



Southville Primary School



Pupil Premium

2024 – 2027



Pupil premium strategy statement

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 for a period of 3 academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southville Primary School
Number of pupils in school	633
Proportion (%) of pupil premium eligible pupils	10.55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	Annually
Statement authorised by	Andy Bowman
Pupil premium lead	Gareth Potter
Governor / Trustee lead	Emma Morris



Funding overview

Income

Year	21 - 22	22-23	23-24	24-25
Detail of Income (funding)	Amount			
Pupil premium funding allocation (Academic Year)	£87,735.00	£100,995.00	£84,325.00	£76,960.00
Recovery premium funding allocation (Academic Year)	£4,568.00	£2,284.00	£10,005.00	£1,885.00
School led tutoring allocation (Academic Year)		£5,063.00	£6,097.50	£1,463.00
Pupil Premium carry forward from previous year		£0	£0	£0
Total budget for the academic year	£92,303.00	£108,342.00	£110,547.50	£80,308.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year		N/A	N/A	N/A

Expenditure

Budget set for expenditure on PP	23 - 24	24 - 25
Staffing	£36,978.20	£52,501.00
Additional staffing expense (training, DBS, IT)	£1,000.00	£1,000.00
FSM (Ever 6 funding)	£14,820.00	£14,820.00
Holiday FSM vouchers	£675.00	£730.00
Education resources	£2,200.00	£2159.00
Educational trips and other events	£4,232.60	£4,500.00
Professional Services (BCC)	£238.00	£2,250.00
Intervention expenses (including staff salary)	£47,406.00	£0
After school club	£4,329.00	£0
Total	£111,878.80	£76,960.00



Part A: Pupil premium strategy plan

Statement of intent

At Southville Primary School, we want our children to be knowledgeable about the world around them and to develop the skills and values needed to be successful and make positive contributions to society. We have high aspirations and ambitions for all our children and believe that no child should be 'left behind'.

'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' (EEF Guide to the Pupil Premium', 2021, p3)

High quality teaching is essential to support disadvantaged pupils in the oral skills and vocabulary which are central in enabling them to make good progress across the curriculum. We use our pupil premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of Early Reading. We also use our funding to ensure pupils acquire fluency in number skills and develop firm foundations to become successful mathematicians. Teachers are supported to develop high quality teaching through maths mastery. Where disadvantaged pupils need additional support, our pupil premium enables small group and one-to-one intervention and tuition for these pupils to make the most progress

A priority at Southville is enabling all of our children to be exposed to a variety of cultural opportunities including visits to galleries and museums as well as learning musical instruments within school and prioritising the performing arts. Our topic-based curriculum aims to keep all children, regardless of their background or opportunities beyond school, engaged in their learning. Regular trips and visits ensure that every child absorbs each part of the diverse curriculum and that it is made meaningful for them.

We are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into courteous individuals who make the most of opportunities that come their way.



Challenge 24 - 27

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1 - Academic challenge: Identified areas of support within core learning	Reading / Phonics / Writing <ul style="list-style-type: none"> - Assessment shows that the gap between disadvantaged pupils and others widened following school closures and disruptions due to Covid. The legacy of this continues within the current data set. - Disadvantaged children achieved below other pupils in the core learning areas of reading, writing and maths – assessment shows that pupils attaining at the lowest 20% of each class in reading / writing often include disadvantaged pupils - Assessment data shows that children in EYFS and Year 1 need more support with their Phonics and Reading outcomes.
2 - Academic challenge: Identified with number knowledge EYFS, Key Stage 1 and Key Stage 2	Maths <ul style="list-style-type: none"> • Data suggests that disadvantaged children's number knowledge is not as good as other children's • Incidental data suggests that disadvantaged children do not retain and recall number facts as well as other children
3 - Attendance	Attendance <ul style="list-style-type: none"> • Data shows Pupil Premium children do not attend school as regularly as other children resulting in their learning opportunities being affected <i>Evidence (June 24) 58% of PP children have an attendance below 96%. 26% of PP children have an attendance below 90%</i> - Pupil Premium children do not arrive in school on time thus affecting their morning activities. <i>Evidence (June 24)</i>
4 - Academic Mental health and Well-being	Mental health and Well-being <ul style="list-style-type: none"> - Increased social emotional mental health needs of children and families leading to children not attending school regularly. - Lack of support services and early help.
5 - Opportunities for enrichment School trips	Enrichment <ul style="list-style-type: none"> - Lack of extra-curricular activities to support the physical and mental wellbeing of disadvantaged children. - Lack of cultural activities to inspire and motivate disadvantaged children

