

Pupil Premium Strategy Statement – John Clifford School

This statement details our school's use of pupil 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	340
Proportion (%) of pupil premium eligible pupils	95 (28%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Dec 2025, April 2026, July 2026
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	£147,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£147,000

Part A: Pupil Premium Strategy Plan

Statement of Intent

At John Clifford School, we want all children to be the best they can be. 28% 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
1	<p>End of key stage data outcomes for John Clifford School, indicates that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>In FS, at the end of 2024-2025, 50% (3/7) of disadvantaged children achieved EXS in reading compared to 69% (26/39) of non- disadvantaged children. This was below national and local data.</p> <p>In KS1, at the end of 2024-2025, 42% (5/12) of disadvantaged children achieved EXS in the Phonics Screening Check compared to 78% (25/32) 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 2024-2025, 17% (3/17) of disadvantaged children achieved EXS in reading compared to 69% (22/39) of non- disadvantaged children. This is a decrease of 50% from last year and is also below local and national data.</p> <p><i>This year group has a high percentage of disadvantaged children who have additional social and emotional needs.</i></p> <p>In KS2, at the end of 2024-2025, 41% (7/17) of disadvantaged children achieved EXS in reading compared to 68% (28/41) of non- disadvantaged children. This was below national and local data.</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>

	<p>In FS, at the end of 2024-2025, 25% (2/7) of disadvantaged children achieved EXS in writing compared to 69% (27/39) of non- disadvantaged children. This was below national and local data.</p> <p><i>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.</i></p> <p>In KS1, at the end of 2024-2025, 25% (4/17) of disadvantaged children achieved EXS in writing compared to 52% (29/56) of non- disadvantaged children. This was below local and national data.</p> <p><i>This year group has a high percentage of disadvantaged children who have additional social and emotional needs.</i></p> <p>In KS2, at the end of 2024-2025, 41% (8/17) of disadvantaged children achieved EXS in writing compared to 65% (28/41) of non-disadvantaged children. This was below national and local data however, this is a 5% increase on last years data.</p> <p><i>Talk for Writing is becoming embedded into KS2 and has been adapted to support the teaching of writing for children in UKS2. We had additional support from members of SLT running interventions to support children in achieving the expected standard and closing the attainment gap.</i></p> <p>In KS2, at the end of 2024-2025, 41% (7/17) of disadvantaged children achieved EXS in SPAG compared to 75% (28/41) of non- disadvantaged children. This was below national and local data.</p> <p><i>We have reviewed the teaching of SPAG across school and will be implementing a new scheme to support with the teaching and learning of SPAG in the year 2025-2026.</i></p>
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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 2024-2025, 50% (4/9) of disadvantaged children achieved EXS in mathematics compared to 77% (23/30) 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.</i></p> <p>In KS1, at the end of 2024-2025, 18% (3/17) of disadvantaged children achieved EXS in mathematics compared to 71% (27/39) of non-disadvantaged children.</p> <p><i>This year group has a high percentage of disadvantaged children who have additional social and emotional needs. They will continue to be supported next year.</i></p>
	<p>In KS2, at the end of 2024-2025, 59% (10/17) of disadvantaged children achieved EXS in mathematics compared to 78% (32/41) of non-disadvantaged children. This was below national and local data. However, the percentage of disadvantaged children achieving EXS in mathematics has risen by 19% over the past two years.</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>13 pupils (9 of whom are disadvantaged - 69%), currently require additional nurture support with social and emotional needs on a daily basis to support their integration into learning in the classroom. This group of children is reviewed on a half-termly basis.</p>

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
Improved reading attainment amongst disadvantaged pupils across all phases in school.	<p>National data for 2024-2025 indicated that 60% of disadvantaged children achieved the expected standard for word reading at the end of EYFS. At John Clifford School this was 50% (3/9). This is a gap of 10% below.</p> <p>National data for 2024-2025 indicated that 67% of disadvantaged children achieved the expected standard for comprehension at the end of EYFS. At John Clifford School this was 50% (3/9). This is a gap of 17% below.</p> <p>The end of EYFS aspirational target for reading in 2025-2026 has been set at 70%, which will see an increase of 50% from 2024-2025, narrow the gap between school and national by 17% and bring us above the national expectations of 2024-2025.</p>

