



The Whiteoak Academies of Hannah More Infants and Grove Juniors



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Pupil Premium & Recovery Premium Strategy Statement 2021-2024

This strategy statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. This is **year three** of three, for a plan that covers the academic years 2021–2024. 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	The Whiteoak Academies of Hannah More Infants and Grove Juniors
Number of pupils in school	Hannah More Infants (HMI): 161 Grove Juniors (GJ): 235
Proportion (%) of Pupil Premium eligible pupils	Hannah More Infants (HMI): 7.5% Grove Juniors (GJ): 8.1%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021 - 2022 (Year 1) 2022 – 2023 (Year 2) 2023 – 2024 (Year 3)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr Duncan Cook (Head Teacher)
Pupil Premium lead	Mrs Rachel McClive (Pupil Premium Champion)
Governor / Trustee lead	Mrs Jacci Ramplin & Mrs Sarah Read

Funding overview

Detail	Amount	
Pupil Premium funding allocation this academic year	HMI: £22,470.00	GJ: £35,209.00
Recovery Premium funding allocation this academic year	HMI: £0.00	GJ: £0.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	HMI: £0.00	GJ: £0.00
Total budget for this academic year	HMI: £22,470.00	GJ: £35,209.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total for both Schools: £57,679.00	

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Part A: Pupil Premium Strategy Plan

Statement of intent



Together, we are The Whiteoak Academies of Hannah More Infants and Grove Juniors. We are a thriving family of schools who work closely together to educate the children who are members of our school family. We have shared visions and values and collectively we work relentlessly to ensure that all of our pupils succeed and have access to the best education, opportunities and support possible, through our own '[Whiteoak Way](#)'. We believe that every

child deserves access to high quality teaching and we strive to ensure that every day there is something that inspires and excites; something to talk and smile about and share with our extended families.







This statement of intent has been developed through a thorough evaluation of current practice within the setting, review of recent research conducted by the [Education Endowment Foundation \(EEF\)](#) and current advice and best practice as outlined by Marc Rowland (2021) in his book titled [Addressing Educational Disadvantage in schools and colleges](#). This strategy, whilst specifically aimed at closing the attainment gap for disadvantaged pupils, should also positively impact progress and education of all learners within our family of schools. This is not a 'short-term fix' but a long-term commitment to ensuring the best opportunities for ALL of our children, now and in the future.



“Education is the most powerful weapon which you can use to change the world.” – Nelson Mandela

Primary Aim: To ensure that no pupil at The Whiteoak Academies is educationally disadvantaged because of their socio-economic background.

Ultimate Objectives for our disadvantaged pupils:

-  To raise attainment, progress and opportunities for our disadvantaged pupils, which in turn will support their life chances and life choices.
-  To ensure early intervention to support our disadvantaged pupils, including a high-quality inclusive Early Years education, to close the gap when it is at its narrowest and have the greatest impact.
-  To ensure our pupils have secure and supportive language development including developing reading for academic purposes and for pleasure.
-  To provide a robust pastoral care system, with open communication at its heart, supporting the wellbeing and social emotional and mental health of both pupils and families.
-  To allow our pupils opportunities to develop independent self-regulated learning and an awareness of metacognition, through access to high-quality first teaching with high expectations and memorable learning experiences.
-  To ensure that all pupils have access to a wide range of educational experiences that include, but are not limited to; learning a musical instrument, exploring a hobby or talent, visiting places of interest.