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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
<p>Academic challenges: Identified challenges within core learning</p> <ul style="list-style-type: none"> - Early reading and Phonic development 	<ul style="list-style-type: none"> - Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning <ul style="list-style-type: none"> • Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve - Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school - Disadvantaged to have attainment at least in line with 'others' nationally. - Pupils attaining at the lowest 20% of each class in phonics and early reading meet their challenging targets. - Increased parental engagement and confidence (workshops/meetings) - Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school. - Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school.

<p>Academic challenges: Identified challenges within core learning</p> <ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> - Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning <ul style="list-style-type: none"> • Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve • Disadvantaged to have attainment at least in line with ‘others’ nationally. • Pupils attaining at the lowest 20% of each class in <p>The EEF suggest</p> <ul style="list-style-type: none"> • Writing can be thought of as a process made up of five components: <ul style="list-style-type: none"> planning; drafting; revising; editing; and publishing. • Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. • Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. • Extensive practice, supported by effective feedback, is required to develop fluent transcription skills
<p>Academic challenges: Identified gaps in core learning</p> <ul style="list-style-type: none"> - Reading (KS1/2) 	<ul style="list-style-type: none"> - Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning <ul style="list-style-type: none"> • Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve - Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school - Disadvantaged to have attainment at least in line with ‘others’ nationally.



	<ul style="list-style-type: none"> - Pupils attaining at the lowest 20% of each class in reading meet their challenging targets. - Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school. - Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school.
<p>Academic challenges: Identified areas of support within core learning</p> <p>Maths</p> <ul style="list-style-type: none"> - Number Sense - Times table teaching provision 	<ul style="list-style-type: none"> - Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning <ul style="list-style-type: none"> • Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve - Clear use of technology to support a sequential teaching focus for EYFS and KS1. - Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school - Disadvantaged to have attainment at least in line with 'others' nationally. - Pupils attaining at the lowest 20% of each class in maths to meet their challenging targets. - Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school. - Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school
<p>Academic challenge:</p> <p>Mental health and Well-being</p> <ul style="list-style-type: none"> • ELSA • Hamish and Milo 	<p>To identify and support the Pupil Premium children with their mental health through early identification of support need, use of outside agencies to develop clear plans / therapy approaches</p> <p>Close and trusting relationships with adults support parents to be informed and connected with their children's education.</p> <ul style="list-style-type: none"> - Provide regular information to parents and carers to strive to increase the number of parents that engage in programmes and courses to support mental health and well being - Provide closer links with outside agencies to support the school and the parent community
<p>Academic challenge:</p> <p>Attendance</p>	<p>Children who are eligible for Pupil Premium attend school at least as well as other children (no in-school gap).</p> <ul style="list-style-type: none"> - Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children



	<ul style="list-style-type: none"> - Identified staff member to monitor and track Pupil Premium children's attendance. - Establish regular meetings with Pupil Premium children's parents to support regular attendance.
Opportunities for enrichment	<p>Children have many opportunities throughout their education to widen their life experiences.</p> <ul style="list-style-type: none"> - We aim for all children to undertake at least 6 visits / experiences outside school per year. - Children's language is enriched by their experiences.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in teaching systematic synthetic phonics using the revised Little Wandle scheme	<p>Continue to embed the whole school Synthetic Systematic Phonics Programme</p> <p>The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.</p> <p>Pupil Premium children need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts, using trained, identified adults should be made to provide them with extra practice and support from the beginning.</p>	1, 3



