

Bowerham Pupil Premium Strategy Statement 2024-25

To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, so they are in line with their non- pupil premium peers.

We aim to support all eligible pupils to make good progress and overcome barriers to learning through effective programmes of intervention in teaching and learning, enrichment and pastoral provision. Through robust evaluation if pupil standards the funding has been devolved to enhance the provision for pupils with complex needs both pastorally and academically in order to narrow the gap in attainment and progress against non-pupil premium pupils.

1. Summary Information					
<b>School</b>	Bowerham Primary and Nursery school & Baby Unit				
<b>Financial Year</b>	<b>2023-24</b>	<b>Total PP budget</b>	£149,520	<b>Date of most recent PP Review</b>	June 24
<b>Total number of pupils</b>	479 62 of which are nursery	<b>Number of pupils eligible for PP</b>	PP – 102 chn 20%  FSM – 85 chn 17%  LAC- 16 ch- 3%  Service- 6 chn 1%	<b>Date for next Strategy Review</b>	Oct 24 Feb 25 June 25

2. Current Attainment

23/24	Reading		Writing		GPS		Mathematics		Combined RWM	
NOR 60	%	%	%	%	%	%	%	%	%	%

	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
School TA 24	78%	38%	82%	17%			80%	30%	72%	12%
School Test results	73%	20%	82%	17%	78%	27%	58%	30%	55%	
National headlines <sup>3</sup> for 202	73% →	29% ↓	71% ↑	13% ↑	72% ↑		73% ↓		59% ↑	
FSM	60%	10%	80%	10%	70%	30%	30%	10%	30%	10%
Average Scaled Score School	103		N/A		105		102			
Average Scaled Score National 23	105		N/A		105		104			

### 3. Barriers to learning from analysis of needs carried out by the families team

#### In school barriers

- Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class
- Historical issues surrounding education as a priority- education at home is low and therefore very little reading, vocabulary extension, number work etc
- Narrow life experiences meaning they are unable to access some areas of the curriculum i.e. writing from experiences
- Vocabulary size in early years and KS 1 and 2 – needs increasing to ensuring breadth and narrowing the gap
- Writing stamina
- Attendance can cause a barrier to children's learning.
- Speech and Language difficulties
- Attitude to learning

- Confidence in learning
- Reading fluency

External Barriers

- A small minority have attendance and punctuality issues
- Children within the group have identified welfare needs and have been working with agencies such as social care, CFWB service, CAMHS and other emotional support services including Freedom for Children and CANW, Winston’s Wish, YMCA.
- Issues surrounding age-appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines/ use of YouTube and gaming apps.
- Engagement with families who have several agencies working with them
- Narrow life experiences and aspirations due financial constraints, time, and priority
- Substantial number have screens, computers, and gaming devices in their bedrooms as a result (and also due to parenting boundaries) children are not going out to play or having ‘time’ away from the screen. Lack of parental guidance on Keeping safe online
- School and learning not seen as important or past ‘life school’ experiences impacting on children’s learning
- Screen time narrowing the children’s experience and being used as a babysitter rather than using the screen to broaden and support education
- Overprotective and ‘I want’ parenting giving children the power and decision making
- Lack of face-to-face family time and shared daily experiences
- Cultural Capital low- lack of experiences and activities mean a significant amount of time spent on screens
- Reduction on services and rising thresholds meaning more vulnerable/ struggling families not getting the support they needs

