



**EWELL GROVE PRIMARY AND NURSERY SCHOOL  
PUPIL PREMIUM STATEMENT**

Summary information			
<b>School</b>	Ewell Grove Primary & Nursery School		
<b>Academic Year</b>	April 2021 to March 2022	<b>Total PP budget</b>	£54,710
<b>Total Pupils</b>	454 (39 including Nursery)	<b>Number of pupils eligible for PP</b>	PP/Ever 6 (Yr R – Yr 6) 43 Post Looked After Children 3

**NB: 2019 is the latest comprehensive data set available pre National COVID Pandemic**

Year R Pupil Actual Attainment 2019				
School figures are based on 2 children. Caution must comparing school and national figures as there is not a fair sample size.	<i>All Pupils eligible for PP (school average)</i>	<i>All YR Pupils (school average)</i>	<i>All Pupils eligible for PP (national average)</i>	<i>All YR Pupils (national average)</i>
<b>Percentage of pupils achieving a good level of development at end of the early years foundation stage</b>	<b>0%</b>	<b>92%</b>	<b>57%</b>	<b>71.8%</b>

Year 1 Phonic Screening Check Actual Attainment 2019				
School figures are based on 4 children. Caution must comparing school and national figures as there is not a fair sample size.	<i>All Pupils eligible for PP (school average)</i>	<i>All Y1 Pupils (school average)</i>	<i>All Pupils eligible for PP (national average)</i>	<i>All Y1 Pupils (national average)</i>
<b>Percentage of pupils who met the expected standard in phonics at year 1</b>	<b>75%</b>	<b>92%</b>	<b>71%</b>	<b>82%</b>

Year 2 Pupils Actual Attainment 2019				
School figures are based on 3 children. Caution must comparing school and national figures as there is not a fair sample size.	<i>All Pupils eligible for PP (school average)</i>	<i>All Y2 Pupils (school average)</i>	<i>All Pupils eligible for PP (national average)</i>	<i>All Y2 Pupils (national average)</i>
<b>% Percentage achieving at least the expected standard in reading</b>	<b>66%</b>	<b>88%</b>	<b>60%</b>	<b>75%</b>
<b>% Percentage achieving at least the expected standard in Writing</b>	<b>66%</b>	<b>86%</b>	<b>53%</b>	<b>69%</b>
<b>% Percentage achieving at least the expected standard in Maths</b>	<b>66%</b>	<b>88%</b>	<b>61%</b>	<b>76%</b>

Year 3 Pupils Progress Tracker Autumn Term 2019			
School figures are based on 2 children. Caution must comparing school and national figures as there is not a fair sample size.	<i>All Pupils eligible for PP (school average)</i>	<i>All Y3 Pupils (school average)</i>	
<b>% Percentage expected to achieve at least the expected standard in reading</b>	<b>50%</b>	<b>89%</b>	
<b>% Percentage expected to achieve at least the expected standard in Writing</b>	<b>50%</b>	<b>87%</b>	
<b>% Percentage expected to achieve at least the expected standard in Maths</b>	<b>50%</b>	<b>89%</b>	

Year 4 Pupils Progress Tracker Autumn Term 2019			
School figures are based on 3 in current year 3 data. Caution must comparing school and national figures as there is not a fair sample size.	<i>All Pupils eligible for PP (school average)</i>	<i>All Y4 Pupils (school average)</i>	
<b>% Percentage expected to achieve at least the expected standard in reading</b>	<b>33%</b>	<b>87%</b>	
<b>% Percentage expected to achieve at least the expected standard in Writing</b>	<b>33%</b>	<b>85%</b>	
<b>% Percentage expected to achieve at least the expected standard in Maths</b>	<b>33%</b>	<b>83%</b>	

Year 5 Pupils Progress Tracker Autumn Term 2019			
School figures are based on 6 children. Caution must comparing school and national figures as there is not a fair sample size.	<i>All Pupils eligible for PP (school average)</i>	<i>All Y5 Pupils (school average)</i>	
<b>% Percentage expected to achieve at least the expected standard in reading</b>	<b>83%</b>	<b>94%</b>	
<b>% Percentage expected to achieve at least the expected standard in Writing</b>	<b>67%</b>	<b>92%</b>	
<b>% Percentage expected to achieve at least the expected standard in Maths</b>	<b>83%</b>	<b>94%</b>	



## Use of Pupil Premium; with specific regard to building social capital

Publicly-funded schools in England get extra funding through the pupil premium grant to help them improve the attainment of their disadvantaged pupils by improving their progress and outcomes. Ewell Grove Primary School receives pupil premium funding based on the number of pupils present in January each year for every pupil who claims free school meals or who has claimed free school meals in the last six years, and for every pupil who has left local authority care (post-looked after children).