<p>R/Y1/Y2/Y3 teachers trained in using Number Sense</p>	<p>The EEF summary of evidence indicates that the impact of mastery learning approaches is an additional five month progress, on average, over the course of a year.</p> <p>The Number Sense Maths programmes are informed by research into children's attainment of number sense, children's attainment of fluency in addition and subtraction facts, and children's attainment of fluency in multiplication facts.</p>	<p>2, 3</p>
<p>Key Stage 2 teachers trained in developing a consistent approach to the teaching of Times Tables</p>	<p>The EEF summary indicates the importance of 'Enabling pupils to develop a rich network of mathematical knowledge'</p> <p>The EEF suggests:</p> <p>A systematic teaching approach to Times tables will:</p> <ul style="list-style-type: none"> • Emphasise the many connections between mathematical facts, procedures, and concepts. • Ensure that pupils develop fluent recall of facts. • Teach pupils to recognise and use mathematical structure. <p>Through a well taught approach with clear structure and rigour the children will become more confident</p> <p>'Positive attitudes are important, but there is scant evidence on the most effective ways to foster them'</p> <p>Developing Pupil Premium children's independence and motivation will</p> <ul style="list-style-type: none"> • Encourage pupils to take responsibility for, and play an active role in, their own learning • This requires pupils to develop metacognition—the ability to independently plan, monitor and evaluate their thinking and learning 	<p>2, 3</p>
<p>Targeted teaching in Y6</p>	<p>Education endowment fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average. Children are given more high-quality feedback and more individualised learning experiences. Teachers team teaching results in the professional development of staff.</p> <p>Allow better targeting of different ability ranges within the class with the children being grouped according to attainment across the three teachers and classrooms. . Plug gaps and extend where needed to ensure accelerated progress for all groups leading to higher attainment and progress than expected levels.</p>	<p>1, 2, 3</p>

	<p>Careful consideration is given to how pupils are allocated to maths classes. It is important that all Pupil Premium children are challenged in their learning as well as being provided with the same learning opportunities as their peers</p> <p>The EEF states</p> <ul style="list-style-type: none"> • Selection should be guided by pupil assessment. • Interventions should start early, be evidence-based and be carefully planned. • Interventions should include explicit and systematic instruction. 	
High quality carefully planned professional development	<p>Evidence collected during a study by the GTC suggested that “teachers benefited in a number of ways including: improved capability for designing learning tasks, experience of collaborative working which offered the teachers the opportunity to tackle problems together and to share project work out gaining skills in reflection, discussion and evaluation, and – developing a research perspective in their classrooms continuing to have the opportunity to share problems and solutions with other teachers through informal networks created during the project improved self-confidence. Teachers felt that by becoming learners themselves – by developing a greater capacity for thinking independently, reflecting critically, problem solving and working together with other teachers</p>	1, 2, 4, 5
ELSA trained adults to support Emotional literacy	<p>Key stage 1 & 2s to have an ELSA trained member of staff on site.</p> <p>EEF state: The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for targeted lowest 20% in 1:1 reading from support staff and FLW</p> <p>Resources to enable small group teaching</p>	<p>1:1 reading with support staff of targeted children.</p> <ul style="list-style-type: none"> • Little Wandle Reading Programme (Reception & KS1) • Keeping up Year 3 Reading resources (Little Wandle) • 1:1 Reading to improve frequency and expectation 	<p>1, 3, 4</p>
<p>Additional support for targeted lowest 20% in 1:1 and small group with phonics from support staff and FLW</p> <p>Resources to enable small group teaching</p>	<p>1:1 / small group phonic support from support staff of targeted children.</p> <ul style="list-style-type: none"> • Little Wandle Phonics Programme (Reception & KS1) • Keeping up Year 3 Phonics resources (Little Wandle) <p>The EEF Toolkit evaluation of small group phonics shows this to have a positive impact with an average of 4 months progress.</p> <p>Identified adult working consistently with children to ensure rapid catch-up in Year 2 & 3</p>	<p>1, 3, 4</p>
<p>1:1 reading with targeted children</p>	<p>Reading intervention for reluctant pupil premium readers.</p> <p>One-to-one reading support improves their reading ability, increases confidence and increases the enjoyment they gain from reading.</p> <p>LSA, SMSA and Volunteers meet regularly with the English Lead to ensure quality and progress of children.</p>	<p>1, 3, 4</p>
<p>ELSA trained adults to support Emotional literacy</p>	<p>Key stage 1 & 2s to have an ELSA trained member of staff on site</p> <p>EEF state: The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>3, 4, 5</p>