	<p>National data for 2024-2025 indicated that 67% of disadvantaged children passed the Phonics Screening Check at the end of Year 1. At John Clifford School this was 41%. This is a gap of 26% below.</p> <p>Local data for 2024-2025 indicated that 53% of disadvantaged children achieved the expected standard for reading at the end of KS1. At John Clifford School in 2024-2025 this was 17% (10/17) and is a negative gap of 36%.</p> <p>The end of KS1 aspirational target for reading for all pupils in 2024-2025 has been set at 70%, which will see an increase of 16% from 2024-2025, and will bring us back in line with results from 2023-2024.</p> <p>National data for 2024-2025 indicated that 75% of children achieved the expected standard for reading at the end of KS2. At John Clifford School this was 60% (35/58). This is a gap of 15% below.</p> <p>Local data for 2024-2025 indicated that 61% of disadvantaged children achieved the expected standard for reading at the end of KS2. At John Clifford School this was 41% (12/23). This is a gap of 20% below.</p> <p>The end of KS2 aspirational target for reading in 2025-2026 has been set at 75%, which will see an increase of 15% from 2024-2025 and bring us in line with national expectations 2024-2025.</p>
Improved writing attainment amongst disadvantaged pupils across all phases in school.	<p>National data for 2023-2024 indicated that 71% of children achieved the expected standard for writing skills at the end of EYFS. At John Clifford School this was 69% (27/39). This is a gap of 2%.</p> <p>National data for 2024-2025 indicated that 55% of disadvantaged children achieved the expected standard for writing skills at the end of EYFS. At John Clifford School this was 25% (3/7). This is a gap of 30% below.</p> <p>The end of EYFS aspirational target for writing in 2025-2026 has been set at 75%, which will see an increase of 5% from 2024-2025, and exceed national expectations of 2024-2025.</p>

	<p>National data for 2024-2025 indicated that 64% of children achieved the expected standard for writing at the end of KS1. At John Clifford School this was 51% (29/56). This is a gap of 13% below national expectations.</p> <p>Local data for 2024-2025 indicated that 47% of disadvantaged children achieved the expected standard for writing at the end of KS1. At John Clifford School this was 23% (4/17). This is a gap of 24% below local attainment for disadvantaged children.</p> <p>The end of KS1 aspirational target for writing in 2025-2026 has been set at 64%, which will see an increase of 13% from 2024-2025, and bring us in line with expectations 2024-2025.</p> <p>National data for 2024-2025 indicated that 72% of children achieved the expected standard for writing at the end of KS2. At John Clifford School this was 62% (36/58). This is a gap of 10% below.</p> <p>National data for 2024-2025 indicated that 47% of disadvantaged children achieved the expected standard for writing at the end of KS2. At John Clifford School this was 29% (5/17). This is a gap of 18% below.</p> <p>The end of KS2 aspirational target for writing in 2025-2026 has been set at 70%, which will see an increase of 8% from 2024-2025, narrow the gap between school and national and bring us in line with national expectations 2024-2025.</p>
Improved maths attainment amongst disadvantaged pupils across all phases in school.	<p>National data for 2024-2025 indicated that 79% of children achieved the expected standard for mathematics skills at the end of EYFS. At John Clifford School this was 69%. This is a gap of 10%.</p> <p>National data for 2024-2025 indicated that 65% of disadvantaged children achieved the expected standard for mathematics skills at the end of EYFS. At John Clifford School this was 50% (5/10). This is a gap of 15%.</p> <p>The end of EYFS aspirational target for mathematics in 2025-2026 has been set at 79%, which will see an increase of 10% from 2024-2025 and bring us in line the national expectations of 2024-2025.</p>

	<p>National data for 2024-2025 indicated that 73% of children achieved the expected standard for mathematics at the end of KS1. At John Clifford School this was 55% (30/56). This is a gap of 18% below.</p> <p>Local data for 2024-2025 indicated that 57% of disadvantaged children achieved the expected standard for mathematics at the end of KS1. At John Clifford School this was 18% (3/17). This is a gap of 39% below.</p> <p>The end of KS1 aspirational target for mathematics in 2025-2026 has been set at 70%, which will see an increase of 15% from 2024-2025, narrow the gap between school and national and bring in line with national expectations 2024-2025.</p> <p>National data for 2024-2025 indicated that 74% of children achieved the expected standard for mathematics at the end of KS2. At John Clifford School this was 72% (42/58). This is a gap of 2% below and a 13% increase on 2022-2023.</p> <p>National data for 2024-2025 indicated that 54% of disadvantaged children achieved the expected standard for mathematics at the end of KS2. At John Clifford School this was 58% (10/17). This is a gap of 4% above and a 17% increase on 2022-2023</p> <p>The end of KS2 aspirational target for mathematics in 2025-2026 has been set at 74%, which will see an increase of 2% from 2024-2025, and bring us in line with national expectations 2023-2024.</p>
The wellbeing for all pupils in our school, particularly those identified within the most	<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. - The target set for 2025-2026 is 70% - Increased classroom curriculum participation from those children involved in nurture. This is monitored by the Nurture Lead.