It is widely accepted that each school's Strategic Leadership Team (SLT) is best placed to assess the pupils' needs and to utilise Pupil Premium funding to improve attainment. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas and focusing on teaching quality:

- Teaching: Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.
- Academic support: Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.
- Wider approaches: This may include non-academic use of the pupil premium such as school breakfast clubs, music lessons for disadvantaged pupils, help with the cost of educational trips or visits, or speech and language therapy

Ewell Grove has a responsibility and a desire to ensure that the pupil premium funding is utilised across the school, to benefit as many disadvantaged pupils as possible through the provision of initiatives ranging from school-wide improvements to individual support where required; the funding received per child will never be seen or treated as a 'personal budget'. Schools are also entitled to spend their pupil premium allocation on pupils who do not meet the eligibility criteria, but for whom it is acknowledged that extra support would be beneficial.

Ewell Grove embraces the use of the pupil premium funding to support inclusion of all pupils in regard to developing 'social capital'. This includes assisting with travel costs and the purchase of school uniform, contributing to educational trips and visits, and funding places in extra-curricular school clubs, activities and learning opportunities outside school.

All Ewell Grove parents are requested to contribute a small amount annually to the Ewell Grove Activity Fund. This fund was established to host external activities, such as hatching eggs or theatre groups that would have diverted monies from the delegated school budget otherwise. The Pupil Premium funding makes this contribution on behalf of eligible pupils.

Parents are additionally requested to make voluntary contributions to cover the cost of school events such as Educational Visits. The entire charge for these is met through Pupil Premium funding. From Year 3 onwards children can partake in residential trips; Pupil Premium funding is used to contribute 50% of the cost. Equally we want all our children to have equitable access to the opportunities that are provided through our extra-curricular activity offer e.g. clubs. All costs attached to a club that is led by a member of Ewell Grove staff, that our Pupil Premium children attend, will be fully met by the additional funding. However financial assistance to support access to extra-curricular activities run by outside profit making organisations will be strictly capped at £200 per year per pupil. This element of the expenditure is a complementary use of funding, rather than its main purpose. Our policy allows, at the Headteacher's discretion, to apply these principles to a pupil who does not meet the eligibility criteria but for whom extra support would be beneficial. In exceptional circumstances, as defined solely by the Headteacher, this expenditure may be increased; for example, if a child was chosen to participate at a regional or national sporting event. This will be considered on a case-by-case basis and must not be assumed.

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>
<b>In-school barriers</b> <i>(issues to be addressed in school)</i>
➤ Disadvantaged children are statistically more likely to be identified with special educational needs
➤ Statistically the relative gap in performance between disadvantaged and non-disadvantaged children is greatest in the least deprived schools
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>
➤ Low levels of engagement at home particularly in development of CLL within Early Years, reading, home learning & reinforcing school expectations.
➤ Low attendance
➤ Emotional and social wellbeing - lack of emotional stability often has a negative impact on the attainment and progress
➤ Lack of access to developing 'social capital' e.g. activities, clubs and/or learning opportunities outside of school
➤ Aspirations for future e.g. education/careers



