Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium) funding for the **2026 to 2027** academic year, 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grosvenor Road Primary
Number of pupils in school	494
Proportion (%) of pupil premium eligible pupils	32.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	Sept 2027 3rd year review
Statement authorised by	Mr Pridden Headteacher
Pupil premium lead	Mrs Johns Deputy Headteacher
Chair of Governors	Mrs G Dunkley Chair of Local Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,110
Recovery premium funding allocation this academic year (NTP School Led Tutoring)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£245,110

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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 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

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Autumn 2026 across EYFS, 10 Nursery and Reception pupils have been assessed as needing Speech and Language Therapy input. 3 of the 10 children are disadvantaged. On Entry data in nursery shows that 28% of the cohort are disadvantaged and of this group, 90% are working below expected levels in Listening, attention and understanding or Speaking. In KS1 Year 1 and 2 50% of the children requiring additional Speech and Language input are disadvantaged.
2	Low attainment on entry to Early Years Foundation Stage in all areas. In the prime areas, on entry assessment shows that 95.5% of children are working below the expected standard (listening attention and understanding and Speaking – 93%) Wellcomm data for Nursery 2026 shows that: All children: 28% scored in the Significantly delayed bracket 23% of children scored in the Mildly delayed bracket. Wellcomm disadvantaged: 25% of disadvantaged children scored in the Significantly delayed bracket 17% of disadvantaged children score in the Mildly delayed bracket.
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. However, the gap is closing between disadvantaged pupils and non-disadvantaged pupils: • Summer 2025 Y1 Phonic Screener results: disadvantaged / non-disadvantaged gap = -20% • Summer 2026 Y1 Phonics screening results disadvantaged/non-disadvantaged gap = 10% 2026 All children - 84% passed - 2026 Disadvantaged 72% passed • Summer 2025 End of Year 2 Phonic Screener results: disadvantaged / non-disadvantaged gap = -27%

	• Summer 2026 End of Year 2 Phonic Screener results: disadvantaged / non-disadvantaged gap = 0% 2026 Year 2 all pupils 94% passed 2023 Year 2 disadvantaged 94% passed
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils was impacted by partial school closures (2019/20, 2020/21) to a greater extent than for other pupils. **(Year 6 25/26 Cohort impacted during Reception & Year 1)**. These findings are supported by national studies. Targeted support and specific programmes have been put in place for all cohorts to address these gaps over the past three years and this continues to be a priority. <u>Reading</u> Summer 2026 Y6 school disadvantaged / national non-disadvantaged Reading SATs gap is 0% Summer 2026 Y6 school disadvantaged / national disadvantaged Reading SATs gap is +18% <u>Writing</u> Summer 2026 Y6 school disadvantaged / national non-disadvantaged Writing gap is -10% Summer 2026 Y6 school disadvantaged / national disadvantaged Writing gap is +9% <u>Maths</u> Summer 2026 Y6 school disadvantaged / national non-disadvantaged Maths gap is +7% Summer 2025 Y6 school disadvantaged / national disadvantaged Maths gap is +27%
5	Our Boxall assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. 2026/27 Data From our Strengths and Difficulties Questionnaires, pupil observations and Pupil Progress discussions, 72 children have been identified as having social, emotional and wellbeing needs. Of these 72 children, 38 children are disadvantaged (53%)
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. In 2025-26 Academic Year, 21.9% of disadvantaged pupils were ‘persistently absent’ compared to 12.5% of their peers during that period. Our assessments and observations indicate that absenteeism continues to negatively impact disadvantaged pupils’ progress.

