



Academy Improvement Plan 2023-24



Priority 1: QUALITY OF EDUCATION – INTENT/IMPLEMENTATION/IMPACT

All children receive a good quality of education through high standards and aspirations in all aspects of learning.

Success criteria:

- A. Develop and implement a Maths fluency curriculum to lead to increased automaticity.
- B. Embed teaching of key concepts across foundation subjects as mapped on progression maps.
- C. