

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

Detail	Data
Number of pupils in school	2022-2023 Number on roll is 383 (403 with Nursery) 2023-2024 Number on roll is 380 (407 with Nursery)
Proportion (%) of pupil premium eligible pupils	2022-2023 37% (148 pupils) 2023-2024 41% (153 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 November 2023
Date on which it will be reviewed	June 2023 June 2024
Statement authorised by	Headteacher - Rona Mackie
Pupil premium lead	Assistant Head-Taruna Peacock
Governor / Trustee lead	Michelle Riley, Governor Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,147

Recovery premium funding allocation this academic year	£27,260
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£1,500
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>	£261,907

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenge number	Detail of challenge																																				
1	<p>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.</p> <p>See IDSR analysis of the school from previous 3 years:</p> <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>School number on roll</td> <td>Above average 385</td> <td>Above average 416</td> <td>Above average 416</td> </tr> <tr> <td>School % FSM</td> <td>Well above average 48</td> <td>Well above average 41</td> <td>Well above average 42</td> </tr> <tr> <td>School % SEND support</td> <td>Well above average 23</td> <td>Well above average 22</td> <td>Well above average 20</td> </tr> <tr> <td>School % EHC plan</td> <td>Well above average 5.7</td> <td>Well above average 7.2</td> <td>Well above average 7.2</td> </tr> <tr> <td>School % EAL</td> <td>Above average 20</td> <td>Above average 28</td> <td>Above average 29</td> </tr> <tr> <td>School % stability</td> <td>Well below average 71</td> <td>Well below average 63</td> <td>Well below average 64</td> </tr> <tr> <td>Pupil base deprivation</td> <td>Above average</td> <td>Above average</td> <td>Above average</td> </tr> <tr> <td>School location deprivation</td> <td>Above average</td> <td>Above average</td> <td>Above average</td> </tr> </tbody> </table>		2021	2022	2023	School number on roll	Above average 385	Above average 416	Above average 416	School % FSM	Well above average 48	Well above average 41	Well above average 42	School % SEND support	Well above average 23	Well above average 22	Well above average 20	School % EHC plan	Well above average 5.7	Well above average 7.2	Well above average 7.2	School % EAL	Above average 20	Above average 28	Above average 29	School % stability	Well below average 71	Well below average 63	Well below average 64	Pupil base deprivation	Above average	Above average	Above average	School location deprivation	Above average	Above average	Above average
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2	<p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of the national average.</p> <p>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.</p>																																				
3	<p>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.</p>																																				
4	<p>Attendance and punctuality to school</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4-5% lower than for non-disadvantaged pupils. This is because a high percentage of our disadvantaged pupils also have additional needs which impact attendance.</p> <p>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.</p>																																				
5	<p>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</p>																																				

	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.

Intended outcome	Success criteria
Improved phonic and reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> • SSP- <i>Little Wandle</i> established and embedded across EYFS and KS1. • Decreasing numbers of pupils requiring <i>LW Rapid Catch Up programme by 2024/2025</i> • 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	<ul style="list-style-type: none"> • <i>White Rose Maths</i> 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.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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.	<p>Sustained high levels of wellbeing by 2024/ 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student surveys and teacher observations

	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<p>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.</p> <p>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</p>

Activity in this academic year 2023-2024

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: £44,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Little Wandle Phonics programme	<p>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.</p> <p>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</p>	1, 2, 3

<p>Introduce the Master Reader Approach from Year 2 upwards</p>	<p>Aim- Successful transition beyond Little Wandle. It is a whole book approach to teaching reading so that pupils learn to enjoy reading a wide variety of genres written by a variety of authors. It provides pupils with opportunities to discuss and share ideas so they speak themselves into understanding. The Master Reader Approach will develop pupil's vocabulary so they become masters at selecting words for impact. It was designed particularly for children who have not had rich life experiences.</p> <p>Evidence- DfE Reading Framework July 2023</p>	<p>1, 2, 3</p>
<p>Continue to embed White Rose maths scheme</p>	<p>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.</p> <p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2, 3</p>
<p>Improve the quality of teaching for all</p>	<p>Aim: To provide high quality CPD to all staff to ensure consistency and high standards for teaching and learning across all subjects and all phases through use of whole school pedagogical model.</p> <p>Evidence- EEF Metacognition and Self-Regulation EEF Feedback and Marking</p>	<p>1, 2, 3</p>
<p>Training on the use of FFT to track and identify children who aren't making expected progress</p>	<p>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.</p> <p>Evidence- https://ffteducationdatalab.org.uk/</p>	<p>1, 2, 3</p>
<p>Development of high quality</p>	<p>Aim- Through high quality interactions between adults and pupils there will be an increase and development in</p>	<p>1, 3</p>