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“A child without education is like a bird without wings.” – Tibetan proverb

Key Principles:

In making provision for our disadvantaged pupils, we recognise that not all pupils who receive free school meals (Pupil Premium) will be disadvantaged. Contrary to this, we also recognise that not all pupils who are disadvantaged qualify for free school meals. Identifying each ‘pupil’s needs’, not ‘labels’ which can be limiting, drives our strategy and implementation. Our teachers aim to build positive professional relationships between their pupils and their families, becoming ‘experts’ in their learners, because knowing their children is key to supporting them. We will ensure that effective teaching, learning and assessment meets the needs of all pupils. Class teachers, through the rigorous analysis of data, will identify specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, we will ensure that no child is disadvantaged in terms of accessing extra-curricular activities or not feeling part of our whole school family by not having our school uniform. At the Whiteoak Academies, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

School Context:

The Whiteoak Academies of Hannah More Infants and Grove Juniors is a family of schools, that are part of the Lighthouse Schools Partnership (LSP) Multi Academy Trust (MAT). We work towards achieving the [Trust Strategic Plan for Disadvantaged pupils](#) and those objectives form the basis for this Strategy Statement. The Whiteoak Academies are located in Nailsea, in North Somerset and have 7 year groups from Reception (Early Years / Foundation Stage) up to Year 6. Reception to Year 2 attend Hannah More Infants and Year 3 to Year 6 attend Grove Juniors. All of our year groups have 2 form entry and no class size that exceeds 30 pupils. Nailsea is a commuter town with a population of approximately 15,630. It is situated 8 miles (13 km) southwest of Bristol, and 11 miles (18 km) northeast of Weston-Super-Mare. The town was an industrial centre based on coal mining and glass manufacture, which have now been replaced by service industries. There is a mixture of owner occupied homes, rental accommodation and housing association properties. There has been a recent expansion of the town with multiple new housing estates currently being built to the North, East and South of Nailsea.



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Challenges















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

Challenge number	Detail of challenge
1	<p>Low attainment on entry to our Early Years Foundation Stage (EYFS): <i>We have some pupils entering the EYFS with knowledge and skills well below their developmental age and stage starts pupils at an educational disadvantage.</i></p>
2	<p>Language and comprehension skills that are below peers on entry to our Early Years Foundation Stage (EYFS): <i>We have some pupils with a lack of early language skills within the early years. This impacts on pupils' ability to hear sounds when practising blending and segmenting, therefore impacting on early reading and fluency.</i></p>
3	<p>Parental engagement with learning at home: <i>Some children do not have access to additional exposure to reading or mathematical practice whilst at home.</i></p>
4	<p>Safeguarding and welfare issues: <i>Some of our children have been exposed to ACES or other traumatic experiences, which can have a negative impact on their ability to access learning offered.</i></p>
5	<p>Pupil well-being and social emotional, mental health including emotional self-regulation in order to be ready to learn: <i>Some children will require support from pastoral care within school or from external agencies to support their well-being and mental health to ensure they are ready to access learning.</i></p>
6	<p>COVID 19, attendance to school since March 2020: <i>Not all disadvantaged children attended school during the pandemic, particularly the first lockdown March –July 2020. Whilst close monitoring and provision of resources, IT equipment etc... was made, some children did not engage with learning as much as was hoped and therefore the gap in their learning widened. Attendance, particularly in our Infant School, continues to be a closely monitored focus.</i></p>
7	<p>Gaps in reading, writing, maths and phonics: <i>30% of disadvantaged pupils in Hannah More Infants and 12% of disadvantaged pupils in Grove Junior School, are also on the SEND register. Not all of these pupils have SEND which is related to their academic difficulties and not all pupils fall within the lowest 20% of each cohort. However, the gaps in their learning should be addressed and any barriers removed, initially with the provision of High Quality First Teaching (HQFT) for ALL.</i></p>






















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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021-2024)**, and how we will measure whether they have been achieved. A number of these ‘intended outcomes’ are also recorded in our school RAPP (Raising Attainment & Progress Plan). These outcomes will be reviewed annually and any amendments or updates will be made to the Strategy Statement and uploaded to our school website in the Autumn Term of each academic year.