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<b>Agreed Approaches for Pupil Premium Expenditure At Ewell Grove</b>		
A.	<p><i>High quality teaching for all</i></p> <p><b>“For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</b></p>	<p>Ewell Grove considers the consistency of high quality teaching as the biggest driver of pupil attainment, particularly for those from disadvantaged backgrounds. This is achieved through setting consistently high expectations, monitoring performance, sharing best practice and a commitment to our group teaching approach that supports all children’s learning.</p> <p>The schools’ budget is robustly focused on employing the best staff, access and impact of CPD, ensuring teachers maintain their focus on pedagogy &amp; learning (as oppose to administrative tasks) &amp; as/when required rapid re-deployment of staff to minimise any escalating disruption e.g. pupil behaviour.</p> <p>With consistent high quality teaching, that recognises individual needs, many children have little need for additional resources beyond those available as part of their daily classroom life. Teachers take a proactive approach to identifying potential areas of difficulty at the outset of their planning and make reasonable adjustments as required to maximise progress and attainment across every lesson.</p>
B.	<p><i>Whole school ethos of attainment and inclusion of all</i></p>	<p>Ewell Grove’s success is centred on an ethos of high attainment for all pupils, so we must not assume that all disadvantaged pupils face similar barriers or have less potential to succeed. However, we are also aware that for some disadvantaged children multi-faceted barriers compound to make success compared to their peers even more challenging. Each pupil as an individual, therefore staff must consciously avoid stereotyping by referring to them as a collective group.</p> <p>Pupil Premium funding at Ewell Grove is used to support inclusion of all pupils in regard to developing ‘social capital’ e.g. activities, clubs and/or learning opportunities outside of school.</p>
C.	<p><i>Addressing behaviour and attendance</i></p>	<p>At Ewell Grove attendance can be a particular issue for a small group of pupils; some of whom may also be disadvantaged. Our children must be in school and able to pay attention before they can access the learning we have planned for them. Ewell Grove can demonstrate that it’s zero tolerance attendance policy, which is based on rapid response systems, is nearly always successful in addressing poor attendance.</p>
D.	<p><i>Meeting individual learning needs through group teaching approach</i></p>	<p>At Ewell Grove our adapted group teaching approach is used for the majority of learning tasks. This involves children working on activities in a group small enough for everyone to participate on a clearly planned and differentiated activity. Of the four tasks, two are led by an adult whist the others rely on the development of independent learning skills.</p> <p>The importance of independence is a key feature of our whole school teaching and learning strategy. Consistency is also regarded as an essential aspect of our work at Ewell Grove as it provides a clear structure for children, staff and parents. These established features equality of opportunity both across year groups and the school as a whole.</p>
E.	<p><i>Staff Recruitment &amp; Retention Strategy</i></p>	<p>Ewell Grove recognises the imperative role that staff recruitment and retention plays in ensuring the best adults work with all our children, but particularly our disadvantaged. We identify the strengths of each member of staff and find the best ways to use them. We talent spot to ‘grow our own staff’. We use our funding to ensure that all our staff are well trained and therefore effective and efficient in the role they undertake; which in some capacity or other always impacts on pupils’ outcomes. Everyone is a leader within their role but teamwork is also integral to our school approach.</p>
F.	<p><i>Pupil Progress responding to evidence</i></p>	<p>Ewell Grove uses assessments and data on various levels to identify pupils’ learning needs. The planning cycle includes both ‘assessment of’ and ‘assessment for’ learning to ensure that every lesson planed matches individual’s identified next steps in learning. Our children are given time to review their feedback and discuss their progress with staff. Pupil Progress Meetings focus specifically on children not making the progress/attainment expected of them and tracks learning over-time from starting points in the EYFS.</p>
G.	<p><i>High Standards &amp; School Consistency</i></p>	<p>At Ewell Grove every staff member is accountable for pupils’ progress regardless of their role. To support this we invest in CPD and have developed a culture of transparency and active learning. We belong to a number of networks in order to constantly seek out new ideas and put systems in place for staff to share best practice.</p> <p>Consistency is fundamental to our success. To work at Ewell Grove you must be committed to developing your practice using our group teaching approach and understand that at least 80% of what you do will be consistently applied across all classrooms; the remaining time is designed to find improved ways of achieving high outcomes that can be shared and brought into the 80%.</p>



