

Pupil Premium Strategy Statement – John Clifford School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

School and Funding Overview

Detail	Data
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	100 (26%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2024, April 2025, July 2025
Statement authorised by	Janine Waring, Headteacher
Pupil Premium Leader	Charlotte Julian, Assistant Headteacher
Governor	Matt Roberts

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£147,500

Part A: Pupil Premium Strategy Plan

Statement of Intent

At John Clifford School, we want all children to be the best they can be. 26% of our school population are eligible for the Pupil Premium Grant (PPG) and we want our children on Free School Meals (FSM) to achieve greater than locally and nationally expected.

Identifying the barriers to the children's learning is the first step in planning for and justifying the PPG. This is done through:

- Learning walks
- Data analysis
- Data target setting
- Pupil discussions
- Parental views
- Work and CPD with staff and governors
- Phase meetings
- Governor scrutiny
- Deep dives conducted by WHPT

Essentially, we want the PPG to contribute to many desirable outcomes, such as:

- the **raising of attainment**
- **closing the gaps**
- **accelerating progress**
- **improving the attendance**
- **supporting behaviour**
- increasing the **engagement of our parents** in the education of their children
- increasing opportunities and **broadening the experiences**

This is achieved through quality first teaching, planned adaptation in teaching and learning, internal monitoring of performance, data tracking, attendance scrutiny and reporting to the Local Governing Body. It is also achieved through the employment of additional adults to support all aspects of schooling, trip coverage, after school clubs and sporting clubs. The PPG grant can be used to support the buying of uniform and strategies for engaging parents in the life of the school.

Our key focus is to ensure that all that is offered to children in support of the PPG is evidence based and has a clear part to play in improving attendance, progress, attainment and experiences.

Challenges

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

Challenge number	Detail of challenge
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1	<p>End of key stage data outcomes for John Clifford School, indicates that reading attainment among disadvantaged pupils is below that of nondisadvantaged pupils.</p> <p>In FS, at the end of 2023-2024, 33% (3/9) of disadvantaged children achieved EXS in reading compared to 54% (26/36) of non- disadvantaged children. This was below national and local data.</p> <p>In KS1, at the end of 2023-2024, 33% of disadvantaged children achieved EXS in the Phonics Screening Check compared to 61% of non- disadvantaged children. This was below national and local data.</p> <p><i>Essential Letters and Sounds phonics scheme continued to be embedded, across the Key Stage, one of the main factors for the downward trend in attainment was due to a high percentage of EAL learners and social mobility in the key stage, alongside low starting points.</i></p> <p>In KS1, at the end of 2023-2024, 67% (10/15) of disadvantaged children achieved EXS in reading compared to 62% (22/35) of non- disadvantaged children. This was an improvement on both local and national data (increase of 12%).</p> <p><i>Alongside the teaching of phonics, a focus on comprehension skills and providing disadvantaged children with the opportunity to read more frequently at school than their non-disadvantaged peers supported the progress that the children made. This is an increase of 17% from 2022-2023.</i></p> <p>In KS2, at the end of 2023-2024, 59% (11/23) of disadvantaged children achieved EXS in reading compared to 78% (31/37) of non- disadvantaged children. This was below national and local data.</p> <p><i>A focus on the teaching of inference skills supported the progress that the children made. This is an increase of 4% from 2022-2023.</i></p>
2	<p>End of key stage data outcomes for John Clifford School, indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>

In FS, at the end of 2023-2024, 33% (3/9) of disadvantaged children achieved EXS in writing compared to 75% (27/36) of non-disadvantaged children. This was below national and local data but, is a 8% increase on last year

The introduction of the Essential Letters and Sounds phonics scheme supported the children in accessing quality teaching and learning of phonics to support writing. Talk for Writing was introduced into EYFS last year, and is now becoming embedded in practise this year.

In KS1, at the end of 2023-2024, 66% (12/15) of disadvantaged children achieved EXS in writing compared to 51% (18/35) of non-disadvantaged children. This was an improvement on both national and local data and is an increase of 16% on last years data.

Talk for Writing is now embedded in KS1 and is demonstrating great successes for many children. This is now being differentiated to support individual children where required. Regular writing interventions have supported in diminishing the difference between the two groups.

In KS2, at the end of 2023-2024, 58% (10/23) of disadvantaged children achieved EXS in writing compared to 77% (25/37) of non-disadvantaged children. This was below national and local data however, this is an 23% increase on last years data.

Talk for Writing is becoming embedded into KS2 and has been adapted to support the teaching of writing for children in UKS2. We had a Tutor to support key groups of children across Year 6.

