



The Whiteoak Academies of Hannah More Infants and Grove Juniors



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Pupil Premium & Recovery Premium Strategy Statement 2024-2027

This strategy statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. This is **year two** of three, for a plan that covers the academic years 2024–2027. 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): 177 Grove Juniors (GJ): 229
Proportion (%) of Pupil Premium eligible pupils	Hannah More Infants (HMI): 11.3% (20) Grove Juniors (GJ): 13.1% (32)
Proportion (%) of Service Premium eligible pupils	Hannah More Infants (HMI): 0.0% (0) Grove Juniors (GJ): 1.7% (4)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024 - 2025 (Year 1) 2025 – 2026 (Year 2) 2026 – 2027 (Year 3)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Victoria Reyes (Headteacher, Attendance and Priority Pupil Champion)
Governor / Trustee lead	Mrs Jacci Ramplin & Mrs Di Eveleigh

Funding overview

Detail	Amount	
Pupil Premium funding allocation this academic year	HMI: £21,812.09	GJ: £50,357.50
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<u>HMI: £21,912.09</u>	<u>GJ: £50,357.50</u>
	<u>Total for both Schools: £72,169.59</u>	

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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 ' . 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

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 theand those objectives form the basis for this Strategy Statement. The Whiteoak Academies are located in Nailsea, in North Somerset and have seven 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 are two-form entry and class sizes with a PAN of 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.



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

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.

Challenges











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

Challenge	Detail of challenge
<p>Raising Achievement</p>	<p>Gaps in reading, writing, maths and phonics:</p> <ul style="list-style-type: none"> 81% of priority pupils with no SEND achieved the combined expected standard at the end of 2024/2025 in Grove and 83% in Hannah More. This is a significant increase on 2023-2024 but we still have four pupils in our current Junior cohort not achieving the expected standard in reading which we know is the gateway to all aspects of school life. <p>Low attainment on entry to our Early Years Foundation Stage (EYFS):</p> <ul style="list-style-type: none"> We have some pupils entering the EYFS with knowledge and skills well below their developmental age and stage starts pupils at an educational disadvantage. <p>Language and comprehension skills that are below peers on entry to our Early Years Foundation Stage (EYFS):</p> <ul style="list-style-type: none"> We have some pupils with a lack of early language skills within the early years. This impacts on their ability to hear sounds when practising blending and segmenting, therefore impacting on early reading and fluency.
<p>Whole School Culture</p>	<p>Pupil well-being and social emotional, mental health including emotional self-regulation in order to be ready to learn:</p> <ul style="list-style-type: none"> 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. <p>Consistency in behaviour strategies and classroom routines</p> <p>Safeguarding and welfare issues:</p>

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	<ul style="list-style-type: none"> 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.
Transition	<ul style="list-style-type: none"> Addressing the number of transitions our young people experience daily, as well as the more obvious transitions from key stage or class. Consistency in classroom routines.
Parental engagement	<ul style="list-style-type: none"> Creating a very positive approach to attendance, learning at home and engagement with school. Providing support with behaviour.
Language of aspiration	<ul style="list-style-type: none"> The language and expectations used by all staff and stakeholders is not limiting, not making excuses and of high ambition. Pupils are ready to access the next stage of their learning and life journeys.
Engagement in wider opportunities	<ul style="list-style-type: none"> Overcoming socio-economic barriers for some families to ensure equal opportunities and a wide range of experiences for all priority pupils.

Ultimate objectives for our priority pupils (by the end of 2027):

-  For all to reach the expected standard in reading, writing and maths.
-  To ensure early intervention to support our priority 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 priority pupils, particularly those with EAL, 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 priority 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 all transitions are carefully planned and prioritised, reducing cognitive overload and preparing pupils for the next stage of their learning journey.
-  To ensure high attendance for all pupils.
-  To ensure all pupils have high aspiration and ambition for themselves through the language used by all stakeholders.
-  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.
-  To provide additional academic and extra-curricular opportunities which will support their life chances and life choices.