Planned Expenditure

Academic Year- 2024-25

Quality of Teaching for all- Pastoral					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
To reduce the gap of achievement of vulnerable/ PPG groups.	<p>Ensure any gaps in learning are identified and planned for through weekly planning.</p> <p>Friday 'catch up' sessions.</p> <p>8:30am interventions</p> <p>Mapped Matrix of learning for different groups of children and cohort targets developed to support the PPG children if attainment is low.</p> <p>Staff deployment to allocate support and intervention as needed.</p> <p>Use of 'Bugclub' to ensure reading progression and access to further reading for all beyond the school day.</p> <p>Lead SLT member to be the champion for our vulnerable children – LD</p> <p>Focus on reading across the curriculum, with a focus on fluency and breadth.</p> <p>Ensure that disadvantaged children are given opportunities that they may not have access to.</p> <p>Key worker support in each year group - Use of IDL wellbeing to support classroom work</p> <p>LD to track attainment for children on the PPG list.</p> <p>LD to work with families to improve children's outcomes.</p>	School data suggests that PPG achievement is low in certain year groups.	<p>Cohort target analysis.</p> <p>Pupil progress meetings</p> <p>Achievement data</p> <p>Overview of needs</p> <p>Monitoring of use of Showbie/Bug Club/parental communication.</p> <p>LD building relationships with vulnerable families and children.</p> <p>Monitor club participation.</p> <p>Monitor headcount for both participation in extra curr, sporting events and intervention and</p> <p>Each year group to have a key worker champion – monthly meeting with thee staff to ensure the best for those children throughout the year- that person to ensure that</p>	<p>L Denison</p> <p>Jo Banks</p>	

	Continue to Provide financial support for families – working with Jeni Meadows from Citizen Advice		parents and children have all the school info		
To ensure a strong foundation for children at the start of their learning journey	<p>Fund nursery fees in addition to 15 hours universal from 9 months or 2-year-old funding to support families in need.</p> <p>Staff training – interactions/role of the adult, language development</p> <p>Parental workshops alongside child/ren- to increase parental confidence and knowledge</p> <p>Wellcomm assessments and referrals to SALT- with appropriate interventions in place</p> <p>Home learning resources- lending library bags, PSED resources etc.</p>	<p>Vocabulary size relates academic success. EYFS is crucial for increasing breadth</p> <p>Parental engagement has a significant impact on pupil progress and outcomes</p>	<p>Monitoring of Interventions</p> <p>Building strong relationships with parents and children</p> <p>Pupil progress meetings- continuous review</p> <p>Achievement data</p>	EYFS	Termly
To support a continued and successful learning journey for PCLA and Service children	All PCLA to have a PEP to monitor their academic, social and well-being progress ensuring that support and intervention are at the point of need	Evidence shows that tracking progress and well-being can support each child	<p>PEP and using Reach for Care to support parents and carer and Reach2teach.</p> <p>Using the resources of the virtual school</p>		
				Total budgeted cost	62,095.34
<b>Targeted/intervention Support</b>					

Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
Early intervention given for families at the point of need.	<p>To support and monitor referrals. Support is timely, appropriate and focussed on the children making good progress from their starting points.</p> <p>Pastoral team to work with staff and areas of concern to ensure referrals to external agencies when needed.</p> <p>Pastoral support provided to targeted groups as identified by the Overview of Needs in each year group. Building relationships with families to ensure that they can access support.</p>	<p>Families that have early intervention to help meet their needs has a direct impact on outcomes for children. Children cannot learn without their basic- physical and emotional needs being met (Maslows Hierarchy of Needs). Supporting families supports children and helps them to thrive.</p>	<p>Professional contacts list</p> <p>Pastoral meetings</p> <p>Year group meetings and discussion of concerns.</p> <p>TAF meetings</p> <p>Liaising with external agencies.</p> <p>Tracking chronology through CPOMS</p>	SLT and Staff members	
To ensure parents are fully informed of the way children learn so to support the importance and reason for homework and ILP, IILP work at home.	<p>Training and support for parents on how children learn – evidenced based to support work at home and parents being the main educator 20% school and 80% home</p> <p>EYFS to provide targeted workshops to upskill parental knowledge - inviting parents into school to work alongside their child/ren</p> <p>Continue to monitor the use of Tapestry and Showbie (online learning platforms) and the interaction/support from home and school to develop best outcomes for children.</p>	<p>Evidence based of research of metacognition</p> <p>Behaviour training</p> <p>Safeguarding training and online safety training</p>	Monitored through data analysis and overview of needs	JG, UE, LD JB &SLT	termly

