



PUPIL PREMIUM STRATEGY STATEMENT –2025 – 2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our 3-year pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils in the academic year 2024 – 2025.

School Overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	60.19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2028
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Summer Term 2026
Statement authorised by	Dafydd Lawday
Pupil premium lead	Lizzie Guest
Governor / Trustee lead	John Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,475
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£98,475

Part A: Pupil premium strategy plan**Statement of Intent**

At Grove Primary School, we are deeply committed to ensuring that every child -regardless of their background or starting point. To ensure we are 'bringing out the best in everyone', each pupil has access to a rich, high-quality education that enables them to thrive. We recognise that high proportion of our pupils are eligible for pupil premium funding. However, we have high aspiration for every child.

Nationally, there is an attainment gap between disadvantaged pupils and their peers. Our aim is to narrow this gap while also nurturing a sense of belonging and developing the social and communication skills needed to make a positive contribution. Our school values of 'ready, respectful, safe' create a learning environment that is inclusive, respectful and purposeful. Every pupil is known, supported and challenged to achieve their very best.

Some of our children begin school less ready for learning. This can be compounded by barriers such as limited access to early language, attendance difficulties, and associated behaviour challenges. Children in our EYFS are welcomed with high expectations and high-quality teaching, supported by a high-quality Speech and Language support programme. We believe that when children experience early success and feel understood, they develop the confidence to become independent, motivated learners who can achieve academic and personal excellence.

We understand that many of our pupil premium children have fewer opportunities beyond school to explore their local community and the world around them. Therefore, we provide a creative, progressive and skills-rich curriculum that offers learning opportunities both inside and outside the classroom. These experiences - whether trips, performances, leadership opportunities or community projects enable children to understand and develop cultural capital, curiosity and a deeper understanding of their place in the community

Beyond our curriculum, we have a carefully planned system of pastoral support, including a Thrive Practitioner. Thrive support provides children the space to develop emotional resilience and communicate their feelings with others. For children with more complex issues, a qualified play therapist delivers individual programmes in a designated space.

Our strategy reflects our ethos that disadvantage should never limit potential. The PPG is used creatively to provide a blend of staffing, targeted interventions, and external support to remove barriers to learning. In doing so, we aim to ensure that all children:

- Experience a rich, engaging and inspiring curriculum that prepares every child to make a positive contribution
- Develop a love of reading and learning, enabling them to access the wider curriculum and the world beyond school.
- Benefit from a whole-school culture of inclusion and opportunity, where every pupil is valued, supported and expected to succeed.

Challenges

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

1	ACHIEVEMENT AND PROGRESS As is the national picture, there is an attainment gap between our disadvantaged pupils and their peers in Reading, Writing and Maths. This gap should be narrowed through consistent high quality and adaptive teaching, targeted support and developing resilience. By removing barriers to learning and building confidence, we ensure every child will experience success and take pride in their achievements.
2	BEHAVIOUR AND ATTENDANCE We recognise that some children need additional support to engage positively in school life. We aim to carefully nurture relationships with families to encourage and support with attendance. We will promote emotional regulation and celebrate effort as well as academic progress, inviting families into school to share success. We create a culture in which positive behaviour choices and attitudes to learning are valued.
3	CURRICULUM ENRICHMENT AND WIDER OPPORTUNITIES Some of our children have had fewer opportunities to explore and experience the world beyond school. Grove Primary School is situated in an historically important, thriving town. We are committed to all our children experiencing this and understanding what their community has to offer. We are committed to broadening horizons through hands-on, memorable learning experiences that develop cultural capital and inspire curiosity about the world.
4	ADDITIONAL NEEDS AND ACCESS TO LEARNING A significant number of our disadvantaged learners also have additional needs. We have developed a consistent pedagogical approach that is adaptive, inclusive and responsive to individual need. Through early identification, strong partnerships with external agencies and a relentless focus on progress, pupil needs are met.
5	COMMUNICATION, READING AND VOCABULARY We believe that reading is the gateway to learning but we recognise that on entry to school, some children have delayed language acquisition. This limited early exposure to language and high-quality texts creates barriers to fluency and understanding. Our mission is to give every child the foundations of strong phonics, a love of books and a curriculum that is rich in creative and subject-specific vocabulary.
6	EMOTIONAL WELLBEING AND PASTORAL SUPPORT We understand that some children face personal challenges that can affect their readiness to learn. Our pastoral provision ensures that children feel safe, supported and valued. By providing timely and caring interventions, we help pupils develop emotional resilience and a sense of belonging that underpins their academic and personal growth.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils make accelerated progress and achieve outcomes in line with, or above, their peers nationally.	- The attainment gap between disadvantaged pupils and their peers continues to narrow in Reading, Writing and Maths - Internal assessment data shows that disadvantaged pupils make at least expected progress from their starting points. - Pupil voice and book scrutiny informs leaders' knowledge. Monitoring evidences improved confidence, independence, and pride in learning.
Disadvantaged pupils demonstrate positive attitudes to learning and attend school regularly, supported by a nurturing environment that promotes emotional regulation and engagement.	- Attendance for disadvantaged pupils is above 92% and the number of persistent absentees is reduced. - Behaviour incidents involving disadvantaged pupils decrease term on term. - Pupils show improved focus, engagement, and readiness to learn as evidenced through learning walks and pupil voice.
All disadvantaged pupils access a broad range of enriching and memorable experiences that develop cultural capital and inspire curiosity about the wider world.	- Each year group offers planned enrichment opportunities linked to curriculum themes and values. - Pupil voice reflects increased engagement, enjoyment, and aspiration linked to these experiences. - Disadvantaged pupils are equally represented in all enrichment activities, trips, and leadership roles. - Impact statements capture the purpose of an experience and whether it provides value for money
Disadvantaged pupils with additional needs receive well-adapted teaching. Targeted interventions	High-quality adaptive teaching is evident in all classrooms and monitored through lesson observations.

