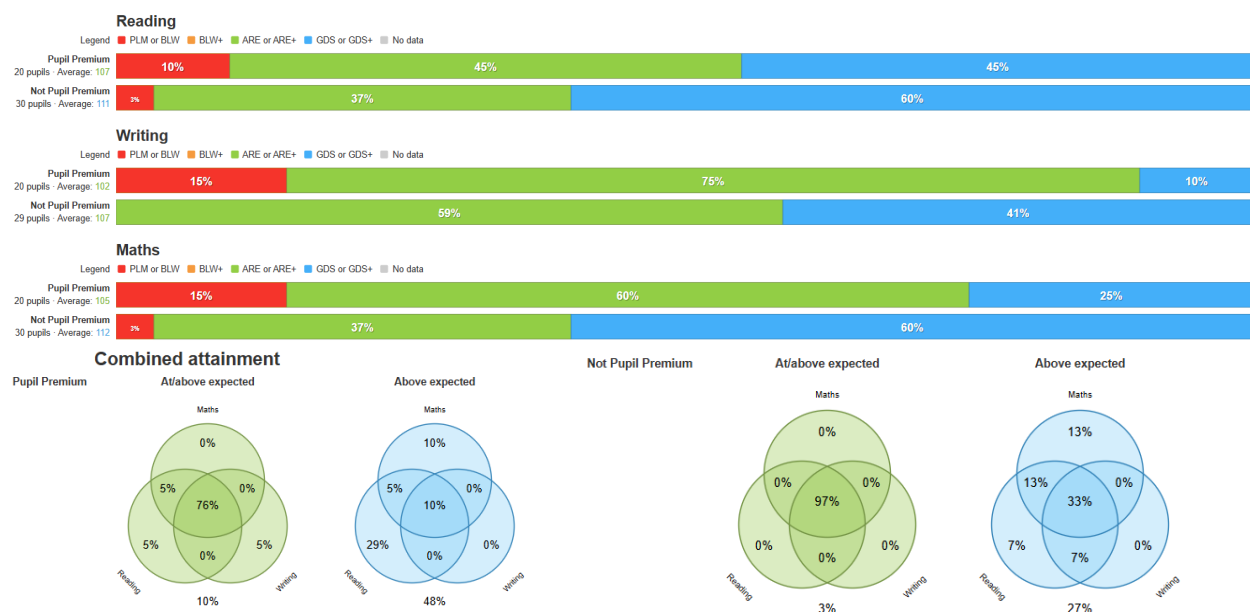
Outcomes for Pupil Premium pupils

Outline the performance of your Pupil Premium pupils in the previous academic year and explain how it has been assessed. You should draw on:

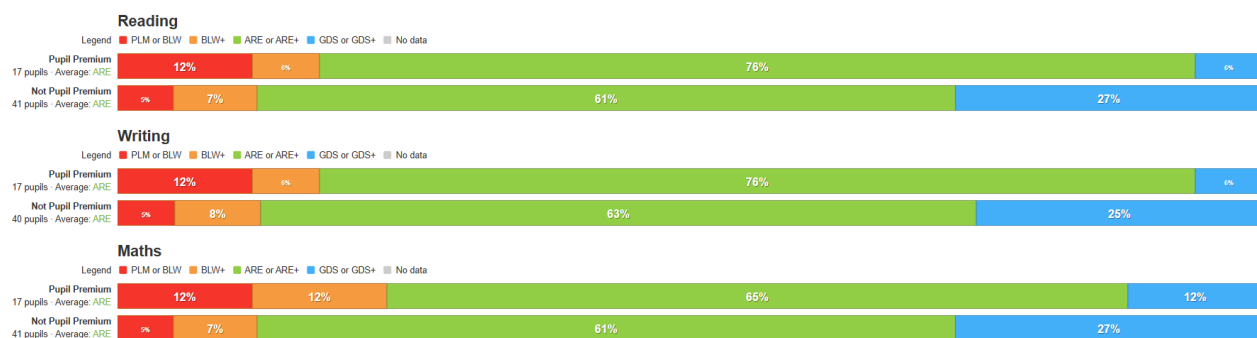
Statutory Data

		EYFSP	Phonics Score	Phonics Score By Y2	SAT TA	SAT Scaled Score		
		EYF-S GLD	Reading	Reading	Writing	Reading	Maths	GPS
		% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher
Reception	Pupil Premium	57%						
	Not Pupil Premium	82%						
Year 1	Pupil Premium		87%					
	Not Pupil Premium		89%					
Year 2	Pupil Premium		50%	50%	82%			
	Not Pupil Premium		100%	100%	88%			
Year 6	Pupil Premium				85%	90%	85%	95%
	Not Pupil Premium				97%	97%	97%	97%