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

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Area of challenge	Objective	Actions	How will we know we've been successful? (IMPACT)
<p>Raising Achievement</p>	<p>For all to reach the expected standard in reading, writing and maths.</p> <p>To ensure early intervention to support our priority pupils including a high-quality inclusive Early Years education, to close the gap when it is at its narrowest and have the greatest impact.</p> <p>To ensure our priority pupils, particularly those with EAL, have secure and supportive language development including developing reading for academic purposes and for pleasure.</p>	<p>Trust wide focus on disadvantage – everything we do being through the lens of the pupils that need it most.</p> <p>The LSP Pedagogy framework and Walkthrus form part of the CPD for all staff so that high quality teaching is embedded.</p> <p>Starting strong – aiming to close the gap by the end of KS1, including in the phonics test.</p> <p>Implementation of the Pedagogy Framework and of the new Performance Development Policy which supports excellent teaching.</p> <p>Attainment and progress of Priority Learners are tracked carefully and are prioritised in PPMs.</p> <p>All School Improvement visits through the lens of disadvantage rather than a separate visit which focuses on this.</p> <p>Priority Pupil Network to share strategies and research.</p> <p>Use the new library to continue fostering a love of reading for all pupils but particularly those with disadvantage.</p> <p>Investing in staff training and CPD to benefit all pupils but particularly those with disadvantage.</p>	<p>The attainment gap between pupils with and without disadvantage will narrow.</p> <p>A systematic approach to improving outcomes by focusing on the quality of teaching, evidenced through SIP visits and DDIs.</p> <p>Book looks, moderation and student voice indicate that the curriculum is being implemented successfully (e.g. use of the library etc.).</p> <p>Staff use strategies from their T&L toolkits and are responsive to feedback.</p> <p>Priority Pupils are discussed in all interactions with school leaders and impact is noted through records of school visits.</p> <p>Evidence of priority learners being raised in all PPMs – paperwork stored centrally.</p> <p>Staff attendance at CPD sessions (alternate days of the week to facilitate maximum attendance for part time staff).</p>
<p>Whole School Culture</p>	<p>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.</p> <p>To allow our priority 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.</p>	<p>Implementation of Nurture UK strategies including Nurture groups for priority learners.</p> <p>Reduction in amount of time spent in The Hive for priority learners.</p> <p>All schools to consider what makes them welcoming and inclusive through pupil voice.</p> <p>Consistency in behaviour curriculum ensures reduction in cognitive load for all pupils but particularly vulnerable and priority learners.</p>	<p>Student voice will indicate that pupils are happier in schools. This will be through the annual survey.</p> <p>Reduction in behaviour incidents recorded on CPOMS.</p> <p>Reduction in SLT involvement in behaviour escalations.</p> <p>Evidence of proactive measures in place of reactive strategies e.g. use of The Hive, preparing pupils for changes in staffing.</p>

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<p>Transition</p>	<p>To ensure all transitions are carefully planned and prioritised, reducing cognitive overload and preparing pupils for the next stage of their learning journey.</p>	<p>Carry out the Boxall profile for all pupils who are considered vulnerable. Add discussion around outcomes of profiles to PPMs.</p> <p>Data shared with secondary schools so that interventions can begin early in Year 7.</p> <p>Data collection scheduled over the year to measure impact.</p> <p>Systems in place for admitting pupils into school mid-year which support successful transition. Regular check ins for new pupils to mitigate issues which can arise.</p> <p>Transitions between phases (particularly where there is a change of setting) are carefully considered and discussed between school leaders through the lens of the Priority Pupils.</p> <p>Plan for established Nurture Hub within school. (Use of Woodlands.)</p>	<p>Interventions in place, such as Nurture Groups with tailored interventions.</p> <p>Student voice for Year 3 demonstrates that the transition has been smooth.</p>
<p>Parental engagement</p>	<p>To ensure high attendance for all pupils.</p>	<p>New Attendance Policy in place (Sept 2024).</p> <p>Focus on building relationships with families.</p> <p>Develop use of EBSA strategy across the Junior school.</p> <p>Strategic use of EWO/ sanctions so that families are not alienated.</p>	<p>Attendance policy being used effectively to support decrease in absence.</p> <p>Increase in whole school attendance to above 97% by the end of year 3 of the strategy.</p> <p>Decrease Persistent Absenteeism to below 5% by the end of year 3.</p> <p>Attendance for vulnerable groups grows to and remains above 92%.</p>
<p>Language of aspiration</p>	<p>To ensure all pupils have high aspiration and ambition for themselves through the language used by all stakeholders.</p>	<p>CPD for all teachers on the way that pupils are discussed through school leaders' meetings and PPMs.</p> <p>Use of the Trust inset day in February to focus on Priority Pupils.</p>	<p>Staff will regularly use language of high expectations for all pupils.</p> <p>All staff know the expectations of how we discuss pupils so that we are not making excuses.</p>
<p>Engagement in wider opportunities</p>	<p>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.</p> <p>To provide additional academic and extra-curricular opportunities which will support their life chances and life choices.</p>	<p>Prioritise disadvantage pupils for all extra-curricular opportunities, including trips, visiting speakers, leadership opportunities and student voice.</p> <p>Headteachers to ensure that this is a conscious decision for every opportunity and that it is tracked where possible.</p> <p>School has a broad offer which is shared with all.</p>	<p>Student voice will indicate that pupils have opportunities to take part in a range of activities.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-2027)**, and how we will measure whether they have been achieved. A number of these ‘intended outcomes’ are also recorded in our School Development Plan (SDP). 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.

