

Priority Strategy 2025 - 2028

Area of Focus	Year 1	Year 2	Year 3
<p>1.</p> <p>Attendance</p>	<p>School attendance to be above 96%.</p> <ul style="list-style-type: none"> ● Overall last year 96.1% - Grove ● Overall last year 95.7% - Hannah More <p>All vulnerable groups above 90%.</p> <ul style="list-style-type: none"> ● SEND – 92.9%, Grove ● SEND (15) – 90%, Hannah More ● Disadvantaged – 94.2%, Grove ● Disadvantaged (13) – 88.6%, Hannah More <p>PA for all groups below 10%.</p> <ul style="list-style-type: none"> ● 6.2% - Grove ● 6.7% - Hannah More 	<p>School attendance to be above 96%.</p> <p>All vulnerable groups above 91%.</p> <p>PA below 8% in all year groups.</p>	<p>School attendance to be above 97%.</p> <p>All vulnerable groups above 92%.</p> <p>PA for all groups below 20%.</p> <p>PA for whole school below 5%.</p>
<p>2.</p> <p>Raising Standards</p>	<p>The combined ‘EXP’ outcomes for disadvantaged pupils in Grove increases by at least 10% (currently 42% for disadvantaged with no SEND, now 52%) and by at least 20% in Hannah More (currently 30% for disadvantaged with no SEND, now 83%)</p>	<p>School outcomes for priority pupils at least in line with Trust averages.</p> <p>School leaders systematically discuss Priority Learners in all aspects of school improvement.</p> <p>Visit notes discussed and shared.</p>	<p>Disadvantaged outcomes for attainment and progress to be either be in line or above those of non-disadvantaged pupils nationally.</p> <p>Actions by school leaders are having an impact on outcomes for disadvantaged</p>

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	<p>in Year 1 & Year 2 – 6 pupils and 40% in Reception – 5 pupils).</p> <p>The gap between disadvantaged pupils without SEND and those without disadvantage nor SEND closes by at least 10% in Hannah More and 5% in Grove.</p> <p>School visit notes reflect feedback relating to Priority Learners. Yes. This is also a renewed focus for LSP for 25-26 with all SIP visits now being conducted through the lens of three or four priority pupils.</p> <p>Introduction of centralised provision recording for priority (and other vulnerable) pupils on INSIGHT. This work has begun and will need to continue this year.</p>		<p>learners as shown through school visits, pupil progress meetings and data.</p>
<p>3. Whole School Culture</p>	<p>A reviewed and updated behaviour policy will be in place by the end of the year with aligned systems, rewards, behaviour ‘steps’ and language scripts that support a calm, predictable and safe environment for all. The policy is</p>	<p>Leaders continue to embed the new systems and practices, ensuring that new staff are fully trained and that exemplary practice is shared and modelled.</p>	<p>A consistent school culture is evident in all aspects of the school day and tangible to everyone that visits and experiences the school community.</p>

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	<p>being finished at the moment but yes, there are new aligned systems, steps and language in place for all classes. Some pupils have personalised behaviour 'steps' written in consultation with parents.</p>		
<p>4. Transition</p>	<p>Boxall profile data shared for all vulnerable groups. Yes</p> <p>Wellbeing Warriors introduced. Yes</p> <p>Senior Mental Health Lead accreditation secured. Yes</p> <p>Mid-year transition systems in place for all incoming pupils. Yes – buddy system, initial visit prior to starting (where appropriate), conversations with previous school, assessment by class teacher to identify attainment and any obvious gaps in knowledge and skills.</p>	<p>Wellbeing Warriors are established and supporting pupils to be happy and safe (above 90% in pupil survey 2026).</p> <p>Nurture Hub in place and used appropriately by the summer of 2026.</p>	<p>Boxall profiling is systematically used to measure students' perceptions of school and themselves and the data is used by school leaders to inform interventions.</p>
<p>5. Language of aspiration</p>	<p>Training for all school staff in the language and strategies around aspiration planned for Term 3. Yes, this staff meeting took place and the</p>	<p>SIP visits and learning walks observe that language is positive and appropriately ambitious for all pupils.</p>	<p>All stakeholders can talk confidently about the aspiration and ambition we have for all our pupils but those with disadvantage in particular.</p>

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	language discussed and identified is now used in all Pupil Progress Meetings.		Evidence of this can be found in SIP visit notes, LGB meetings and communication with external agencies through the website and interactions within school.
6. Engagement in wider opportunities	All staff know what is on offer to priority learners and how to have these conversations with relevant families. Yes but this needs further work as we are still not reaching some of our families as successfully as we could.	Pupil and parent surveys indicate that more pupils are taking part in the wider offer. AM's 'Listening Project' being carried out this year.	Pupil surveys indicate an increasing number of pupils are taking part in the wider offer.