In KS2, at the end of 2023-2024, 52% (12/23) of disadvantaged children achieved EXS in SPAG compared to 71% (33/37) of non-disadvantaged children. This was below national and local data.

A whole school approach to the teaching of SPAG within the Talk for Writing structure is now becoming embedded, which will further support the progress and attainment of the children.

3	<p>End of key stage data outcomes for John Clifford School, indicates that attainment in mathematics among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>In FS, at the end of 2023-2024, 33% (3/9) of disadvantaged children achieved EXS in mathematics compared to 77% (28/37) of non-disadvantaged children. This was below national and local data.</p> <p><i>The utilisation of a range of manipulatives to support learning in maths was brought through into continuous provision. Similarly, the use of intervention supported the gaps in attainment being reduced for 40% of the children.</i></p> <p>In KS1, at the end of 2023-2024, 66% (8/15) of disadvantaged children achieved EXS in mathematics compared to 65% (23/35) of non-disadvantaged children. This was below national and local data but is a 16% increase on last year.</p>
	<p><i>A focus on reasoning in maths saw an increase in the raw scores being attained in the reasoning SATs papers. The teaching strategies implemented will continue to be used next year.</i></p> <p>In KS2, at the end of 2023-2024, 52% (12/23) of disadvantaged children achieved EXS in mathematics compared to 72% (27/37) of non-disadvantaged children. This was below national and local data. However, the percentage of disadvantaged children achieving EXS in mathematics has risen by 12% since last year.</p> <p><i>A focus on reasoning in KS2 has supported good progress in this area. The development of the use of manipulatives across all phases in school is beginning to secure solid foundations in key knowledge.</i></p>
4	<p>In school assessments and discussions with parents and carers have identified social and emotional issues for many children, notably due to lack of engagement with remote learning, social life, and lack of enrichment opportunities during previous school closures. These challenges particularly affect disadvantaged pupils socially, emotionally and with their classroom attainment.</p> <p>19 pupils (13 of whom are disadvantaged), currently require additional nurture support with social and emotional needs on a daily basis to support their integration into learning in the classroom.</p>

Intended Outcomes

Intended outcome	Success criteria
<p>Improved reading attainment amongst disadvantaged pupils across all phases in school.</p>	<p>National Data for pupils in receipt of PPG will be available on the 10th October 2024.</p> <p>The agreed aspirational targets from 2023-2024 have been included in the report for 2024-2025 as these will form the basis for any amendments alongside national average for disadvantaged pupils.</p> <p>National data for 2023-2024 indicated that 70% of disadvantaged children achieved the expected standard for reading, decoding and comprehension skills at the end of EYFS. At John Clifford School this was 33% (3/9). This is a gap of 43% below.</p>

	<p>The end of EYFS aspirational target for reading in 2024-2025 has been set at 70%, which will see an increase of 47% from 2023-2024, narrow the gap between school and national by 42% and bring us above the national expectations of 2023-2024 (subject to increase for 2023-2024).</p>
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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.

	<p>National data for 2023-2024 indicated that 68% of disadvantaged children passed the Phonics Screening Check at the end of Year 1. At John Clifford School this was 33%. This is a gap of 35% below.</p> <p>The end of KS1 aspirational target for reading in 2024-2025 has been set at 72%, which will see an increase of 8% from 2023-2024, and continue to exceed national expectations set in 2022-2023.</p> <p>National data for 2022-2023 indicated that 54% of disadvantaged children achieved the expected standard for reading at the end of KS1. At John Clifford School in 2023-2024 this was 66% (10/15) which outperforms the national attainment for disadvantaged pupils by 12%.</p> <p>National data for 2023-2024 indicated that 62% of disadvantaged children achieved the expected standard for reading at the end of KS2. At John Clifford School this was 52% (12/23). This is a gap of 10% below.</p> <p>The end of KS2 aspirational target for reading in 2024-2025 has been set at 65%, which will see an increase of 14% from 2023-2024, narrow the gap between school and national by 10% and bring us above national expectations 2023-2024 (subject to increase for 2024-2025).</p>
<p>Improved writing attainment amongst disadvantaged pupils across all phases in school.</p>	<p>National data for 2023-2024 indicated that 70% of disadvantaged children achieved the expected standard for writing skills at the end of EYFS. At John Clifford School this was 33% (3/9). This is a gap of 37% below.</p>

The end of EYFS aspirational target for writing in 2024-2025 has been set at 70%, which will see an increase of 37% from 2022-2023, narrow the gap between school and national by 37% and bring us inline with the national expectations of 2023-2024 (subject to increase for 2025-2026).