interactions between pupils and adults in the EYFS	the quality of the spoken vocabulary amongst our youngest children. Evidence- EEF- High quality interactions, the SHREC approach	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £119,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 interventions phonics	<p>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 and Rapid Catch Up</p> <p>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.</p> <p>EEF Toolkit: one-to-one tuition.</p>	1, 2
Collins Secure maths scheme- small group maths intervention	<p>Aim: Children to work on personalised and identified targets to close the gaps in their maths learning.</p> <p>Evidence: EEF- Small group tuition</p>	1, 2
Specific high quality interventions for disadvantaged children with SEND	<p>Aim: Children will make good or better progress from starting points through the use of interventions either 1:1 or very small group.</p> <ul style="list-style-type: none"> ➤ Speech and language therapy ➤ STIPS support for teachers and TAs for children who have specific literacy or behaviour challenges. <p>Evidence: EEF Toolkit: one-to-one tuition.</p>	1
To use trained Emotional Literacy Support Assistants (ELSA's) to deliver 1:1 sessions to targeted children to support them in achieving	<p>Aim: To work with children to recognise and address their emotional needs to make them more successful in the classroom.</p> <p>Evidence: Social and emotional learning is considered beneficial to children although it may not initially translate into improved results.</p>	1, 4

individual emotional targets.	Targeted approaches to SEL are considered to have more impact. EEF Toolkit: social and emotional learning.	
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	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 EEF- Small group tuition	1,2

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

Budgeted cost: £98,664

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.	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.	1,4,5

	<p>Evidence: Offering more sustained and targeted support</p> <p>Building trusting relationships and providing face-to-face meetings or levels of support can support effective parental engagement and develop relationships with school.</p> <p>EEF Toolkit: supporting parents.</p>	
<p>Mental Health Support Team to work with the whole school to improve mental health</p>	<p>Aim- To raise the understanding and profile of mental health. To identify pupils in need of mental health support. To train staff to support our children in developing and maintaining good mental health.</p> <p>Evidence- https://www.england.nhs.uk/mental-health/cyp/trailblazers/</p>	5
<p>Attendance for pupils below 92% is checked every week</p>	<p>Aim: To improve attendance and punctuality across the school. For attendance team to work with IO to monitor and track persistent absences. To communicate with parents regularly regarding punctuality and attendance.</p> <p>Evidence: The attendance team use research driven interventions to support families and children. They are also able to liaise with other local services to gain appropriate advice and provision.</p> <p>Evidence-EEF- attendance interventions</p>	4
<p>Workshops and online resources increase communication to improve parental engagement</p> <p>To use Studybugs to monitor reasons for attendance.</p> <p>To use Parentmail as a tool to communicate with families and engage them in school life.</p>	<p>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.</p> <p>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.</p> <p>EEF Toolkit: parental engagement.</p>	4, 5, 6

<p>Breakfast club to provide creative opportunities and enrichment activities</p>	<p>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.</p> <p>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.</p> <p>EEF Toolkit: Breakfast Club programme</p>	<p>1, 4, 6</p>
<p>Lunchtime club to provide creative opportunities and enrichment activities.</p>	<p>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.</p> <p>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.</p> <p>EEF Toolkit: additional activities and enrichment activities.</p>	<p>1, 6</p>
<p>To work with Delight charity and Guildford Shakespeare Company on arts and engagement projects in Year 2 and KS2.</p>	<p>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</p> <p>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.</p> <p>EEF Toolkit: Arts participation</p>	<p>1, 6</p>
<p>Continue to develop enrichment play based opportunities at lunchtimes to ensure our pupils are</p>	<p>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.</p>	<p>1, 6</p>

<p>engaging in activities on the playground.</p>	<p>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.</p> <p>EEF Toolkit: additional activities and enrichment programmes.</p>	
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Total budgeted cost: £262,215

Part B: Review of the previous academic year 2022 - 2023

Outcomes for disadvantaged pupils

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: 22% EAL, 32% SEND, 51% PP, 83% SEND + PP, 32% have less than 92% attendance

KS1 data (22-23) 59 children	Phonics	Reading	Writing	Maths
EXS+		51%	47%	69%
GDS		17%	0%	17%
PUPIL PREMIUM: (30 chn (51%) are PP. 12 (40%) of these have less than 92% attendance, 4 (33%) of them also have SEND including 1 EHCP)				
EXS+		44%	44%	56%
GDS		19%	0%	19%

KS2: 28% EAL, 25% SEND, 33% PP, 58% SEND + PP, 10% have less than 92% attendance

KS2 data (22-23) 61 children	SPAG	Reading	Writing	Maths
EXS+	77%	70%	64%	74%
GDS	31%	26%	8%	18%
PUPIL PREMIUM: (20 chn (33%) are PP. 0 of these have less than 92% attendance, 9 (45%) of them also have SEND including 3 chn with EHCPs)				
EXS+	60%	70%	50%	55%
GDS	10%	5%	0%	5%

The data above is what the children were awarded at the end of the key stage. This is statutory assessment data.

- 63% of Y1 pupils achieved the expected standard in the Phonics Screening Check in 2023. This was an **increase of 27%** from 2022.
- 74% of Y2 pupils achieved the expected standard in the Phonics Screening Check in 2023.
- 51% of KS1 pupils achieved the expected standard in reading in 2023. This is an **increase of 7%** from 2022.
- 70% of KS2 pupils achieved the expected standard in reading in 2023. This is an **increase of 20%** from 2022.
- 69% of KS1 pupils achieved the expected standard in maths. This is an **increase of 6%** from 2022.
- 74% of KS2 pupils achieved the expected standard maths. This is an **increase of 8%** from 2022.

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.

- Persistent absence reduced by 3% (compared with the exact same dates from 2021-2022)
- Overall attendance increased by 1.5% (compared with the exact same dates from 2021-2022)

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.

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.