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 oral language skills and vocabulary among 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that more disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • increased participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and SEND.	Sustained high attendance 2026/27 demonstrated by: • the overall absence rate for all pupils being no more than 4%, (5.6% 2025-26) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no greater than 2%. (3.5%) 2025-26) • the percentage of all pupils who are persistently absent being below 13% (14.5% 2025-26) and the figure among disadvantaged pupils being no greater than 15% higher than their peers. (21.9% 2025-26)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2026-27)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£139,400.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Purchase of NFER Standardised Tests Reading, Maths & GPS Y1, 3,4,5 CPD to ensure assessments are administered and interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils CPD to support curriculum review by all subject leaders CPD to support high quality teaching and learning CPD to build on teacher expertise in purposeful use of assessment CPD for SENDco	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-	1, 2, 3, 4

	quality evidence on components and routes to improve teacher effectiveness. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase of resources and funding of on-going staff training (Elklan) and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning Implementation of Word Aware Programme, Continued Staff CPD and supporting resources Continued S&L CPD – Teachers & TAs Support from SALT Implementation of Red Rose Maths and Training of Teachers and TAs	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: The EEF Toolkit and guidance reports. The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.	1, 2
Embedding of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Little Wandle continued CPD	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	2, 3

Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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)	5, 6

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

Budgeted cost: **£53,130**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy into the Enhanced SALT SLA to improve listening, narrative and vocabulary skills for disadvantaged 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, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Y1,2&3 keep up groups and targeted 1:1 sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged 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, 3
One to one and small group tuition Additional support: Y2,3&4 targeted groups and 1:1tuition for catch up in Phonics, Reading and Writing One to One support from EP Service	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources: The EEF Toolkit has a strand on one to one tuition and small group tuition.	3, 4

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

Budgeted cost: **£52,580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs SEMH support including: 1:1 support sessions - HLTA 1:1 targeted intervention Nurture group provision – YR to Y6 Whole staff CPD – Emotionally Friendly Schools/Relational approaches to Inclusion/Attachment and Trauma Lego Therapy Forest School Muddles Puddles and Sunshine Grief Support Educational Psychology Support	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	5, 6
Communicating with and supporting parents Sustain parental engagement: Parent workshop sessions - EYFS reading, phonics, mathematics, stay & play Parent workshops / information sessions – E-safety, Y6 SATs, Y4 MTC LKS2 Parent assemblies / interactive sessions Parent Teacher Association / parent voice questionnaire	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on parental engagement. The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches	5, 6

Family support Worker engage and support parents	and insights for communicating and supporting parents.	
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.	6
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.	All

Total budgeted cost: £245 110

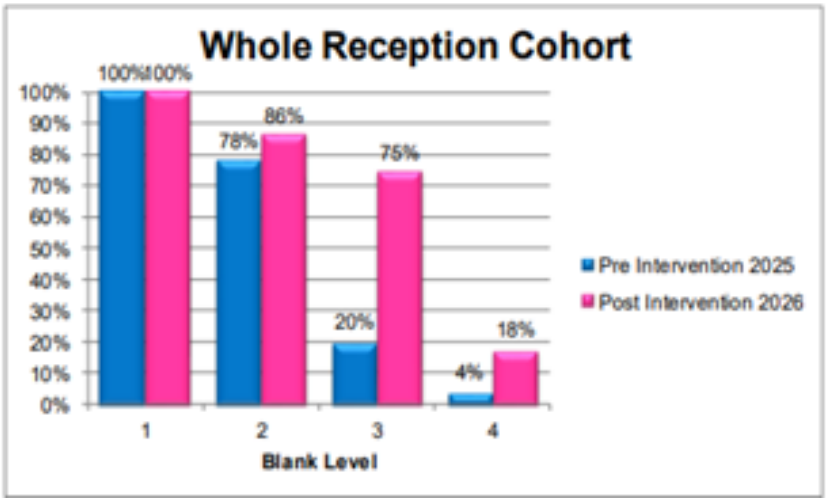
Part B: Review of outcomes in the previous academic year (2025/2026)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>Improved oral language skills and vocabulary among disadvantaged pupils.</td><td>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.