Targeted homework to support children to narrow the gap	Homework club and support for children who need to narrow the gap – support for parents to help with the homework and resources in school.	EFF evidence shows high impact and low cost			
Intervention matches accurately the needs of the pupils to improve achievement.  To support children to access the curriculum and make progress towards meeting year group expectations/ expected progress.	Additional resources to support the provision map  Assessment procedures in place to identify specific difficulties and barriers to learning.  Overview of needs  7-year story will identify cohorts and classes that have a larger number so f PPG- extra TA support will be given to support those children and families directly  Tuition support for small groups and 1-1 interventions in order to remove barriers to learning in literacy, maths – areas identified from data e.g. writing groups, comprehension strategies, language development.  Support is timely, appropriate and focussed on the children making good progress from their starting points  EYFS to provide targeted support for children who have narrow life experiences via trips and outings into the local community – children can then draw from these experiences when talking to their peers and later when writing from experiences	Timely and early intervention means gaps can be narrowed before they get wider.  Identifying children who are at risk.  Support and intervention at the time of need and linked to short term and long-term learning targets, progress and achievement	Monitored by SEND team  Support /interventions are monitored and evaluated for effectiveness and progress of the children.  Termly assessment and data overviews	JG and team	termly

Total budgeted cost					£66,117.91
<b>Enrichment</b>					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
To support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities and experiences. Including holiday clubs, sports clubs, musical clubs, uniformed groups	<p>Fund year group trips and as well as residential in year 6</p> <p>Foodbank support</p> <p>Hygiene bank support</p> <p>Work closely with other external charities and support.</p> <p>Make links with Citizen Advice to support families</p> <p>Member of staff within school has gained trustee status for Citizen Advice</p> <p>Poverty proofing for all families</p>	Ensuring that children get the same opportunities regardless of background or financial situation	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p> <p>Staff given up to date training to ensure that children and families are being identified.</p>	Pastoral team and SLT	termly
To support children on PPG to fully for board and lodgings when on school residential	Fund Board and lodges for residential	Ensure no barrier to school residential	All office staff to know and ensure parent are communicated with	Office and pastoral team, SLT	As and when
To support children to learn a musical instrument or other external enrichment clubs where money	Fund music, clubs etc for those children who we have identified as in need and from their barriers and answers in questionnaires	Giving children wider opportunities and experiences gives them aspirations to succeed	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p>	Pastoral team and SLT	Termly



shortage means this is not a priority			PPG children questionnaires		
To ensure that all children are given equal opportunities, and that money is not the barrier.	<p>Providing transport, Uniform, headlice treatment, Christmas presents and other incidentals for families in need. This gives families that otherwise could not afford uniform a sense of belonging.</p> <p>Provide funding for casual club</p> <p>Referrals for families for emergency assistance when needed.</p> <p>Poverty proofing</p>	EEF, although low impact and cost this supports those families who just can't afford it.	Targeted at the point of need.	Office and pastoral team	As and when
Total budgeted cost					£10,451.03

**4. Overall Data Impact**

**Spring 24**

**Pupil Premium**

Groups	No of pupils	Reading	Writing	Maths
		Pupil Premium	9	6/67%
Non Pupil Premium	51	38/73%	33/65%	41/81%
<b>All children</b>	60	44/73%	38/63%	45/75%

**Summary:**

Children who are identified as PPG are performing lower than the children who are not PPG.

Writing is an issue across the board. Children to be targeted for Drawing club.

**KS1**

YGE	Year 1	Year 2	<b>ALL</b>
No of pupils	10	10	<b>20</b>

Reading	5/50%	6/60%	4 40%	8 80%	9 45%	14 70%
Writing	5/50%	6/60%	8 80%	8 88%	13 65%	14 70%
Maths	6/60%	7/70%	5 50%	7 70%	11 55%	14 70%
RWM	5/50%8		EXP: 3/30%		8/40%	

**PPG KS2**

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	17		18		13		9		57	
Reading	8 47%	17 100%	12/ 67%	16 89%	5 38%	10 77%	6 67%	8 89%	31 54%	51 90%

Writing	7 41%	16 94%	10 56%	12 67%	4 31%	10 77%	6 67%	8 89%	27 47%	46 80%
Maths	7 41%	15 88%	14 78%	15 83%	8 62%	10 77%	6 67%	8 89%	35 61%	48 84%
RWM	7/41%		EXP: 7/53%		EXP: 4 (31%)		EXS: 4 / 44%		22	39%

### Summary Spring:

Year 1 PPG children are an area of focus. PPG children are not performing as well as children who are not identified on the PPG list. Children are not meeting their individual targets. These children need to be identified and working in collaboration programmes and working together plans need to be created with parents. The needs in the cohort are significant and these children are identified on the cohort targets.