Intended outcome	Success criteria
<p>To ensure the schools’ curriculum is highly aspirational and meets the needs of all children, particularly disadvantaged and pupils with SEND, and that they are all well prepared for their next stage of learning.</p>	<ul style="list-style-type: none">  The curriculum is adapted, designed or developed to be ambitious and meet the needs of disadvantaged pupils, including those with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
<p>To rapidly improve rates of progress and attainment as measured by end of Key Stage 2 Assessments, including those children identified as vulnerable (inc. SEND and disadvantaged) and those previously high attaining.</p>	<ul style="list-style-type: none">  Assessment information is used to support key transitions, including EYFS to Year 1 and KS1 to KS2 in order to prevent any dips in attainment.  Data informs Initial identification of pupils who may not have made enough progress from starting point to inform teacher observation, intervention, mentoring and AfL strategies in class teaching. PPMs/Data drops indicate a return to expected attainment.  The attainment of almost all groups of pupils is in line with or exceeding national averages or, if below these, it is improving rapidly.
<p>To ensure the school’s curriculum extends beyond the academic, ensuring that all children, including the most disadvantaged, have access to a wide, rich set of experiences.</p>	<ul style="list-style-type: none">  Curriculum coverage and progression are secure, content is aspirational and support is given where needed to ensure this.  Consider and develop the range and variety of opportunities available to children in order to help nurture, develop and stretch their talents and interests, such as after school clubs, musical instruments etc...  Mapping of the personal development opportunities available to all children ensuring that they extend beyond the academic and that all children have access to a wide, rich set of experiences.  The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.  Opportunities for pupils to develop their talents and interests are of exceptional quality.  There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.  Bursaries for sports clubs and music tuition are offered to those disadvantaged.
<p>Following staff training (Sharing of film from Marc Rowlands session on 22nd June) school identifies the main changes in their classrooms and across their school that they need to make in practice to ensure the very best provision for disadvantaged pupils.</p>	<ul style="list-style-type: none">  All staff know and understand the implications of disadvantage for pupils in their class and make deliberate decisions to improve provision.  Strong school identification of disadvantaged pupils and their individual needs.  School contribution to MAT outcomes for disadvantaged pupils is understood.

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<p>To carefully monitor and assess the impact of COVID-19 on children’s learning and wellbeing, providing support where needed.</p>	<ul style="list-style-type: none">  All children disadvantaged by the pandemic are provided with the correct support, ensuring they make rapid progress and achieve the best possible outcomes.  Teaching approaches are adapted so that they are inclusive and reflective of our children’s needs.  Strong support is in place for children’s wellbeing and all families significantly impacted by the pandemic are signposted to external agencies as required.
<p>Nurture, pastoral support and the wider curriculum is developed to address the needs of children returning to school after the coronavirus pandemic.</p>	<ul style="list-style-type: none">  The school’s offer of Early Help is well developed and communicated to all stake holders.  Pastoral Support Plans are in place for vulnerable children.  Relevant staff are trained in appropriate therapies and interventions where possible.  The school’s website is well developed and support clearly signposted.  Children’s needs are identified early and support is provided as necessary.  Identification of pupils who seem to be displaying increased anxiety or stress.  Routines are established to check emotional/physical wellbeing.
<p>Teach pupils how to build their confidence and resilience; for example, share stories and positive role models / focused PSHE sessions.</p>	<ul style="list-style-type: none">  The curriculum and the school’s effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.  Children develop the above and knowledge so that they can keep themselves mentally healthy.  The school provides high-quality pastoral support to pupils.
<p>Early Years: Following staff training on early communication (provided by English hub and network) school identifies the main changes in their classrooms that they need to make in practice to ensure the very best provision for all pupils and especially any disadvantaged pupils.</p>	<ul style="list-style-type: none">  All staff know and understand the implications of developing high quality communication across the setting, with particular reference to disadvantaged children in their class and make deliberate decisions to improve provision.
<p>Diagnostic assessment is used to identify key gaps and leads to the implementation of systematic catch up sessions, for example in phonics.</p>	<ul style="list-style-type: none">  In the Early Years, the disadvantaged gap is narrowed before it has chance to grow.  In other year groups the gap is closing through targeted purposeful intervention to support progress.
<p>An effective programme and system of assessment, including SS, Reading Age, Reading Speed and fixation time, is undertaken to help generate a detailed insight into each child’s reading ability.</p>	<ul style="list-style-type: none">  L’explore Analytics and NFER assessments are fully utilised to ensure an excellent programme of reading support and development are in place.  A rigorous and sequential approach to the reading curriculum develops children’s fluency, comprehension, confidence and enjoyment in reading.  Reading books connect closely to the phonics knowledge children are taught when they are learning to read.  Children read widely and often, with fluency and comprehension appropriate to their age.  Personalised programmes of reading intervention and support are in place.