disadvantaged group will have been achieved and sustained.	<ul style="list-style-type: none"> - Nurture programme has been reviewed and will now work on a half-term cycle of personalised social and emotional health support for children referred by their class teachers.
To increase attendance for all PPG children from 92.3% (2024-2025) and further close the gap between PPG and non-PPG children of 1.2%	<p>Increase in attendance for those children in receipt of PPG by:</p> <ul style="list-style-type: none"> - The continuation of Breakfast club to support disadvantaged children in coming to school on time and prepared for the start of the school day. - Close monitoring of attendance to identify trends and to communicate with families to identify barriers to attendance.

Activity in this Academic Year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,965.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD - Continued whole staff development in approached to teaching core reading comprehension skills.</p> <p>Refinement of reading curriculum to include reading for fluency strategies across school and to increase reading lessons to 5 x a week.</p>	<p>Improving Literacy in Key Stage 2 EEF</p> <p>Fluency EEF</p> <p>Reading comprehension strategies EEF</p>	1
<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</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Preparing for Literacy EEF</p>	2
<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>Refresher training for all school staff including.</p>	<p>Talk for Writing EEF</p> <p>Feedback EEF</p>	1,2

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.	Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	3
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Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,014.52

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	1,2,3
Interventions implemented in the EYFS to support with Oral Blending, language acquisition and fine motor development.	Oral language interventions EEF	1,2
Focus on High quality interactions in the EYFS to promote high levels of language acquisition and Oracy	High-quality interactions EEF	1,2
Mastering Number implemented in EYFS and KS1 to improve attainment in maths, specifically focused on recalling number facts and strong understanding of the number system	Improving Mathematics in the Early Years and Key Stage 1 EEF Mastering Number at Reception and KS1 - trial EEF	3
Increased focus on the development of linked homework activities.	Homework EEF	1,2,3
New homework strategy to be embedded.	Homework EEF	1,2,3

	(educationendowmentfoundation.org.u k)	
<p>Additional targeted support in phonics as part of the Essential Letters and Sounds lessons.</p> <p>Additional daily whole class phonics lessons taught in Y1 to support embedding of skills and to close gaps between disadvantaged and non disadvantaged children. These groups will be streamed across KS1 to encourage the closing of gaps.</p> <p>Additional phonics session will continue to cover the lessons as outlined in Essential Letters and Sounds.</p>	<p>Phonics EEF</p> <p>(educationendowmentfoundation.org.u k)</p>	1
<p>The continued implementation of Essential Spelling in Year 2 and Essential Spelling and word Knowledge in Year 3 and 4 to support with spelling.</p> <p>The implementation of Essential Spelling and Word Knowledge in Year 5 and 6 to support with spelling and to continue to embed previous knowledge.</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Additional support for pupils to improve the recall of their times tables in KS2.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	3

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

Budgeted cost: £67,303.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Ofsted publication (publishing.service.gov.uk) - Supporting children with challenging behaviour through a nurture group approach 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) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	4
ELSA trained member of staff supports the development of emotional literacy of identified as requiring 1:1 support.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
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.	Curriculum-based outdoor learning for children aged 9-11: A qualitative analysis of pupils' and teachers' views (plos.org) An Evaluation of Forest School in England (forestresearch.gov.uk)	1,2,3,4

The training of an additional DSL.	Keeping children safe in education - GOV.UK (www.gov.uk)	4
CPD for all staff linked to close scrutiny of data through phase meetings.	Full article: Data-based decision-making for school improvement: Research insights and gaps (tandfonline.com)	1,2,3

Total budgeted cost: £ 152,282.72

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 92.3% compared to 93.4% for all groups of children for the 2024-2025 academic year. This is positive as the gap between these groups has closed by 1.2%

Successful strategies implemented to enable this have been -

- 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 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' is retained for all pupils. There also needs to be some consideration around the online standardised testing and the reliability of this data and next steps produced from this.

The whole school phonics scheme has continued to be embedded, and new staff have received training for this. There has been a dip in the pass rate for the Phonics Screening check for the 2024-2025 academic year which was due to many factors. The pre-planned interventions were implemented to support with children who are not predicted to pass the check as well as additional phonics lessons being taught in Year One.