Area of Focus	Year 1	Year 2	Year 3
1. Attendance	<p>School attendance to be above 96%.</p> <p>All vulnerable groups above 90%.</p> <p>PA for all groups below 10%.</p>	<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>
2. Raising Standards	<p>The combined ‘EXP’ outcomes for disadvantaged pupils in Grove increases by at least 10% (currently 42% for disadvantaged with no SEND) and by at least 20% in Hannah More (currently 30% for disadvantaged with no SEND).</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.</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 learners as shown through school visits, pupil progress meetings and data.</p>

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	Introduction of centralised provision recording for priority (and other vulnerable) pupils on INSIGHT.		
3. Whole School Culture	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.	Leaders continue to embed the new systems and practices, ensuring that new staff are fully trained and that exemplary practice is shared and modelled.	A consistent school culture is evident in all aspects of the school day and tangible to everyone that visits and experiences the school community.
4. Transition	Boxall profile data shared for all vulnerable groups. Wellbeing Warriors introduced. Senior Mental Health Lead accreditation secured. Mid-year transition systems in place for all incoming pupils.	Wellbeing Warriors are established and supporting pupils to be happy and safe (above 90% in pupil survey 2026). Nurture Hub in place and used appropriately by the summer of 2026.	Boxall profiling is systematically used to measure students' perceptions of school and themselves and the data is used by school leaders to inform interventions.
5. Language of aspiration	Training for all school staff in the language and strategies around aspiration planned for Term 3.	SIP visits and learning walks observe that language is positive and appropriately ambitious for all pupils.	All stakeholders can talk confidently about the aspiration and ambition we have for all our pupils but those with disadvantage in particular. 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.	Pupil and parent surveys indicate that more pupils are taking part in the wider offer.	Pupil surveys indicate an increasing number of pupils are taking part in the wider offer.

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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: £7,339.28

Activity	Evidence that supports this approach	Challenge
All ECTs successfully complete their first and second year of the ECF £2446.00	Early Career Framework	Raising Achievement
Whole school (and any new members of staff through the year) phonics training including SSP lowest 20% intervention training for teaching support staff £1223.00	DfE Reading Framework 2021	Raising Achievement
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/	Raising Achievement
Middle leaders release time to support: <ul style="list-style-type: none"> Quality of teaching in classrooms / year groups. Effectiveness / impact of interventions. Monitoring of pupil progress. Pupil conferencing 4 days - £1223.00	EEF: Closing the Attainment Gap Key Lessons Learned	Whole School Culture Language of aspiration
Pastoral Support Lead to train as ELSA (Emotional Literacy Support Assistant) £733.00	EEF: Closing the Attainment Gap Key Lessons Learned	Whole School Culture Transition
Completion of 'One Page Profiles' 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.	Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021	Raising Achievement Whole School Culture