áensure equitable access to the curriculum and sustained academic progress.	• Individual progress data for SEND and disadvantaged pupils shows improved attainment and closing of gaps. • Interventions are regularly reviewed for impact, with successful strategies embedded into classroom practice.
All pupils, particularly those who are disadvantaged, develop secure phonics knowledge, fluent reading skills, and a love of language that supports learning across the curriculum.	• Disadvantaged pupils achieve or exceed national expectations in early reading and phonics screening. • Reading fluency and comprehension scores for disadvantaged pupils improve termly. • All pupils, including those eligible for PP, engage regularly in reading for pleasure and can discuss books with enthusiasm. • All pupils can discuss their learning using subject-specific vocabulary
Disadvantaged pupils receive timely, high-quality pastoral support that promotes emotional wellbeing, resilience, and readiness to learn.	• Pupils identified for pastoral support demonstrate improved emotional regulation and attendance. • Wellbeing assessments and staff observations show positive changes in confidence, relationships, and engagement. • Parents and carers report improved communication, understanding, and partnership with the school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – ensuring that all disadvantaged pupils have access to high-quality teaching, effective interventions, and swift pastoral support through dedicated leadership and structured time for meetings with vulnerable learners, including those known to Social Care, LAC and PLAC.	The Education Endowment Foundation (EEF) identifies <i>high-quality teaching</i> as the most important factor in improving outcomes for disadvantaged pupils, highlighting that effective deployment of teaching staff and targeted support leads to sustained impact on attainment and progress (EEF, <i>Guide to the Pupil Premium</i>). • The EEF “Teaching and Learning Toolkit” research indicates that <i>targeted small-group and one-to-one interventions</i> can accelerate progress by up to four months when delivered by well-trained staff and closely linked to classroom teaching. • The Department for Education (DfE) “Mental Health and Behaviour in Schools” (2023) guidance emphasises the importance of swift access to pastoral support, effective communication between staff, and collaboration with social care for vulnerable learners. • Evidence from the EEF “Working with Parents to Support Learning” guidance stresses that regular communication and coordinated meetings with families of disadvantaged pupils improve attendance, behaviour, and readiness to learn.	1, 2, 4, 5, 6

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

Budgeted cost: £20500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading – Early Reading and Phonics: Strengthen RWI provision and improve fluency and comprehension across Key Stage 2 through the Fresh Start programme	• The DfE Reading Framework (2023) identifies systematic synthetic phonics and daily reading practice as essential foundations for closing attainment gaps, particularly for disadvantaged pupils. • The EEF “Improving Literacy in Key Stage 1” guidance recommends consistent phonics teaching, supported re-reading, and fluency-building strategies to ensure early success in decoding and comprehension. • The EEF “Improving Literacy in Key Stage 2” report highlights explicit vocabulary teaching, oral rehearsal, and reading for meaning as key in sustaining progress beyond early reading.	1,4,5
Wider Curriculum – Educational Visits and Visitors: Provide all pupils with at least one trip and one visitor experience per term	The EEF “Guide to the Pupil Premium” identifies enrichment and exposure to new experiences as strategies that can build cultural capital, engagement, and motivation—particularly for disadvantaged learners. • The Ofsted Research Review Series (2023) emphasises the importance of an ambitious curriculum that connects new learning to real-life contexts and experiences. • The DfE “Character Education Framework” supports the development of character, cultural awareness, and social confidence through first-hand experiences and community engagement.	2,3,6
Outdoor Provision and Play: Improve outdoor learning spaces, access to high-quality resources, and develop Forest School provision for Key Stage 2 children	• The EEF “Physical Activity in Schools” (2023) evidence summary highlights links between physical play, cognitive performance, and self-regulation. • The DfE “School Sport and Activity Action Plan” (2022) identifies active play and outdoor learning as crucial to improving wellbeing, engagement, and school readiness.	2,3,6