Activity in this academic year

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: £7,180.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
All ECTs successfully complete their first year of the ECF £Funded	Early Career Framework	1, 2, 6 & 7
Whole school phonics training including SSP lowest 20% intervention training for teaching support staff £975.00	DfE Reading Framework 2021	1, 3 & 7
NELI (Nuffield Early Language Intervention) training for our Foundation Stage Teachers and Support Staff to ensure early language acquisition. £Funded Staff CPD time	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021 EEF: Closing the Attainment Gap Key Lessons Learned https://www.teachneli.org/	2, 3 & 7
Pupil Premium Champion leadership time to support: <ul style="list-style-type: none"> • Quality of teaching in classrooms / year groups. • Effectiveness / impact of interventions. • Monitoring of pupil progress. 12 days - £3000.00	EEF: Closing the Attainment Gap Key Lessons Learned	1, 2, 3, 5, 6 & 7
Contribution to LSP Centre of Professional Development to support staff CPD in the following areas: <ul style="list-style-type: none"> • Subject networks • Literacy Tree (English) • Instructional coaching • Pedagogy • Curriculum Development £1575.00	EEF: Closing the Attainment Gap Key Lessons Learned	1, 2, 3, 5, 6 & 7

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<p>Completion of ‘One Page Profiles’ and ‘Provision Maps’ for all disadvantaged pupils. This should ensure that teachers and support staff have a full understanding of each pupils’ barriers to learning and can adapt teaching to meet their needs.</p> <p>£Staff Time</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	<p>1, 2, 3, 5, 6 & 7</p>
<p>Purchase of standardised diagnostic assessments (NFER for Y3-6, SATs for Y2 and Y6)</p> <p>£980.00</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£Staff Meeting Time</p>	<p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	<p>6 & 7</p>
<p>Mental Health training for support staff:</p> <p>£Funded – Government funding for all schools in UK</p> <p>Staff Training Time (supply costs) – approx.</p> <p>£200</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> <p>Gov press release</p>	<p>5</p>
<p>Unlocking Reading Fluency</p> <p>£200.00</p> <p>Mangotsfield Primary English Hub</p> <p>£250.00</p> <p>£Staff time</p>	<p>DfE Reading Framework 2021</p> <p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p> <p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	<p>1, 2, 3, 6 & 7</p>

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

Budgeted cost: £38,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Fluency' interventions to support early reading development and fluency</p> <p>Training: £500.00</p> <p>Staffing costs for delivery of interventions: £10,000.00</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p> <p>EEF Making effective use of TAs</p>	2, 3, 6 & 7
<p>Daily 1:1 reading and/or phonics intervention, precision teaching, for disadvantaged pupils.</p> <p>£18,500.00</p>	<p>DfE Reading Framework 2021</p>	2, 3, 6 & 7
<p>Pre teaching for pupils: Structured pre-teaching to stop learning gaps before they open.</p> <p>£4,500.00</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p> <p>EEF Making effective use of TAs</p>	2, 3, 6 & 7
<p>Post teaching for pupils: Structured post-teaching to close learning gaps before they open. – Recovery Curriculum</p> <p>£4,500.00</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p> <p>EEF Making effective use of TAs</p>	2, 3, 6 & 7