National data for 2023-2024 indicated that 44% of disadvantaged children achieved the expected standard for writing at the end of KS1. At John Clifford School this was 53% (8/15). This is a gap of 9% above national attainment for disadvantaged children.

The end of KS1 aspirational target for writing in 2024-2025 has been set at 69%, which will see an increase of 17% from 2023-2024, and bring us above national expectations 2023-2024.

National data for 2023-2024 indicated that 58% of disadvantaged children achieved the expected standard for writing at the end of KS2. At John Clifford School this was 41% (10/24). This is a gap of 17% below.

The end of KS2 aspirational target for writing in 2024-2025 has been set at 63%, which will see an increase of 28% from 2023-2024, narrow the gap between school and national by 23% and bring us above national expectations 2023-2024 (subject to increase for 2024-2025).

<p>Improved maths attainment amongst disadvantaged pupils across all phases in school.</p>	<p>National data for 2023-2024 indicated that 77% of children achieved the expected standard for mathematics skills at the end of EYFS. At John Clifford School this was 33% (3/9). This is a gap of 37%.</p> <p>The end of EYFS aspirational target for mathematics in 2023-2024 has been set at 77%, which will see an increase of 45% from 2023-2024, narrow the gap between school and national by 35% and bring us in line the national expectations of 2023-2024 (subject to increase for 2024-2025).</p>
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	<p>National data for 2023-2024 indicated that 56% of disadvantaged children achieved the expected standard for mathematics at the end of KS1. At John Clifford School this was 53% (8/15). This is a gap of 3% below.</p> <p>The end of KS1 aspirational target for mathematics in 2023-2024 has been set at 69%, which will see an increase of 16% from 2023-2024, narrow the gap between school and national by 6% and bring in line with national expectations 2023-2024.</p> <p>National data for 2023-2024 indicated that 59% of disadvantaged children achieved the expected standard for mathematics at the end of KS2. At John Clifford School this was 50% (12/24). This is a gap of 9% below and a 10% increase on 2022-2023</p> <p>The end of KS2 aspirational target for mathematics in 2024-2025 has been set at 63%, which will see an increase of 23% from 2023-2024, narrow the gap between school and national by 19% and bring us in line/just with national expectations 2023-2024 (subject to increase for 2024-2025).</p>
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<p>The wellbeing for all pupils in our school, particularly those identified within the most disadvantaged group will have been achieved and sustained.</p>	<p>High levels of wellbeing in 2024/2025 will be demonstrated by:</p> <ul style="list-style-type: none"> - Increased participation of extra-curricular activities, particularly among disadvantaged pupils. This is monitored by the PE Lead. - In 2023-2024, 63% (63/100) of PPG children partook in extra curricular activities, the target set for 2023-2024 was 60%. We achieved the target set last academic year. The target set for 2024-2025 is 70% - Increased classroom curriculum participation from those children involved in nurture. This is monitored by the Nurture Lead.
<p>To increase attendance for all PPG children from 92.7% (2023-2024) and further close the</p>	<p>Increase in attendance for those children in receipt of PPG by:</p> <ul style="list-style-type: none"> - The reintroduction of Breakfast club to support some children in coming to school on time and prepared for the start of the school day. - The introduction of a variety of Morning Clubs in Autumn 2 2024-2025, to support children in coming to school on time and prepared to start the school day.
<p>gap between PPG and non-PPG children of 1.7%</p>	<ul style="list-style-type: none"> - Close monitoring of attendance to identify trends and to communicate with families to identify barriers to attendance.

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: £48,878.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Staff CPD - Continued whole staff development in approached to teaching core reading comprehension skills.</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Staff CPD - Development of writing across all subject areas in school, allowing opportunity for children to practice writing skills in all curriculum areas.</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Staff CPD - Continued refinement of whole school implementation of the Talk for Writing approach to writing. With a focus on greater depth writers.</p>	<p>Talk for Writing EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Staff CPD - Continue to develop our maths teaching and curriculum, focusing closely on closing gaps in knowledge from previous years utilising the DfE Ready to Progress Criteria.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £63,989.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
All allocated leadership time activity focuses on the quality of teaching and learning in UKS2, including small group teaching and intervention.	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
Increased focus on the development of linked homework activities.	Homework EEF (educationendowmentfoundation.org.uk)	1,2,3
Implementation of new homework strategy	Homework EEF (educationendowmentfoundation.org.uk)	1,2,3
Additional targeted support in phonics as part of the Essential Letters and Sounds lessons. Additional daily whole class phonics lessons taught in Y1 to support embedding of skills and to close gaps between disadvantaged and non disadvantaged children.	Phonics EEF (educationendowmentfoundation.org.uk)	1
The implementation of Essential Spelling in Year 2 and Essential Spelling and word Knowledge in Year 3 and 4. To support with spelling.	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1
Additional support for pupils to improve the recall of their times tables in KS2.	Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	3

