

2024/2025 – 2026/2027: PPG Funding

School has made significant and sustained improvements in relation to disadvantaged pupil outcomes by the end of Key Stage Two. School's disadvantaged group has consistently performed beyond all national comparisons for attainment since the return of external measures post-Covid 19. Internal measures equally demonstrate that a majority of this group are making better than expected progress from starting point entry to school in EYFS and at the end of Key Stage One. The challenge remains however to sustain this performance as starting point assessment for many of our disadvantaged pupils demonstrate lower than ever readiness for school and declining attainment on entry as a broader trend.

CHALLENGE 1: OUTCOMES

The active purpose teaching and learning approach continues to be central to our philosophy, but a strategy of most notable impact upon our disadvantaged pupils has been the ability to achieve lower ratio precision input as frequently as possible at a daily classroom level. We now want to drive forward further with these methods as gaps remain ever challenging to close and need remains high. Without deployment of funds and management of the approach on a daily basis we risk losing so much for our disadvantaged group.

CHALLENGE 2: LOWER RATIO ACTIVE PURPOSE LEARNING

In truth, attendance will always remain a potential barrier. So even after sustaining good attendance and punctuality for all pupils (and notably the % reduction of persistently absent disadvantaged children), we are in a time of increasing ambivalence nationally towards attendance and the declining national trends and the higher rates of absence. We equally face that potential challenge at Mayfield and risk an attendance plateau even in the context of our good, sustained performance in this area.

We must remain 'on it' as a school!

CHALLENGE 3: ATTENDANCE

Individual social awareness and confidence when working with others, presenting learning or newly gained knowledge or being able to sustain strong friendships and positive relationship remains a fundamental area of focus for many of our pupils and these are particular traits often shown by many of our disadvantaged pupils. We can see trends between lower attainment and outcomes and these reduced social skills in some of our pupils and therefore our twin approach of curriculum enhancements and social time drive needs not only continued funding, but also the specific eye of school leaders to drive the continued impact required.

CHALLENGE 4: PERSONAL DEVELOPMENT & SOCIAL CONFIDENCE

Our curriculum on a broader level continues to move forward, develop and undertake refinements each year. Our greatest focus in terms of meeting the widest needs of our disadvantaged pupils, and many other pupils across school, is now how we further adapt our curriculum so that even more children can meet expected standards without allowing a specific barrier to learning from becoming a reason for lower attainment in any subject.

A key aspect to our work will be ways in pupils can record their learning and demonstrate their progress and abilities without the confines of writing everything in exercise books. This is the single greatest 'in class' barrier we see and we are determined to create a suitable, bespoke approach that is right for each subject and each child.

CHALLENGE 5: CURRICULUM ADAPTATION AND CAPTURING ACHIEVEMENT

These challenges naturally build directly from the previous target areas in the last 3 Year Pupil Premium Plan and reflect 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 Part Two School Development Plans and naturally, and rightly, overlap as a result.



THREE YEAR CYCLE: CHALLENGES TO ACHIEVEMENT AND HEADLINE ACTIONS