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

Budgeted cost: £12,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to monitor attendance of all pupils but attendance of disadvantaged pupils to be shared with Inclusion Lead.</p> <ul style="list-style-type: none"> • Weekly reviews of attendance data • 3 weekly reviews of individuals • Termly reviews of attendance with Education Welfare Officer • Regular supportive meetings with families to support attendance <p>£SLT Release Time</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	3 & 6

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<p>Pastoral Lead to support with mental health and well-being:</p> <ul style="list-style-type: none"> • Providing weekly check-ins • Opportunities to talk and unpick emotions • Liaison with parents and class teachers • Bereavement • Anxiety • Separation / divorce • Aces <p>£8,800.00</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> <p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	5
<p>Pastoral support for families that includes support from Inclusion Lead, accessed via Early Help, in the following areas:</p> <ul style="list-style-type: none"> • Behaviour • Sleep • Housing • Young carers <p>£SLT / Inclusion Time</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> <p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	3 & 5
<p>Subsidise educational visits and camps to enrich the curriculum for all children.</p> <p>£1,500.00</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> <p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	5
<p>Fund places at extra-curricular clubs</p> <p>£500.00</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> <p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	5
<p>Subsidised Music tuition to enrich the extra-curricular activities / opportunities for all children.</p> <p>£1,200.00</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> <p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	5
<p>Subsidised school uniform and PE kit, to ensure all children feel part of our school family.</p> <p>£500.00</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p> <p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	5
<p>Speech and Language support from NHS Services, – Anna Yandell Speech and Language Therapist</p> <p>£0.00 NHS Funded</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p> <p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	1 & 2

Total budgeted cost: £57,680.00

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Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes





This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, the following analysis is taken from our own internal assessment using End of Key Stage Assessments (2019), NFER standardised tests and where appropriate Teacher Assessment. The following data includes our 'Service Premium' Children.

End of KS1 attainment (3 children, including 1 Service Premium & 1 EHCP – 6% of cohort):

-  33% of PP in Year 2 achieved Expected Standard + in Reading (0% at Greater Depth).
-  33% of PP in Year 2 achieved Expected Standard + in Writing (0% at Greater Depth).
-  33% of PP in Year 2 achieved Expected Standard + in Maths (0% at Greater Depth).
-  33% of PP in Year 2 achieved combined Expected Standard + in Reading, Writing and Maths.

End of KS2 attainment (7 children – 15% of cohort):

-  86% of PP in Year 6 achieved Expected Standard + in Reading (57% at Greater Depth).
-  100% of PP in Year 6 achieved Expected Standard + in Writing (57% at Greater Depth).
-  86% of PP in Year 6 achieved Expected Standard + in Maths (29% at Greater Depth).
-  86% of PP in Year 6 achieved combined Expected Standard + in Reading, Writing and Maths.

This data shows that the overwhelming majority of our disadvantaged learners transitioned from Year 6 to Year 7 at the expected standard or better. Therefore, ensuring they start their secondary education with a strong foundation. Although our Year 2 (KS1) disadvantaged data appears to be not as strong, this was a small number of children with one child now attending specialist provision. However, support is still required to ensure both the remaining children reach the expected standard by the end of Year 3. This will be a focus during pupil progress meetings and SEN surgeries, both of which will identify ways in which these pupils can be supported to make accelerated progress and to access the planned provision as set out in this strategy.