	• The EEF “Social and Emotional Learning in Primary Schools” guidance notes that well-planned outdoor environments enhance collaborative learning, empathy, and resilience—key elements of Honeywell’s values. • Research from the Outdoor Play and Learning (OPAL) Programme demonstrates improvements in pupil behaviour, teamwork, and engagement when schools embed structured play opportunities as part of their daily routine.	
Subscriptions and Learning Resources: Maintain a range of high-quality subscriptions and online platforms to close the attainment gap in core subjects through targeted, engaging learning.	• The EEF “Using Digital Technology to Improve Learning” review notes that targeted use of technology and digital platforms can have a positive impact on attainment, particularly when used to supplement, not replace, quality teaching. • The DfE “EdTech Strategy” (2022) supports the use of evidence-informed online tools to improve accessibility and individualised learning pathways. • Research in the EEF “Closing the Attainment Gap” report identifies the use of structured resources, clear feedback systems, and consistent monitoring as effective in accelerating progress for disadvantaged pupils. • Subscriptions (e.g., White Rose Maths, Spelling Shed, Times Tables Rock Stars) promote repetition, practice, and motivation—helping to reinforce classroom learning and reduce gaps in fluency.	1, 4, 5
Develop the outdoor learning provision for EYFS to extend learning beyond the classroom	• The Strong Foundations in the First Years of School (published October 2024) emphasises that “what children learn when they are young has a profound and lasting impact” and that schools must ensure children develop the foundational skills needed by the end of Key Stage 1. • The Early Years Foundation Stage Statutory Framework (2025) (effective September 2025) sets out updated standards for school-based early years provision, emphasising that children must	1, 3, 4, 5

	be equipped with the knowledge, skills and disposition to thrive. • The Education Endowment Foundation (EEF) “It’s called the Foundation Stage for a reason: the crucial importance of the early years” article demonstrates the scale of the disadvantage gap at the start and the importance of early targeted foundations. • Outdoor learning and high-quality play environments provide vital opportunities for vocabulary development, problem-solving, physical development and social interaction—key dimensions of early success in school and beyond.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase access to Play Therapy and trauma support working with an external provider Thrive Practitioner Licence and training x Service Level Agreement with E.W.O	• The EEF “Social and Emotional Learning in Primary Schools” guidance identifies that SEL approaches, including therapeutic interventions, can improve pupils’ social interactions, emotional wellbeing, and academic progress. • The DfE “Mental Health and Behaviour in Schools” (2023) guidance recommends early identification and access to qualified therapeutic support for pupils whose external circumstances affect engagement and attainment. Play Therapy has had a significant impact in this academic year on individual children, evidenced in school case studies	2,5,6

Total budgeted cost: £98475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context and Previous Year's Outcomes

Analysis of 2024/25 outcomes show that disadvantaged pupils are closing the attainment gap, although this must continue to improve and be sustained. KS2 Writing was externally moderated for the second year and again indicated that Writing is in line with the national average. By the end of KS2, pupil attainment exceeds the national average in Maths. While Year 1 phonics for disadvantaged pupils (58.3%) was below national average (68%), 100% pupils passed at Y2. However, combined attainment at Key Stage 1 and Key Stage 2 was notably below both national and local benchmarks:

- KS1 Combined RWM ARE: 42.8% (national 56%)
- KS2 Combined RWM ARE: 49% (national 61%)
- KS2 Reading ARE: 47% (national 73%)
- KS2 Writing ARE: 73% (national 72%)
- KS2 Maths ARE: 76.4% (national 73%)

However, within individual cohorts, children in receipt of PP funding achieve as well as, or sometimes better than their non PP peers. These figures also reflect a national trend: the cumulative impact of earlier disruptions, including Covid-19, which disproportionately affected disadvantaged pupils' foundational knowledge and confidence, and school specific disruptions. It must also be noted that during the 2024/2025 academic year, the 3-year conversion process to the Mercian Educational Trust was completed. This was after a full school restructure.

Other impact measures of note:

- Each class has experienced a trip or visit, tightly linked to current learning. Whole school experiences, such as Severn Arts storytelling events have ignited interest and raised the profile of individual curriculum subjects
- Bespoke Play Therapy or therapeutic play has been delivered to 10 children at a reduced cost. The therapist is now qualified to deliver specific trauma therapy. A particular example of success in this area: a child (selective mute) is now communicating verbally with individual adults and her peer group for the first time
- As a result of increased interventions with trained adults, PP progress rates are now equivalent to non-PP progress rates in core subjects.
- Attendance for all groups of pupils has increased at each 'point in time' comparison with the previous academic year. PP attendance has increased by +2%.
- Grove Primary attendance is now in-line with the national average (-0.7% compared with -1.6% 23/24) showing that more disadvantaged children access school more regularly. Following school support, some children attend 100% of the time.