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<p>£200.00 (supply cover to support teachers to complete these)</p> <p>Staff meeting time to review and evaluate</p>		Language of aspiration
<p>Staff attendance at LSP Writing, ULS & Precision Teaching INSET – February 2026</p> <p>£1467.00</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p>	<p>Language of aspiration</p> <p>Raising Achievement</p> <p>Whole School Culture</p>

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

Budgeted cost: £44,891.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>‘Fluency’ interventions to support early reading development and fluency</p> <p>Training: £611.00</p> <p>Staffing costs (Learning Partners) for delivery of interventions: £12,232.00</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p> <p>EEF Making effective use of TAs</p>	Raising Achievement
<p>Daily 1:1 reading and/or phonics intervention, precision teaching, for disadvantaged pupils.</p> <p>£21,039.00</p>	<p>DfE Reading Framework 2021</p>	Raising Achievement
<p>Pre teaching for pupils: Structured pre-teaching to stop learning gaps before they open. This may be class teachers covered by supply teachers.</p> <p>£5,504.00</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p> <p>EEF Making effective use of TAs</p>	Raising Achievement
<p>Post teaching for pupils: Structured post-teaching to close learning gaps before they open. This may be class teachers covered by supply teachers.</p> <p>£5,504.00</p>	<p>Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</p> <p>EEF Making effective use of TAs</p>	Raising Achievement

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

Budgeted cost: £19,938.00

Activity	Evidence that supports this approach	Challenge
<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"> • Termly 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>	<p>Parental Engagement</p>

<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>£10,372.00</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>	<p>Whole School Culture</p> <p>Transition</p> <p>Parental Engagement</p>
<p>Wellbeing Lead release time to achieve Senior Mental Health Lead qualification and gain Nurture UK accreditation.</p> <p>4 days - £1152.00</p>	<p>Senior Mental Health Lead training course</p>	<p>Whole school culture</p>
<p>Pastoral support for families that includes support from SENCO/DSL, 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>	<p>Parental Engagement</p>
<p>Subsidise educational visits and camps to enrich the curriculum for all children. (All classes.)</p> <p>£5762.00</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>	<p>Engagement in wider opportunities</p>
<p>Fund places at extra-curricular clubs</p> <p>£576.00</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>	<p>Engagement in wider opportunities</p>
<p>Subsidised Music tuition to enrich the extra-curricular activities / opportunities for all children.</p> <p>£1,383.00</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>	<p>Engagement in wider opportunities</p>
<p>Subsidised school uniform and PE kit, to ensure all children feel part of our school family.</p> <p>£691.00</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>	<p>Whole School Culture</p>

Total budgeted cost: £72,169

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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 2024 to 2025 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 (4 children):

-  50% of PP in Year 2 achieved Expected Standard + in Reading (25% at Greater Depth).
-  50% of PP in Year 2 achieved Expected Standard + in Writing (0% at Greater Depth).
-  50% of PP in Year 2 achieved Expected Standard + in Maths (0% at Greater Depth).

End of KS2 attainment (6 children)

-  50% of PP in Year 2 achieved Expected Standard + in Reading (0% at Greater Depth).
-  67% of PP in Year 2 achieved Expected Standard + in Writing (0% at Greater Depth).
-  67% of PP in Year 2 achieved Expected Standard + in Maths (0% at Greater Depth).
-  50% achieved reading, writing and maths combined expected standard (0% at Greater Depth).

The gap between disadvantaged and non-disadvantaged pupils in Hannah More has closed by 28% between 2024 and 2025. The gap in Grove Junior has not closed and remains over 20% at the end of 2025.

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. Well-being and absence could be a factor. There is a correlation between our disadvantaged pupils and persistent absence (attending less than 90%) with six of our 30 disadvantaged pupils in Grove at less than 90% attendance and only 17% of these achieving the combined expected standard at the end of the year. In the Infant School this was much more successful with only one of our disadvantaged pupils (in KS1) with less than 90% attendance and that pupil achieved the expected standard in all areas.

The Headteacher and Educational Welfare Officer (EWO) are working closely with families to try and reduce our numbers of persistent absentees, reducing the hesitancy around sending their children to school when they are mildly ill.

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.