Although not listed for all Year Groups in this document, internal assessment, including NFER standardised tests, during 2020 to 2021 indicates that the performance of disadvantaged pupils was slightly below those identified as non-disadvantaged across key areas of the curriculum. In some Year Groups, children increased and improved their attainment from previous years and this should be celebrated. However, some pupils did not maintain their previous levels of attainment. This inconsistency in attainment and / or expected progress can be primarily attributed to by the impact of Covid-19, which disrupted all subject areas to varying degrees. Schools across the U.K. have experienced unprecedented levels of school absence by pupils and teachers alike, from either contracting the Covid-19 virus, isolating due to clinical vulnerabilities, isolating due to exposure and / or enforced national lockdowns. As educators, we know all absences from school have an impact on teaching and learning but this scale of disruption to learning has not been experienced since World War II. Sadly, these restrictions meant that some our disadvantaged pupils were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions, to the degree we had intended. Across our family of schools, 44% of our disadvantaged pupils attended school during the January – March 2020 Lockdown. The

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remaining 56% of pupils accessed our remote home learning offer via our school website and Microsoft TEAMS. Loan laptops were offered to all of our pupils working remotely so that no child was at a disadvantage. Of the children who received a laptop, 55% of them were pupils categorised as disadvantaged. Of the 56% of disadvantaged pupils remote learning at home, all had places available in school but declined these places in favour of accessing home schooling. To support learning and progress whilst at home, remote intervention groups took place to continue the focussed support which had originally been initiated in Terms 1 and 2 of 2019-2020. This continuation of small group intervention was twofold. 1) to maintain learning and support progress, and 2) to ensure mental health and well-being was supported. As well as accessing our remote learning provision, disadvantaged families who were not accessing learning in school, were contacted at least weekly by a member of staff to ensure that the children had all of the resources they required and that they families were well supported. If anything was needed at home, arrangements for delivery or collection were made. Pastoral services were also made available to families who needed support across the school.





Our assessments and both formal and informal observations and record keeping, indicated that pupil resilience, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions, both in person and remotely, where required. We are continuing to develop our approach to supporting not only our pupils but their families, who have also been impacted by the pandemic. Focussed Pastoral Care has seen a raised profile during the pandemic as a direct response to the needs of our pupils and their families. Our Inclusion lead and Pastoral Lead have been heavily involved in supporting both individual pupils and families who have been negatively impacted by the pandemic. Referrals to The North Somerset Early Help Team and Barnardos 'See, Hear, Respond' initiative spiked and as a family of schools we were required to prioritise support for our pupils and families wellbeing as well as their academic provision. This continues to be a priority and is encompassed in our intended spend for the academic year 2021-2022.

As Marc Rowland (2021 pg. 95) explains in his book, [*Addressing Educational Disadvantage in schools and colleges*](#), ***“disadvantaged pupils were not experiencing a level playing field before the pandemic.”*** He goes on to eloquently explain the same view that we also hold as a family of schools, ***“We must not let the pandemic lower expectations of pupils from disadvantaged backgrounds. They should not become the ‘Covid Cohort’.”*** Supporting all of our pupils in making progress is a key priority for our family of schools and it is our role to ensure that no child is disadvantaged by their background or the Covid-19 pandemic.





This details the impact that our Pupil Premium activity had on pupils in the 2021 to 2022 academic year.

The following analysis is taken from our own internal assessment using End of Key Stage Assessments, NFER standardised tests and where appropriate Teacher Assessment. Where completed, we have also included our SATs data for Year 2 and Year 6 of which the writing was externally moderated. The following data includes our 'Service Premium' Children.

End of KS1 attainment (7 children, including 1 Service Premium – 12% of cohort):

-  71% of PP in Year 2 achieved Expected Standard + in Reading (0% at Greater Depth).
-  71% of PP in Year 2 achieved Expected Standard + in Writing (0% at Greater Depth).
-  71% of PP in Year 2 achieved Expected Standard + in Maths (0% at Greater Depth).
-  57% of PP in Year 2 achieved combined Expected Standard + in Reading, Writing and Maths.