2025/2026 TALC RESULTS – GROSVENOR ROAD PRIMARY SCHOOL
Reception Cohort


</td></tr>
<tr><td>Reading attainment among disadvantaged pupils.</td><td>KS2 reading outcomes in 2025/26 show that disadvantaged pupils' attainment was above LA and National outcomes for disadvantaged pupils

<table>
<tr><th></th><th>KS2 Reading SATs Disad - Sch</th><th>KS2 Reading SATs Disad - LA</th><th>KS2 Reading SATs Disad - Nat</th></tr>
<tr><td>2024</td><td>70% - EXS</td><td>63% - EXS</td><td>62% - EXS</td></tr>
<tr><td>2025</td><td>74% - EXS</td><td>62% - EXS</td><td>63% - EXS</td></tr>
<tr><td>2026</td><td>81% - EXS</td><td>62% - EXS</td><td>63% - EXS</td></tr>
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</td></tr>
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<table>
<tr>
<td>Writing attainment among disadvantaged pupils.</td>
<td>KS2 writing outcomes in 2024/25 show that disadvantaged pupils' attainment was broadly in line with National outcomes for disadvantaged pupils.
<table>
<tr><th></th><th>KS2
Writing SATs
Disad - Sch</th><th>KS2
Writing SATs
Disad - LA</th><th>KS2
Writing
SATs Disad - Nat</th></tr>
<tr><td>2024</td><td>65% - EXS</td><td>58% - EXS</td><td>59% - EXS</td></tr>
<tr><td>2025</td><td>59% - EXS</td><td>58% - EXS</td><td>59% - EXS</td></tr>
<tr><td>2026</td><td>69% - EXS</td><td>58% - EXS</td><td>60% - EXS</td></tr>
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<tr>
<td>Maths attainment among disadvantaged pupils</td>
<td>KS2 maths outcomes in 2024/25 show that disadvantaged pupils' attainment was below National outcomes for disadvantaged pupils. Maths is a key area for improvement on School Improvement Plan 25/26
<table>
<tr><th></th><th>KS2
Maths SATs
Disad – Sch</th><th>KS2
Maths SATs
Disad – LA</th><th>KS2
Maths SATs
Disad – Nat</th></tr>
<tr><td>2024</td><td>65% - EXS</td><td>61% - EXS</td><td>59% - EXS</td></tr>
<tr><td>2025</td><td>52% - EXS</td><td>59% - EXS</td><td>60% - EXS</td></tr>
<tr><td>2026</td><td>88% - EXS</td><td>61% EXS</td><td>61% EXS</td></tr>
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<tr>
<td>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</td>
<td>Sustained high levels of wellbeing 2025/26 demonstrated by:

qualitative data from student voice, student and parent surveys and teacher observations
a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Disadvantaged pupils are targeted for after school activities/club where appropriate
<table>
<tr><th>YEAR GROUPS</th><th>No. of places offered at clubs 2024-25</th><th>No. of places taken by disadvantaged pupils</th><th>% of place taken by disadvantaged pupils</th></tr>
<tr><td>Year 1 & Year 2</td><td>146</td><td>32</td><td>22%</td></tr>
<tr><td>Year 3 & Year 4</td><td>156</td><td>45</td><td>29%</td></tr>
<tr><td>Year 5 & Year 6</td><td>106</td><td>28</td><td>26%</td></tr>
<tr><td>Year 1 – 6 Total</td><td>408</td><td>105</td><td>26%</td></tr>
</table>
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</table>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improvements in attendance 2026/27 demonstrated by: Overall absence rate for all pupils – **4%** Attendance gap between disadvantaged pupils and their non-disadvantaged peers – **2%**

Persistent Absence	2025/26	2024/25	2023/24	2022/23	2021/22
ALL Pupils	14.1%	10.7%	13.7%	16%	23%
Disadv. Pupils	21.9%	20.9%	20.8%	24%	36%
Non-Dis-adv. Pupils	12.5%	5.4%	10.5%	11%	16%
Disadv / Non-Dis-adv. Gap	9.4%	15.5%	10.3%	13%	18%

Externally provided programmes

Programme	**Provider**
Little Wandle Letters & Sounds Revised	Little Wandle
Reading Wise Zip Phonics	Reading Wise
Reading wise Vocabulary	Reading Wise
TT Rockstars	Maths Circle
RM Easimaths	RM Education
Arithmagicians	Arithmagicians.com
LBQ	Learning By Questions
Red Rose Maths	Red Rose
Word Aware	Routledge / Salford SALT