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<b>Review Of Pupil Premium Expenditure At Ewell Grove</b>	
<i>High quality teaching for all</i>	Evidenced through: <ul style="list-style-type: none"> <li>• Maintained focus on a robust and systematic monitoring of classroom practice focusing specifically on PP pupils</li> <li>• Tracking PP pupil outcomes and progress from starting points</li> <li>• Linking PP pupil outcomes to staff appraisals</li> <li>• Cycle of termly curriculum plan actions focusing specifically on outcomes for children, especially PP</li> </ul>
<i>Whole school ethos of attainment for all</i>	Evidenced through: <ul style="list-style-type: none"> <li>• Increased focus on progress from 'starting points' and maintaining attainment/expectations during transitions from one year to the next</li> <li>• Aim for 100% participation rate for all PP children at Educational/Residential Visits through PP contribution</li> <li>• Ensure all our PP children feel fully included within our school by supporting them with access to clubs, school uniform etc.</li> </ul>
<i>Addressing behaviour and attendance</i>	Evidenced through: <ul style="list-style-type: none"> <li>• Specific PP case studies</li> </ul>
<i>Meeting individual learning needs through group teaching approach</i>	Evidenced through: <ul style="list-style-type: none"> <li>• Teaching being adapted in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes (<i>Deunk et al., 2018; Education Endowment Foundation, 2018e</i>). However, this type of adaptive teaching should be clearly distinguished from forms of differentiation that cause teachers to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.</li> </ul>
<i>Staff Recruitment &amp; Retention Strategy</i>	Evidenced through: <ul style="list-style-type: none"> <li>• Appointment of staff with specific expertise e.g. ELSA</li> <li>• Recruitment focus now on staff willing and able to teach using group teaching method</li> <li>• Commitment to Pre-SCITT and SCITT to ensure best trained teacher are available for employment</li> </ul>
<i>Pupil Progress responding to evidence</i>	Evidenced through: <ul style="list-style-type: none"> <li>• Maintained focus on progress from 'starting points'; especially preserving attainment/expectations during transitions from one-year group to the next</li> <li>• EYFS CLL focus - maintain focus on Phase 1 phonics including workshops/awareness raising with parents. 1:1 sessions and resources for PP families as required</li> <li>• Deployment of additional adults; TAs deployed to support individual and promptly restore learning environment for all within it</li> </ul>
<i>High Standards &amp; School Consistency</i>	Evidenced through: <ul style="list-style-type: none"> <li>• Increased focus on understanding barriers, especially SEMH, and implications for behaviour/learning</li> </ul>

<b>Planned Pupil Premium Focus At Ewell Grove</b>	
<i>High quality teaching for all</i>	<ul style="list-style-type: none"> <li>• Consistency in delivery of Evidence Informed Teaching - research evidence behind six informed pedagogical principles</li> <li>• PP children priority places for this group during any nationally enforced lockdown.</li> </ul>
<i>Whole school ethos of attainment for all</i>	<ul style="list-style-type: none"> <li>• Focus on all PP children minimising any potential for 'lost learning'</li> </ul>
<i>Addressing behaviour and attendance</i>	<ul style="list-style-type: none"> <li>• On-going monitoring and action as required.</li> </ul>
<i>Meeting individual learning needs through group teaching approach</i>	<ul style="list-style-type: none"> <li>• Ofsted have rightly raised the profile of the wider curriculum - further develop staff understanding and use of Learning Organisers</li> </ul>
<i>Staff Recruitment &amp; Retention Strategy</i>	<ul style="list-style-type: none"> <li>• Ensure Phase Leader understand and fully engage as a PP advocate for all eligible children</li> <li>• Increase staff subject knowledge, using evidenced based approaches, to achieve High Quality Teaching for all through our adapted group teaching approach.</li> </ul>
<i>Pupil Progress responding to evidence</i>	<ul style="list-style-type: none"> <li>• Continue to develop staff subject knowledge in regard to identified barriers i.e. SEN as oppose to low prior attainment, trauma/attachment</li> <li>• Track PP on an individual level looking particularly at multi-faceted barriers, some face, that compound the difficulty to make success compared to their peers even more challenging</li> </ul>
<i>High Standards &amp; School Consistency</i>	<ul style="list-style-type: none"> <li>• Maintaining adapted group teaching focus throughout KS2 building in targeted support and wider whole school strategies for 'groups' of learners as required</li> </ul>