

# 2024/2025 – 2026/2027: PPG Funding

School makes significant and sustained progress from individual starting points 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. 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 lower attainment on entry as a broader trend -this is shown in particular through the low starting point in relation to communication and language. Building this momentum and growing the 'snowball' over the seven year journey remains a key priority in this context despite strong performance.

## **CHALLENGE 1: OUTCOMES**

Children's ability to communicate, present, show confidence to a range of audiences and limited vocabulary is an ever increasing barrier to their progress. Whilst this is a broader trend across more than simply one group, evidence (and our own context) shows that children within our disadvantaged cohort are particularly vulnerable to this vital area of development lagging behind their hoped for stage of development. Language acquisition, vocabulary, modelling, conversations and opportunities to speak and listen for a wide range of purposes and audiences must be a central part of both this plan and our wider development plan for the next cycle – in order to build upon our current work and intensify and further direct our use of staffing, training and resources.

## **CHALLENGE 2: COMMUNICATION & LANGUAGE AS A BARRIER TO PROGRESS**

In truth, attendance will always remain a potential barrier. So even after sustaining extremely good attendance and punctuality for all pupils for the duration of the current school leadership's tenure (and notably the % reduction of persistently absent disadvantaged children), we are in a time of increasing ambivalence and poorer attitudes nationally to school attendance. We equally face that potential challenge at Mayfield and could risk an attendance plateau even in the context of our very 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 an increasing minority of our 'vulnerable and disadvantaged' 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. We see lunchtime as a key practical area to maintain focus upon and the inherent pupil leadership roles that run alongside this. The 'Mayfield Citizens' project will unfold across the next three year cycle in line with this.

## **CHALLENGE 4: PERSONAL DEVELOPMENT & SCHOOL READINESS**

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 which 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 – finding a balance between recording work formally and taking the right opportunities to access and demonstrate understanding in ways beyond this will run across the next cycle.

## **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 or shape priorities within our wider Part Two School Development Plan and naturally, and rightly, overlap as a result.



THREE YEAR CYCLE: CHALLENGES TO ACHIEVEMENT AND HEADLINE ACTIONS