End of KS2 attainment (5 children – 8% of cohort):

-  80% of PP in Year 6 achieved Expected Standard + in Reading (57% at Greater Depth).
-  80% of PP in Year 6 achieved Expected Standard + in Writing (57% at Greater Depth).
-  80% of PP in Year 6 achieved Expected Standard + in Maths (29% at Greater Depth).
-  80% of PP in Year 6 achieved combined Expected Standard + in Reading, Writing and Maths.

This data shows that the overwhelming majority of our disadvantaged learners transitioned from Year 6 to Year 7 at the expected standard or better. Therefore, ensuring they start their secondary education with a strong foundation. Although our Year 2 (KS1) disadvantaged data appears to be not as strong, especially on the combined percentage. Support is required to ensure the remaining children reach the expected standard by the end of Year 3. This will be a focus during pupil progress meetings and SEN surgeries, both of which will identify ways in which these pupils can be supported to make accelerated progress and to access the planned provision as set out in this strategy.

Although not listed for all Year Groups in this document, internal assessment, including NFER standardised tests, during 2021 to 2022 indicates that similarly to 2020-2021 the performance of disadvantaged pupils was slightly below those identified as non-disadvantaged across key areas of the curriculum. In some Year Groups, children increased and improved their attainment from previous years and this should be celebrated. However, some pupils did not maintain their previous levels of attainment. This inconsistency in attainment and / or expected progress should not be primarily attributed to by the impact of Covid-19. This was the first year our pupils had a full year of undisrupted education and other explanations need to be explored. Well-being and absence due to lowered immune systems and unauthorised holidays could be a factor, but further analysis is required and interventions and focused monitoring has been implemented in key Year Groups.

Our assessments and both formal and informal observations and record keeping, indicated that pupil resilience, wellbeing and mental health continue to be significantly impacted in 2021-2022. Absences, increased numbers of children accessing CAMHS and privately funded counselling and CBT. The number of pupils accessing our own Pastoral Support through our own 'in-house' Early Help provision, alongside the increased referrals to 'FRONT DOOR Early Help provision provided by North Somerset and referrals to the School Nursing Team for support around anxiety and sleep difficulties have increased dramatically. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions, both in person and remotely, where required. We are continuing to develop our approach to




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supporting not only our pupils but their families, who have also been impacted by the pandemic and the growing financial difficulties in this current economic crisis. Focussed Pastoral Care has seen a raised profile during 2021-2022 as a direct response to the needs of our pupils and their families. Our Inclusion lead and Pastoral Lead have been heavily involved in supporting both individual pupils and families and we continue to prioritise support for our pupils and families wellbeing as well as their academic provision. This continues to be a priority and is encompassed in our intended spend for the academic year 2022-2023. We hope to implement a “Well-being welcome” for our pupils who are coming to school in a heightened state emotionally and need that time to regulate so that they are ready to learn and ready to succeed. Success will look different for each pupil, but will be success none the less.





This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

The following analysis is taken from our own internal assessment using End of Key Stage Assessments, NFER standardised tests and where appropriate Teacher Assessment. Where completed, we have also included our SATs data for Year 2 and Year 6 of which the writing was externally moderated. The following data includes our ‘Service Premium’ Children.

End of KS1 attainment (6 children – 11% of cohort):

-  67% of PP in Year 2 achieved Expected Standard + in Reading (0% at Greater Depth).
-  33% of PP in Year 2 achieved Expected Standard + in Writing (0% at Greater Depth).
-  83% of PP in Year 2 achieved Expected Standard + in Maths (0% at Greater Depth).

End of KS2 attainment (11 children, including 1 Service Premium – 21% of cohort):

-  56% of PP in Year 6 achieved Expected Standard + in Reading (11% at Greater Depth).
-  60% of PP in Year 6 achieved Expected Standard + in Writing (10% at Greater Depth).
-  78% of PP in Year 6 achieved Expected Standard + in Maths (0% at Greater Depth).
-  44% of PP in Year 6 achieved combined Expected Standard + in Reading, Writing and Maths.