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLW. to support vulnerable families with school attendance	<p>To offer support to PP families to engage in the importance of school attendance.</p> <ul style="list-style-type: none"> - Regular meetings in school time - Regular phone calls to promote positivity - Discussions and support around challenges faced in the home with attendance - Regular meetings with EWO and other FLW about ways to promote positive attendance 	3, 4
FLW. to support vulnerable families	<p>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</p> <ul style="list-style-type: none"> • Early intervention to support families in need – 'sign posting' to other agencies e.g. foodbank, charities for furniture etc • Supporting Parenting within the home – offering Triple P course within school • Supporting Early Help cases and additional safeguarding cases • more intensive programmes for families in crisis. 	3, 4
<p>Therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and ready to learn</p> <p>Trained ELSA practitioners work to support emotional and behavioural needs of individual children</p> <p>Bought in Professional Services</p>	<p>To offer a confidential psychotherapeutic service for children and their families including assessment, brief and longer-term individual work, parent support, family work and children's groups.</p> <p>To work alongside teachers. To support teacher and families to understand the underlying meaning of pupil behaviour, identify children more easily who are at risk, and feel more confident managing their own reactions and those of the children leading to improved Evaluations for the children and better engagement between families and school.</p> <ul style="list-style-type: none"> • Identified Ed Psych referrals • Art therapy • Play therapy 	3, 4, 5



	<ul style="list-style-type: none"> • 1:1 Emotional support • ELSA 	
Pupils participate in enrichment activities including residential, theatre, outdoor adventurous and learning related visits.	<p>Arts and cultural participation has been shown to have a positive +3 month impact on attainment. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF</p> <p>Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self- confidence and motivation.</p>	4, 5
Family Liaison officer support for targeted pupils and family support	<p>Pastoral care in schools is essential in identifying families in need of support and bridging the gap where access to services is limited.</p> <p>Nationally referrals to support mental health concerns in children are up 134%. The ongoing impact of the pandemic has made this more pronounced.</p>	3, 4



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. Academic: high quality teaching and learning to enable disadvantaged children of all abilities to 'diminish the difference' in regards to attainment when compared to their peers
2. Mental Health and Wellbeing: extensive network of social and emotional support
3. Enrichment and Engagement: adding 'cultural capital'

Academic	Mental Health and Wellbeing	Enrichment and Engagement
<ul style="list-style-type: none"> • Additional LSA support in class • Small group intervention sessions • Teacher lead booster groups • R.W. in small group teaching • Precision teaching • Toe by Toe • Lego Masters • Speech and Language program • LSA lead interventions across KS1 and KS2 in R,W & M • Pre teach for EAL • Sensory sessions • O.T. program • Clicker Sentences • Technology for supporting home learning • 1:1 OT (Funky fingers) • ELSA 	<ul style="list-style-type: none"> • Play Therapy • Key worker support • CBT • FLW to support parents and children • Emotional and Behavioural support (in and outside class) • Zones of Regulation training • Mindfulness • ACE training • Trauma training (Whole school CPD) • Internet training • Daily check-in with identified Children / Parents / Carers • Transition home to school • Technology for supporting home learning • Daily checks for vulnerable children • Hamish and Milo 	<ul style="list-style-type: none"> • School camp years 5 & 6 • Gardening club • Cooking club • School trips • SATs books • FLW focusing on and supporting children's attendance • Technology for supporting home learning • After school club provision

Attendance information for PP children



<u>Demographics</u>	<u>Present R/C: Marks</u>	<u>Auth. Absent R/C: Marks</u>	<u>Unauth. Absent R/C: Marks</u>
<u>Female</u>	<u>95.19%</u>	<u>3.44%</u>	<u>1.37%</u>
<u>Male</u>	<u>95.3%</u>	<u>3.75%</u>	<u>0.95%</u>
<u>SEN</u>	<u>94.42%</u>	<u>4.17%</u>	<u>1.41%</u>
<u>Ever 6 FSM</u>	<u>91.09%</u>	<u>5.74%</u>	<u>3.17%</u>
<u>FSM</u>	<u>90.93%</u>	<u>5.84%</u>	<u>3.23%</u>
<u>Pupil Premium Eligible</u>	<u>91.09%</u>	<u>5.74%</u>	<u>3.17%</u>
<u>Looked After (In Care)</u>	<u>98.54%</u>	<u>1.46%</u>	<u>0%</u>

The data shows Pupil Premium attendance is below / significantly below that of other children in the school.

The cohort of 59 children shows 45 children below 96% attendance, 14 children are below 90% attendance across the year.