KS2 SATS Whole Year Group



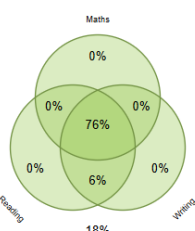
End of KS1



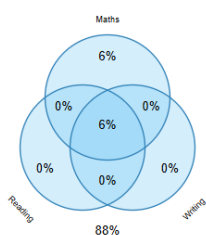
Combined attainment

Pupil Premium

At/above expected

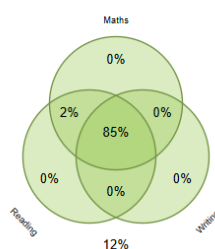


Above expected

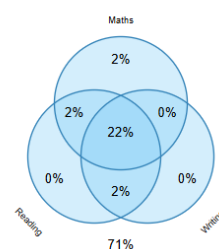


Not Pupil Premium

At/above expected



Above expected



Year 1 Phonics

Legend: PLM or BLW (Red), BLW+ (Orange), ARE or ARE+ (Green), GDS or GDS+ (Blue), No data (Grey)



Reception GLD

Reading

Legend: PLM or BLW (Red), BLW+ (Orange), ARE or ARE+ (Green), GDS or GDS+ (Blue), No data (Grey)



Writing

Legend: PLM or BLW (Red), BLW+ (Orange), ARE or ARE+ (Green), GDS or GDS+ (Blue), No data (Grey)



Maths

Legend: PLM or BLW (Red), BLW+ (Orange), ARE or ARE+ (Green), GDS or GDS+ (Blue), No data (Grey)



Pupil Premium Data Main Assessment 24/25

All Pupils (from 2024-2025)

Assessments: 2024-2025 Summer

			Reading	Writing	Maths	Reading/Writing/Maths
			Main Assessment	Main Assessment	Main Assessment	Main Assessment
		# pupils	% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher	% of pupils ARE or ARE+ or higher
Nursery 1	Not Pupil Premium	7	0%	14%	14%	0%
Nursery 2	Pupil Premium	6	67%	50%	83%	33%
	Not Pupil Premium	35	86%	54%	89%	54%
Reception	Pupil Premium	23	61%	61%	74%	57%
	Not Pupil Premium	38	79%	84%	84%	76%
Year 1	Pupil Premium	15	80%	80%	80%	80%
	Not Pupil Premium	46	78%	78%	83%	76%
Year 2	Pupil Premium	17	82%	82%	76%	76%
	Not Pupil Premium	41	88%	85%	88%	85%
Year 3	Pupil Premium	18	94%	83%	89%	83%
	Not Pupil Premium	45	84%	80%	84%	80%
Year 4	Pupil Premium	24	75%	67%	75%	67%
	Not Pupil Premium	38	82%	76%	89%	76%
Year 5	Pupil Premium	23	70%	74%	74%	70%
	Not Pupil Premium	34	85%	82%	85%	76%
Year 6	Pupil Premium	21	86%	86%	86%	76%
	Not Pupil Premium	30	97%	97%	97%	97%

Attendance Data

Group Analysis by Vulnerability

Period: 01/09/2024 AM to 20/07/2025 PM

Whole School Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	112	94.47	4.34	1.19	2.88	0.02
Not Pupil Premium	389	93.80	4.49	1.72	2.70	0.02

Year Group R Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	12	90.46	7.07	2.47	4.77	0.02
Not Pupil Premium	56	92.78	5.71	1.51	3.88	0.02

Year Group 1 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	11	94.59	4.81	0.60	4.78	0.05
Not Pupil Premium	54	94.58	4.01	1.40	2.32	0.01

Year Group 2 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	15	94.52	3.69	1.79	2.79	0.02
Not Pupil Premium	49	95.19	3.56	1.25	1.95	0.02

Year Group 3 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	14	93.83	5.49	0.67	2.65	0.02
Not Pupil Premium	52	92.78	4.43	2.79	2.84	0.04

Year Group 4 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	20	95.60	3.07	1.34	1.60	0.01
Not Pupil Premium	46	95.11	3.45	1.44	2.23	0.01

Year Group 5 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	21	95.95	3.28	0.77	2.97	0.03
Not Pupil Premium	39	95.69	2.94	1.37	1.75	0.03

Year Group 6 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	17	95.15	4.29	0.56	2.15	0.02
Not Pupil Premium	35	94.87	3.92	1.22	2.52	0.02

Children Receiving Counselling at South Grove	Number of Pupil Premium Children	Percentage
26	15	58%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
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, implementation and evaluation, or other activity that you are delivering to support Pupil Premium pupils that is not dependent on pupil premium funding.