Year 2 PPG children are performing well against their individual targets and progress is being made. The children who are not meeting their targets need to be identified and these conversations need to be had with parents. Ipad's and kindles to be provided to ensure that these children are accessing the pre learning activities.

Yr 3 – Personal progress achievement in this year group is high. The interventions that are in place are a success, currently. These are having an impact for children’s progress scores. A number of children on the PPG list are not working at Year group expectations. Pastoral team and Year 3 to look at the experiences that the children are exposed to. Pre learning activities need to take place and to ensure that the home enrichment activities are monitored and promoted.

Yr 4 – Most children are meeting their personal targets in Year 4. Children have been identified and seating arrangements in the classroom have been looked at. Children have been identified and provision has been put in place – Small groups and adult led groups. – This is continue. The Year 4 team have a student currently, this will allow time for RD to ensure that PPG children are a focus on the group interventions that will be provided.

Yr 5 – Children are meeting their progress scores, however PPG children in Year 5 are working below AGE. These children need to be identify and interventions and working together plans put in place to ensure there is collaborative learning. Pre learning needs to be put into place. Monitor the use of home enrichment. Seating plan arrangements to be taken into consideration.

Year 6 - PPG attainment, both AGE and personal targets, in Year 6 has improved. Provision that was put in place has had a positive impact. The following provision to be put in place to narrow the gap.

Overall action plan moving forward:

Pre learning workshops to be put in place on a Friday intervention time in preparation for next week’s learning. Kindles to be sent home to address pre learning sessions. 8.30am intervention time to

continue to support narrowing the gap and addressing misconceptions. Working together plans and working in collaboration with family.

### **Summary- Summer 24**

EYFS – PPG attainment in Reception is overall consistent. 67% of the PPG children are achieving in Reading/ Writing and Maths, with good levels of development. Provision for Year 1 will be put in place to ensure that the children who have not met their Early Learning Goals are catered for.

Year 1 – PPG data in Year 1 is low with 50% of the children meeting AGE and only 50% meeting their personal targets in Reading, writing and 60% (1 more child) meeting targets in Maths. Year 2 will be providing objective lead planning and provision in the Autumn term. Year 2 will be providing outdoor opportunities. Ipads and Kindles to be provided to support home enrichment. Children identified on the PPG list will be supported through extra trips and experiences. Quests will be put in place to support the children's life skills.

Year 2 – PPG data in Year 2 is similar to Year 1. 50% of children on the PPG list have not met AGE in RWM. Year 3 approach will be provided very similar to Key Stage 1. Children will be taught in groups of 20's. Current Key Stage 1 staff are moving up with the children to provide continuity.

Year 3 – Personal PPG data in Year 3 is strong with 94% of the children meeting their targets. However overall performance in accordance to AGE is low with only 47% meeting. PPG children in this year group are limited to their experiences, school to support this. Use of PPG spreadsheet for trips/ attendance/ clubs.

Year 4 – Personal progress in Year 4 for PPG data is higher than ARE. Maths is an area of strength. Mr Haughton (Literacy lead) will be teaching Literacy to both classes. PPG support will be monitored through the spreadsheet and the pastoral team will be the voice for the children. Extra support/enrichment opportunities are available to put into place. Kinldes/lpad and encouragement of the documents/resources shared will be monitored.

Year 5 – Reading and writing is low for children on the PPG list for Year 5 children. Additional support will be provided for the children identified. Pre teach activities will be provided.

Year 6 – Personal attainments is strong for PPG children in Year 6 with 100% meeting targets in Reading, 78% in writing and 98% in maths. Some children identified on the PPG list are working below AGE.

Overall:

Hannah Brayshaw will be added to the PPG team. Hannah will be involved in being the champion voice for the PPG children. Pre learning groups will be put into place, extra activities and experiences will be provided. PPG attainment spreadsheets will be used to track children's attainment progress and their involvement in clubs/trips/attendance. Hannah will support the team to monitor child progress.