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

Budgeted cost: £82,058.64

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Nurture Lead employed to work daily with identified children in supporting their social and emotional wellbeing, which in turn supports their integration into the classroom.</p>	<p>Ofsted publication (publishing.service.gov.uk) - Supporting children with challenging behaviour through a nurture group approach</p> <p>The Impact and Cost Effectiveness of Nurture Groups in Primary Schools in Northern Ireland - Full Evaluation Report Department of Education (www.education-ni.gov.uk/publications/impact-and-cost-effectiveness-nurture-groups-primary-schools-northern-ireland-full-evaluation-report)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>ELSA trained member of staff supports the development of emotional literacy of identified as requiring 1:1 support.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Provision of outdoor learning/forest school opportunities for all children, supporting key reading, writing and maths skills. This hands on approach to learning will support in core classroom-based activities.</p>	<p>Curriculum-based outdoor learning for children aged 9-11: A qualitative analysis of pupils' and teachers' views (plos.org)</p> <p>An Evaluation of Forest School in England (forestresearch.gov.uk)</p>	<p>1,2,3,4</p>
<p>The training of an additional DSL.</p>	<p>Keeping children safe in education - GOV.UK (www.gov.uk)</p>	<p>4</p>
<p>CPD for all staff linked to close scrutiny of data through phase meetings.</p>	<p>Full article: Data-based decision-making for school improvement: Research insights and gaps (tandfonline.com)</p>	<p>1,2,3</p>

Total budgeted cost: £ 194,925.80

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Attendance

John Clifford School regards attendance as a high priority for all children. The school Attendance Officer worked closely with families to provide support and challenge where absence was of concern, including those identified as persistent absentees. Home visits were conducted where necessary, and support given to families to enable children to be in school and to be punctual.

Overall, attendance for children in receipt of PPG funding was 92.7% compared to 95% for all groups of children for the 2023-2024 academic year.

The gap between children in receipt of PPG and non-PPG children for the Autumn Term is 1.3%. The strategies for the Spring Term to reduce this 1.3% are:

- To review attendance for all children in receipt of PPG weekly to identify trends in non-attendance.
- Attendance officer, alongside the senior leadership team, to communicate and support families where ever issues with attendance arise.
- Continued invitation for identified children to breakfast club with the aim of increasing attendance.
- Implementation of additional morning clubs to encourage children to come to school.

Assessment and Attainment

Assessments in core subjects, and the continuation of an online standardised testing system has supported in accurate data being obtained at regular intervals for all children, with specific targets being generated for each child. It is clear from our end of year assessments that we now need to ensure that next steps in learning are successfully planned for, assessed and reviewed again so that 'sticky knowledge' as retained for all pupils.

Our SEND assessments were scrutinised for accuracy by the school SENCO and feedback given to support the process of writing school-based plans and assess, plan, do, review proformas, all of which feed into the assessment system for our SEND children.

The introduction of our new whole school phonics scheme has allowed a close monitoring of assessment of every child in EYFS, Year 1 and Year 2 in their progressive phonics knowledge. This now supports intervention being put into place to support identified groups of children where necessary. There was a dip at in the Phonics Screening Results last year, and this was due to many factors. However, children who retook the screening check, 100% of the pupils in receipt of PPG successfully passed the retake. This means that all disadvantaged children moving into KS2 have passed the Screening Check.

The aspirational target set for children in receipt of the PPG in **Reading** is:

EYFS: 60% (3/5).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Additional phonics teaching for whole class daily.
- Identified intervention for children to support with phonic knowledge and application.

Phonics: 66% (6/9).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Additional phonics teaching for whole class daily.
- Identified intervention for children to support with phonic knowledge and application.
- Leadership time given to quality assure teaching of phonics scheme.

KS1: 77% (14/18).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Continued 1:1 and small group reading comprehension interventions for convert EXS to GDS.
- 1:1 and small group support to reduce attainment gap of those not at EXS.

KS2: 65% (10/16).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Additional small group teaching, focusing on identified gaps in knowledge and skills.
- Focus on the teaching of inference skills within all reading lessons.