Target: To fine track and improve PP children's attendance through targeted support for PP parents from the Family Liaison Worker

Data outcomes from 2023 – 2024

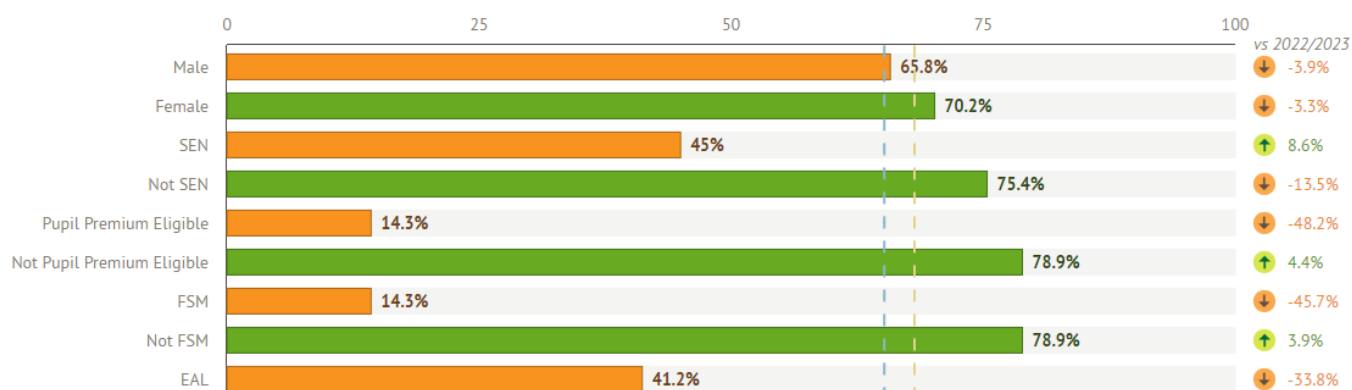


The data continues to be specific to each year group. The numbers across the year groups fluctuates. The data below shows the picture for the key milestones within the school years. From this data we will look at trends and adapt our provision accordingly.

Year 6

Cohort results

Key Stage 2	2022 EXP+	2022 GD	2023 EXP+	2023 GD	2024 EXP+	2024 GD
KS2 reading	82%	39%	82%	17%	84%	39%
National:	74%		73%	19%		
KS2 writing	76%	13%	75%	15%	77%	17%
National:	69%		72%	16%		
KS2 maths	77%	34%	84%	24%	82%	34%
National:	71%		73%	24%		
KS2 SPAG	73%	32%	78%	36%	82%	38%
National:						
KS2 Combined	70%		72%	9%	68%	18%
National:	59%		60%	8%		



Breakdown for individuals to look at patterns



KS2: Reading Outcome	KS2: Mathematics Outcome	KS2: Writing
8 / 14 children At Expected standard	8 / 14 children At Expected standard	5 / 14 children At Expected standard
5 / 14 children Not At Expected standard	5 / 14 children Not At Expected standard	8 / 14 children Not At Expected standard
1 / 14 children working well below	2 / 14 children working well below	1 / 14 children working well below

The data suggests that **writing** continues to be the area within which the children need to develop.

Within the overall information many PP children missed the pass mark in one area plus writing. Two children achieved both reading and maths pass marks missing only the writing. These are areas that we need to push through in our work in 2024 – 2025