This data shows that the overwhelming majority of our disadvantaged learners transitioned from Year 6 to Year 7 at the expected standard or better. Therefore, ensuring they start their secondary education with a strong foundation. Our Year 2 (KS1) disadvantaged data appears to be less strong for writing. Support is required to ensure the remaining children reach the expected standard by the end of Year 3. This will be a focus during pupil progress meetings and SEN surgeries, both of which will identify ways in which these pupils can be supported to make accelerated progress and to access the planned provision as set out in this strategy.

Although not listed for all Year Groups in this document, internal assessment, including NFER standardised tests, during 2022 to 2023 indicates that similarly to 2021-2022 the performance of disadvantaged pupils was slightly below those identified as non-disadvantaged across key areas of the curriculum. (In Year 3, disadvantaged pupils made better progress than non-disadvantaged in reading and writing and this should be celebrated!) In some year groups, children increased and improved their attainment from previous years and this should be celebrated. However, some pupils did not maintain their previous levels of attainment. This inconsistency in attainment and / or expected progress should not be primarily attributed to by the impact of Covid-19. This was the second year our pupils had a full year of undisrupted education and other explanations need to be explored. Well-being and absence could be a factor. We are noticing a correlation between our disadvantaged pupils and persistent absence

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(attending less than 90%.) Our Attendance Champion and Educational Welfare Officer (EWO) and working closely with families to try and reduce our numbers of persistent absentees, but sadly a legacy from COVID is that parents are still hesitant about sending their children to school when they are mildly ill. Or simply do not hold school attendance in high regard.

Our assessments and both formal and informal observations and record keeping, indicated that pupil resilience, wellbeing and mental health continue to be significantly impacted in 2022-2023. Absences, increased numbers of children accessing CAMHS and privately funded counselling and CBT continue to rise. The number of pupils accessing our own Pastoral Support through our own 'in-house' Early Help provision; increased referrals to 'FRONT DOOR Early Help' provision provided by North Somerset; referrals to the School Nursing Team for support around anxiety and sleep difficulties, have increased dramatically for a second year running. The impact was particularly acute for disadvantaged pupils. We are using Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions, both in person and remotely, where required. We are continuing to develop our approach to supporting not only our pupils but their families, who were impacted by the pandemic and now the growing financial difficulties in this current economic crisis. Pastoral Care saw a raised profile during 2021-2022 as a direct response to the needs of our pupils and their families and continued to be prominent in 2022-2023. Our Inclusion lead, Deputy Head and Pastoral Lead have been heavily involved in supporting both individual pupils and families and we continue to prioritise support for our pupils and families wellbeing as well as their academic provision. This continues to be a priority and is encompassed in our intended spend for the academic year 2023-2024. We are implementing a "Well-being welcome" during 2023-2024 for our pupils who are coming to school in a heightened state emotionally and need that time to regulate so that they are ready to learn and ready to succeed. This is being "topped up" by our school budget because support in this area across our family of schools is increasing exponentially and we need to support our pupil's wellbeing in order for them to access any learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Jigsaw- PSHE from EYFS-Y6	Jigsaw
Times Table Rock Starts (TTRS)	Maths Circle
Letter Join	Green and Tempest Ltd.
Lexplore Reading	Lexplore Analytics
Bug Club	Active Learn
CanDoMaths	Can Do Maths
Unlocking Letters and Sounds Phonics Programme	Unlocking Letters and Sounds
Positive Playtime Masterclass	Therese Hoyle

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	Our Service pupils were included, where appropriate, in the support and opportunities mentioned above, for our disadvantaged pupils. Having a 'One Page Profile' and 'Provision Map' enables each pupil to have a personalised approach to support, meeting need when and when it is required.
What was the impact of that spending on service Pupil Premium eligible pupils?	All of our 'Service Premium' pupils are working at the expected standard or working at greater depth in all core subjects.