The aspirational target set for children in receipt of the PPG in **Writing** was:

EYFS: 80% (3/5).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Focus on the use of whole school Talk for Writing strategy, supported by both the writing subject lead and Foundation stage Phase Leader.
- Close moderation in house and within the immediate Family of Schools.

KS1: 77% (11/18). Autumn Term data indicates that 46% (6/13) of children are at EXS. This is a gap of 23%. The strategies for the Spring Term to reduce the gap are:

- Identified intervention groups to support in closing gaps.
- Additional weekly handwriting to develop letter formation and fine motor skills.

KS2: 65% (10/16).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Additional small group teaching, focusing on identified gaps in knowledge and skills.
- Quality first targeted teaching, with a focus on planning to identified gaps in knowledge and skills.

KS2 SPAG: 75% (12/16).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Additional small group teaching, focusing on identified gaps in knowledge and skills.
- Quality first targeted teaching, with a focus on planning to identified gaps in knowledge and skills.

The aspirational target set for children in receipt of the PPG in **Mathematics** was:

EYFS: 80% (3/5).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Continued use of manipulatives, both within taught sessions, and within continuous provision.
- Targeted teaching to increase number of children from EXS to GDS.
- Increase the uptake of Numbots to support in instant recall of key knowledge.

KS1: 69% (11/18). Autumn Term data indicates that 31% (4/13) of children are at EXS. This is a gap of 38%. The strategies for the Spring Term to reduce the gap are:

- Focused small group intervention through quality first teaching to support mathematical knowledge through the use of manipulatives to abstract

understanding. • Increase the uptake of Numbots to support in instant recall of key knowledge.

KS2: 65% (10/16).

This aspirational target will be achieved by a continuation of last year strategies in place to support the most disadvantaged to close gaps between themselves and their non-disadvantaged peers. This provision will be reviewed after the Autumn Data Point.

- Additional small group teaching, focusing on identified gaps in knowledge and skills.
- Quality first targeted teaching, with a focus on planning to identified gaps in knowledge and skills.

- Increase the uptake of TT-Rockstars to support in instant recall of key multiplication knowledge.

Attainment

During 2023-2024, the strategy and support has had some noticeable success, particularly in Key Stage 1 where the most disadvantaged pupils have outperformed their non-disadvantaged peers in Reading and Writing. We have been successful in closing the attainment gap in some subjects, between the most disadvantaged pupils and their non-disadvantaged peers at the end of Key Stage 2 in reading, writing and maths however, this will remain a focus for 2024-2025 with the aim of continuing to close the attainment gap, and bringing this closer to local and national averages. Attainment of children in receipt of the PPG in reading, writing and mathematics will continue to be a focus across school to ensure that we continue to see upward trends for attainment outcomes as these areas are still below national averages across school.

The end of Year 1 phonics screening check outcome had a negative trend this year and this will be addressed by ensuring timely interventions for disadvantaged pupils are taking place in the lessons. However, all of the children in receipt of PPG passed the phonics screening check retakes at the end of Year 2.

EYFS outcomes need to be closely monitored to ensure that children in receipt of PPG make at least expected progress. Last year, the gap between the most disadvantaged pupils and non-disadvantaged pupils grew. However, the number of pupils in receipt of PPG in EYFS for the academic year 2023-2024 was very low (5). This gap needs to be closed to enable a positive start to their Year 1 transition in 2025-2026.

2021-2022	Reading	Writing	Maths
Disadvantaged at ARE	41%	18.25%	24%
Non-Disadvantaged at ARE	53.25%	37%	50%
2022-2023	Reading	Writing	Maths
Disadvantaged at ARE	46%	35%	42%
Non-Disadvantaged at ARE	65%	55%	68%
2023-2024	Reading	Writing	Maths
Disadvantaged at ARE	33%	33%	33%

Non-Disadvantaged at ARE	72%	75%	77%
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Well-being

The number of children accessing Nurture at the beginning of the 2023-2024 academic year were seventeen. These children have all been able to access classroom provision alongside their nurture support. Of those accessing nurture, 50% are on track to achieve EXS in reading, writing and maths, whilst three of the children have closed their gaps considerably in reading and maths. Two children have made accelerated progress in writing.

The target for children accessing extra-curricular school activity has been set at 70% (70/100) for 2024-2025. There are currently 4 clubs running for Autumn 1 with 3 more due to start in the coming weeks.

Well-being continues to be a whole-school priority for 2024-2025. Our in-house nurture team identified 16 children in receipt of PPG throughout the year who required support with their social and emotional skills development.

All children also took part in the daily mile to support active time each day. Evidence suggests that this supports cognitive load and concentration span in the classroom.

Externally Provided Programmes

Programme	Provider