

2021/2022 – 2023/2024: PPG & Recovery Funding

Since the lockdown periods, we have larger numbers of our 'working towards standard' purple attaining disadvantaged pupils, from Y2 upwards, who are not making rapid enough progress to achieve expected standards by the end of KS2 most specifically in writing. This is also linked to the children's oral language skills and, in some cases, phonics difficulties in relation to others within the cohort – as a result a consistent number of our disadvantaged (and other pupils) are working below expectations and, in some cases, making less phonetic progress than aimed for.

CHALLENGE 1: OUTCOMES

Monitoring and observations of teaching and learning have highlighted our 'active purpose v learned helplessness' remains a concern with a minority of pupils, many of whom are disadvantaged, within our working towards and least secure expected standard pupils – most notably in reading and writing based activities.

CHALLENGE 2: ACTIVE PURPOSE LEARNING

After hugely positive impact upon rapidly improving attendance and punctuality for all pupils and notably the % of persistently absent disadvantaged children since Sept 2019, we must maintain momentum. We are conscious of the declining national trend in attendance and the higher rates of absence nationally and we equally face that challenge on a daily basis particularly when linking our pupil outcomes to attendance figures even the context of greatly enhanced school performance.

CHALLENGE 3: ATTENDANCE

Our parental and pupil discussions and feedback continue to show trends of increased inactivity, limited and poor social interaction, social awareness and personal confidence - greatly exacerbated since the lockdown periods – these are particular traits often shown by many of our disadvantaged pupils and link closely to continued concerns relating to underdeveloped oral and written language skills and displayed by this group and other pupils.

CHALLENGE 4: INACTIVITY, CONFIDENCE & SOCIAL AWARENESS

Historical challenges (prior to Sept 2019) that had previously seen school's performance and that of its pupils, most noticeably the disadvantaged group, dip linked the lack of sustainable leadership capacity to the declining teaching, learning and behaviour within school. In a climate of a good school, but with budget challenges and social and academic challenges exacerbated by Covid-19 lockdowns, we must ensure that that this threat and potential challenge to school's growth is not allowed to stop and thereby fall into a decreasing cycle of performance focusing upon consistency or provision and outcomes for the pupils – most noticeably our most vulnerable.

CHALLENGE 5: LEADERSHIP SUSTAINABILITY

As our new curriculum moves forward, subject leaders have been monitoring how closely the planning and provision can, and does, meet the changing starting point needs of our learners. Both in terms of approach to learning and the content itself. This applies across our curriculum and presents a lasting challenge to all pupils, including our disadvantaged group if it is not responsive to the immediate need. A key challenge is therefore the role assessment, its pre-learning position within a sequence of learning and the use that is made of summative judgements and when these need to be made in order to best inform next steps for all pupils including the disadvantaged group.

CHALLENGE 6: ASSESSMENT OF STARTING POINT NEEDS

These challenges naturally build directly from the previous target areas in the last Pupil Premium Plan and reflect the movements caused by Covid-19 disruption, the improvements (but continued needs) or new emergent areas drawn from our continuous learning and evaluations. Many of these aspects also form fundamental priorities within our wider Phase Two and Phase Three School Development Plans and naturally, and rightly, overlap as a result.



THREE YEAR CYCLE: CHALLENGES TO ACHIEVEMENT AND HEADLINE ACTIONS

