



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	42
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year that our current pupil premium strategy plan covers	2023/24
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Paula Rising
Pupil premium lead	SLT
Governor lead	Rachel Tillen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,070
Recovery premium funding allocation this academic year	£3,328
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£77,398

Statement of intent

Pupil Premium at Ewell Grove is utilised primarily to improve progress and 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:

- High Quality Teaching: Focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.
- Targeted Academic support: Peer tutoring involves children working in pairs or small groups to provide support explicitly linked with the lesson
- Wider approaches: A focus on building positive relationships whilst teaching social and emotional skills that are linked to positive outcomes later in life. Working in partnership with parents to improve attendance.

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.

Challenges & Barriers

In-school barriers (*issues to be addressed in school*)

1. Disadvantaged children are statistically more likely to be identified with special educational needs
2. Statistically the relative gap in performance between disadvantaged and non-disadvantaged children is greatest in the least deprived schools

External barriers (*issues which also require action outside school, such as low attendance rates*)

3. Low prior attainment upon entry to Nursery/Reception particularly in development of CLL within Early Years, reading & routine expectations.
4. Low attendance
5. Emotional and social wellbeing - lack of emotional regulation often has a negative impact on the attainment and progress
6. Lack of access to developing 'social capital' e.g. activities, clubs and/or learning opportunities outside of school
7. Aspirations for future e.g. education/careers

Intended Outcomes	
<p><i>High quality teaching for all</i></p> <p>“For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</p>	<p>Success evidenced through:</p> <ul style="list-style-type: none"> • Maintain focus on a robust and systematic monitoring of classroom practice focusing specifically on PP pupils • Tracking PP pupil outcomes and progress from starting points • Linking PP pupil outcomes to staff appraisals • Cycle of termly curriculum plan actions focusing specifically on outcomes for children, especially PP
<p><i>Whole school ethos of attainment for all</i></p>	<p>Success evidenced through:</p> <ul style="list-style-type: none"> • Increased focus on progress from ‘starting points’ and maintaining attainment/expectations during transitions from one year to the next • Aim for 100% participation rate for all PP children at Educational/Residential Visits through PP contribution • Ensure all our PP children feel fully included within our school by supporting them with access to clubs, school uniform etc.
<p><i>Addressing behaviour and attendance</i></p>	<p>Success evidenced through:</p> <ul style="list-style-type: none"> • Specific PP case studies
<p><i>Meeting individual learning needs through group teaching approach</i></p>	<p>Success evidenced through:</p> <ul style="list-style-type: none"> • 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.
<p><i>Staff Recruitment & Retention Strategy</i></p>	<p>Success evidenced through:</p> <ul style="list-style-type: none"> • Appointment of staff with specific expertise e.g. ELSA • Recruitment focus now on staff willing and able to teach using group teaching method • Commitment to Pre-SCITT and SCITT to ensure best trained teacher are available for employment
<p><i>Pupil Progress responding to evidence</i></p>	<p>Success evidenced through:</p> <ul style="list-style-type: none"> • Maintained focus on progress from ‘starting points’; especially preserving attainment/expectations during transitions from one-year group to the next • 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 • Deployment of additional adults; TAs deployed to support individual and promptly restore learning environment for all within it
<p><i>High Standards & School Consistency</i></p>	<p>Success evidenced through:</p> <ul style="list-style-type: none"> • Increased focus on understanding barriers, especially SEMH, and implications for behaviour/learning

Activity in this academic year

High Quality Teaching

Budgeted cost: £61,072 (TA support, EYFS support and ELSA support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure staffing ratio in classes is responsive to the specific context of the children within</i>	Disadvantaged children are statistically more likely to be identified with special educational needs	1
	Statistically the relative gap in performance between disadvantaged and non-disadvantaged children is greatest in the least deprived schools	2
	Emotional and social wellbeing - lack of emotional regulation often has a negative impact on the attainment and progress	5

Targeted academic support

Budgeted cost: £3,328 (School Led Tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring</i>	Statistically the relative gap in performance between disadvantaged and non-disadvantaged children is greatest in the least deprived schools	3 & 4

Wider Strategies

Budgeted cost: £12,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Building Social Capital and/or Low Attendance</i>	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	4, 6 & 7
<i>Speech & Language</i>	Low prior attainment upon entry to Nursery/Reception particularly in development of CLL within Early Years, reading & routine expectations.	3

Total budgeted cost: £77,398

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year R Pupil Actual Attainment 2024				
School figures are based on 4 PP children. Caution 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>
Percentage of pupils achieving a good level of development at end of the early years foundation stage	25%	80%	52%	67%

Year 1 Phonic Screening Check Actual Attainment 2024				
School figures are based on 6 PP children. Caution 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>
Percentage of pupils who met the expected standard in phonics at year 1	83%	90%	68%	80%

Year 2 Pupils Actual Attainment 2024				
School figures are based on 5 PP children. Caution 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>
% Percentage achieving at least the expected standard in reading	80%	78%	54%	68%
% Percentage achieving at least the expected standard in Writing	80%	68%	44%	60%
% Percentage achieving at least the expected standard in Maths	80%	81%	56%	70%

Year 3 Pupils Progress Tracker End of Summer Term 2024		
School figures are based on 6 PP children. Caution 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>
% Percentage expected to achieve at least the expected standard in reading	67%	83%
% Percentage expected to achieve at least the expected standard in Writing	50%	66%
% Percentage expected to achieve at least the expected standard in Maths	67%	81%

Year 4 Pupils Progress Tracker End of Summer Term 2024		
School figures are based on 12 PP children. Caution 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>
% Percentage expected to achieve at least the expected standard in reading	67%	85%
% Percentage expected to achieve at least the expected standard in Writing	67%	78%
% Percentage expected to achieve at least the expected standard in Maths	50%	66%

Year 5 Pupils Progress Tracker End of Summer Term 2024		
<i>NB: School figures not included as based on 2 children who could be identifiable.</i>	<i>All Pupils eligible for PP (school average)</i>	<i>All Y5 Pupils (school average)</i>
% Percentage expected to achieve at least the expected standard in reading	NA	84%
% Percentage expected to achieve at least the expected standard in Writing	NA	51%
% Percentage expected to achieve at least the expected standard in Maths	NA	66%

Year 6 Pupils Progress Tracker End of Summer Term 2024

School figures are based on 6 children. Caution comparing school and national figures as there is not a fair sample size.	<i>All Pupils eligible for PP (school average)</i>	<i>All Y6 Pupils (school average)</i>	<i>All Pupils eligible for PP (national average)</i>	<i>All Y6 Pupils (national average)</i>
% Percentage achieving at least the expected standard in reading	50%	81%		74%
% Percentage achieving at least the expected standard in Writing	50%	84%		72%
% Percentage achieving at least the expected standard in Maths	67%	81%		73%
Combined Reading, Writing & Maths	33%	71%	46%	61%

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

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.