Target: Develop writing support for PP children within lessons

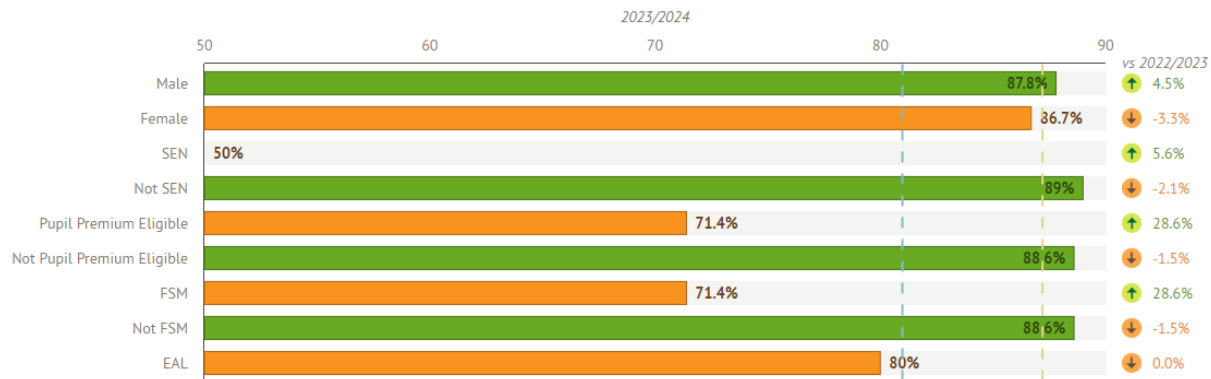
Year 4 – Multiplication

Multiplication Check	Mean Average Score (/25)	Mean Average Score Boys	Mean Average Score Girls	Mean Disadvantaged Score	Mean SEND Score
Southville 2024	20.2	21.2	19.3	17.9 (8 children)	15.75 (12 children)
Southville 2023	20.5	20.5	20.4	19.5 (4 children)	16.5 (6 children)
Southville 2022	19.2	19.9	18.9	15.1	
National 2022 (Bristol)	19.8 (18.9)	20.0	19.6	17.9	

The data shows that children's Mean score in the multiplication screening is below that of their non-PP peers.

Target: Multiplication provision and practise targeted for all children

Year 1 – Phonic screening

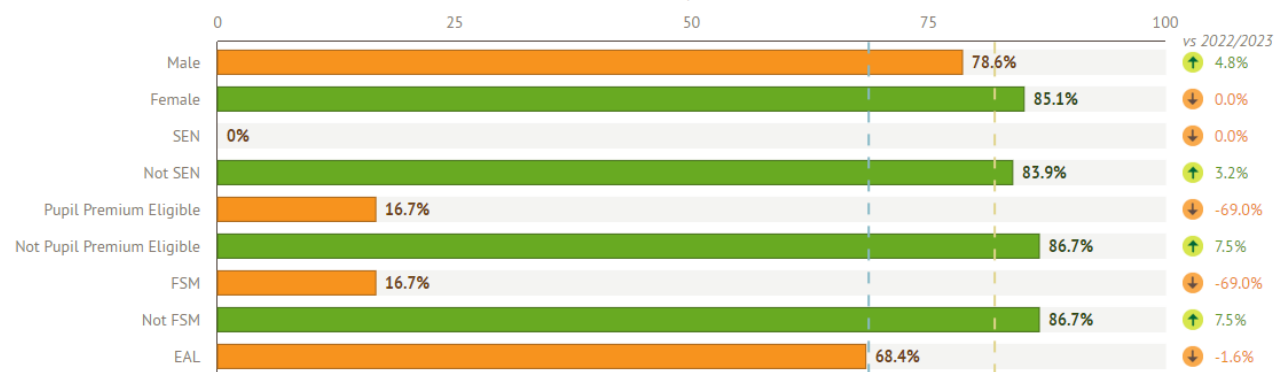


The data shows 2 out of 7 pupils didn't reach the pass mark for the screening.

These children will continue to have phonic intervention moving in to Year 2

Target: EYFS PP children to see where they are when leaving the key stage. Monitor Year 1 data closely for PP children to ensure they are getting extra practise

EYFS – GD



EYF: Listening, Attention and Understanding	EYF: Speaking	EYF: Self-Regulation	Considered	EYF: Managing Self	EYF: Building Relationships	EYF: Gross Motor Skills	EYF: Fine Motor Skills	EYF: Comprehension	EYF: Word Reading	EYF: Writing	EYF: Number	EYF: Numerical Patterns
1	2	1	No	2	1	2	2	2	2	1	2	2
1	1	1	No	1	1	1	1	1	1	1	1	1
1	1	1	No	1	1	2	2	1	1	1	1	1
1	1	1	No	1	1	2	2	1	1	1	1	1
2	2	2	Yes	2	2	2	2	2	2	2	2	2
2	2	2	No	2	2	2	2	2	1	1	2	2

- The data demonstrates a GD of 1 out of 6 PP pupils
- Reading, Writing and Number are areas to focus on in 2024 – 2025
- Listening, attention and Understanding is also an area that needs to be a focus for 2024 – 2025 with the PP children.

Target: To monitor provision for PP children around Listening, attention and Understanding