	2024		2025	
	Yr 1	Yr 2	Yr 1	Yr 2
Disadvantaged	50%	92%	46%	59%
Non-disadvantaged	67%	85%	77%	82%

In both year groups, the gap between disadvantaged and non-disadvantaged pupils has grown. This is despite the strategies being put in place to close the gap.

The aspirational target set for children in receipt of the PPG in **Reading** for 2024-2025 was:

	Target	Actual
EYFS	60%	50%
KS1	77%	17.6%
KS2	65%	41.2%

Strategies used to support the narrowing of the attainment gap in **Reading** for **2024-2025**

EYFS

- Additional in school reading with class teacher.
- Differentiation support during phonics lessons.
- High profile of reading in the classroom environment encouraging reading to be accessed in continuous provision

KS1

- Continued 1:1 and small group reading comprehension interventions.
- 1:1 and small group support to reduce attainment gap of those not at EXS.
- Additional in school reading with class teacher.
- Differentiated support during phonics lessons.
- Phonics interventions implemented weekly.
- Additional phonics lessons taught by class teachers.
- Children who did not pass the Phonics Screening Check included in additional Y1 phonics lessons to support in closing the attainment gap.

KS2

- Additional small group teaching, focusing on identified gaps in knowledge and skills.

- Focus on the teaching of inference skills within all reading lessons.
- Additional weekly guided reading sessions lead by SLT.
- Additional in class reading with class teacher.

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

	Target	Actual
EYFS	60%	25%
KS1	50%	23.5%
KS2 (writing)	65%	41.2%
KS2 (SPAG)	75%	41.2%

Strategies used to support the narrowing of the attainment gap in **Writing** for **2024-2025**

EYFS

- 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

- Identified intervention groups to support in closing gaps.
- Additional weekly handwriting to develop letter formation and fine motor skills.
- Additional differentiated tasks in lessons delivered through quality first teaching
- Children prioritised for in the moment feedback to deal with misconceptions as they arise.

KS2

- 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

- 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:

	Target	Actual
EYFS	60%	50%
KS1	69%	17.6%
KS2	65%	58.8%

Strategies used to support the narrowing of the attainment gap in **Mathematics** for **2024-2025**

EYFS

- 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

- 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

- 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 areas of noticeable success, however, the end of Key Stage 1 attainment is concerning as there has been a significant downward trend. The group will continue to be monitored into next year to support the closing of gaps.

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 Mathematics however, this will remain a focus for 2025-2026 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 across Key Stage to ensure that as many disadvantaged pupils are entering Key Stage 2 with proficient phonics knowledge.

EYFS outcomes continue 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 closed for both Reading and Mathematics. However, Writing attainment dropped significantly.

The team have met to discuss next steps for this cohort and strategies that can be put in place to support the closing of this gap. This gap needs to be closed to enable a positive start to their Year 1 transition in 2025-2026.

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%
2024-2025	Reading	Writing	Maths
Disadvantaged at ARE	50%	25%	50%
Non-Disadvantaged at ARE	66.7%	69.2%	69.2%

Well-being

The number of children accessing Nurture at the beginning of the 2024-2025 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, this was not met last academic year and the PE leader will be involved in the monitoring of this.

Well-being continues to be a whole-school priority for 2025-2026. Our in-house nurture provision has been adapted to be more responsive to the children's needs with the aim of supporting the development of disadvantaged pupils health and well-being and enabling them to spend more time in their classrooms. The objectives and outcomes of sessions will be based upon Boxall profile targets and will be led by an ELSA trained member of staff. Class teachers are involved in the planning of the sessions and refer pupils to the programme.

The target for children accessing extra-curricular school activity was set at 70% (70/100) for 2024-2025. These have been split into two categories; morning clubs, aiming to improve attendance and punctuality and after school clubs, providing enrichment activities.

	Disadvantaged Pupils Attending
Morning Clubs	50.7% (36/71)
After school clubs.	22% (55/250)

Due to a range of unforeseen factors, this initiative has not been as successful as hoped. For the next academic year, 2025-2026, the office team, PE Leader and class teachers will work together to offer disadvantaged children the opportunity to attend an after-school club.

The JC triathlon remains a whole school priority. All children took part in the daily mile to support active time each day, swimming lessons are undertaken in UKS2 and bikeability sessions take place in Y6. Evidence suggests that this supports cognitive load and concentration span in the classroom.

Externally Provided Programmes

Programme	Provider
Essential Letters and Sounds	Oxford Owl
Mastering Number	NCETM