## Pupil Premium Attainment / Progress Report Autumn 2024

No in school: **89- 19%**

Clear boxes =National Expectation- Grey= progress

### Pupil Premium

	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths	GLD
Pupil Premium	7	29%	43%	57%	29%
Non Pupil Premium	53	72%	79%	81%	66%
<b>All children</b>	60	66%	75%	78%	66%



**KS1**

YGE	Year 1		Year 2		ALL	
No of pupils	9		8		17	
Reading	5 56%	8 89%	3 38%	6 75%	8 47%	14 74%
Writing	5 56%	7 78%	3 38%	6 75%	8 47%	13 68%
Maths	6 67%	7 78%	3 38%	4 50%	9 53%	11 58%
RWM	5/9-55%		EXP: 2/25%		7 41%	

**PPG KS2**

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	9		17		19		12		57	
Reading	4 43%	7 86%	8 47%	15 88%	12 67%	15 83%	3 25%	8 67%	27 47%	45 79%
Writing	3 29%	3 29%	5 29%	12 71%	12 67%	15 83%	5 42%	12 100%	25 44%	12 21%
Maths	5 57%	6 71%	9 53%	16 94%	13 72%	15 83%	3 25%	6 50%	30 53%	43 75%

RWM	EXP: 2/9	5/29%	EXP: 10 / 56%	EXP: 0	17 30%
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**Summary- Autumn 2024**

**EYFS:**

Data shows that PPG, in reception, are performing best in Maths. The weakest area, by a significant margin is reading.  
Action: SLT to monitor the reading at home in Reception.

**Year 1:**

Most of the PPG children are meeting their personal targets, however these are mostly children working below ARE. Year 1 need to identify the 2 children that are not meeting their personal targets, to see if they are the same child and support to be put in place.

**Year 2:**

PPG data in Year 2 is poor. A number of children are not meeting their personal targets, with a specific weakness in Maths. Only 3 out of 8 children are working at ARE.

**Key Stage 1:**

PPG numbers are increasing as the new year groups move through school.  
Children who are non PPG are out performing the PPG children. Their progress is being monitored on the PPG spreadsheet. A number of children who are identified on the PPG list are on the SEND register too or that there is lack of support from home. A number of these families are working with school for other reasons.

**Year 3:**

Year 3 children, identified at PPG, are not achieving in writing, including their personal target. With only 2 children meeting ARE for combined in RWM.

**Year 4:**

PPG children are doing well in meeting their personal data, however a number of these children are not working at ARE. PPG children are performing lowest in writing. UE is going to be planning the Literacy in Spring, Phase leader to ensure that the needs of the PPG are being catered for.

**Year 5:**

PPG children in Year 5 are performing consistently, the children identified as not meeting ARE are identified as SEND children, however some of these are not meeting their personal targets. These children need to have their provision evaluated and adapted.

**Year 6:**

PPG children are meeting their personal targets in writing, with 100% meeting. However, 50% of the PPG children are not meeting their personal targets in Maths. PPG children are working below ARE and not one PPG child has met ARE in RWM combined.

**Key stage 2:**

Non-PPG children are out performing PPG children, with a low number of children meeting combined ARE for RWM.

**Overall:**

PPG children are tracked on a spreadsheet and SLT monitor this. Parents are informed if their children are not meeting their targets.

**Moving forward:**

Monitor what is put in place to meet the children's needs, especially personal targets.

Teacher to ensure that provision is adapted to meet the needs of the children.

Continue to monitor the children, via the spreadsheet.

Ensure that PPG are a focus for SLT monitoring.

Cross reference the number of children on the PPG list who are working below ARE.

SPRING 25

**Pupil Premium**

	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths	GLD
Pupil Premium	7	43%	57%	57%	43%
Non Pupil Premium	53	75%	83%	87%	70%
<b>All children</b>	60	72%	80%	83%	68%

**KS1**

YGE	Year 1		Year 2		ALL	
No of pupils	9		11		20	
Reading	5 56%	5 56%	5 45%	8 73%	10 50%	12 60%
Writing	5 56%	8 89%	5 45%	8 73%	10 50%	16 80%
Maths	6 67%	8 89%	5 45%	8 73%	11 55%	16 80%
RWM	4/9 (44%)		EXP: 5/45% GDS: 2/18%		9 45%	

**PPG KS2**

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	8		16		15		13		52	
Reading	4 50%	7 88%	8 50%	11 69%	8 53%	10 67%	7 54%	13 100%	27 52%	41 79%
Writing	5 63%	6 75%	6 38%	12 75%	8 53%	13 87%	5 38%	13 100%	24 46%	44 85%
Maths	4 50%	7 88%	8 50%	13 81%	9 60%	11 73%	6 46%	10 77%	27 52%	41 79%
RWM	EXP: 5/8-62% GDS: 1/8 12%		5/29%		EXP: 6 / 40%		EXP: 4 (31%)		20 38%	

**Summary – Spring 25**

**EYFS:**

Data shows that PPG, in reception, are performing best in Maths. The weakest area, is reading.

**Year 1** shows a stronger performance overall compared to Year 2 for children identified as PPG. Their Maths performance (67%) is notably higher than the other subjects, and significantly higher than Year 2.

**Year 2** has consistent scores across all subjects (45%), which suggests a consistent challenge in all areas, as no subject outperforms the others.

Overall Averages:

Reading and Writing are both at 50%, which is relatively low but consistent.

Maths shows a slight improvement at 55% overall, due to the higher score in Year 1.

### **Key Stage 1:**

PPG numbers are increasing as the new year groups move through school.

Children who are non PPG are out performing the PPG children. Their progress is being monitored on the PPG spreadsheet. A number of children who are identified on the PPG list are on the SEND register too or that there is lack of support from home. A number of these families are working with school for other reasons.

### **Year 3:**

Reading: The performance in reading is at a 50%.

Writing: The performance in writing (63%) is relatively strong, indicating that students are performing better in writing compared to reading and maths.

Maths: Maths performance (50%) is on par with reading, but still below the expected level. A targeted intervention in maths might be needed to support student learning

### **Year 4:**

Reading: The students in Year 4 are performing well in reading (70%), indicating that PPG children are having their needs meet and have a solid foundation in this subject.

Writing: Writing performance (38%) is notably low, which stands out as an area of concern.

Maths: Maths is at 50%, which is consistent with Year 3.

### **Year 5:**

PPG children in Year 5 are performing consistently in both reading and writing, the children identified as not meeting ARE are identified as SEND children, however some of these are not meeting their personal targets. These children need to have their provision evaluated and adapted.

Reading and Writing: Both reading and writing are at 53%, indicating average performance in these areas. There is room for improvement, but it doesn't seem like a major gap.

Maths: The maths performance (60%) is relatively stronger than reading and writing, suggesting that students are more confident in maths at this stage.

**Year 6:**

Reading: At 54%, reading performance is slightly above average, but still an area for improvement.

Writing: Writing remains low (38%), which is concerning in Year 6, where students typically prepare for more advanced stages in their education. Focused writing interventions are essential.

Maths: The maths performance (46%) is low, indicating that Year 6 PPG children may need significant support in this subject as they approach more advanced concepts.

**Key stage 2:**

Non-PPG children are out performing PPG children, with a low number of children meeting combined ARE for RWM.

**Overall:**

Reading:

Year 6 has the highest percentage (54%), while Year group 4 has the lowest (50%).

Overall, Reading performance is relatively consistent across year groups, averaging 52%.

Writing:

Year 3 has the best Writing performance (63%), while Year group 4 and Year group 6 have the lowest (38%).

Writing performance is lower overall (46%) compared to Reading and Maths, indicating a potential area for improvement.

Maths:

Year 5 has the highest Maths performance (60%), and Year group 6 has the lowest (46%).

Maths performance is fairly stable across most year groups, with an overall average of 52%.

**Moving forward:**

Monitor what is put in place to meet the children's needs, especially personal targets.

Teacher to ensure that provision is adapted to meet the needs of the children.

Continue to monitor the children, via the spreadsheet.

Ensure that PPG are a focus for SLT monitoring.

Cross reference the number of children on the PPG list who are working below ARE.

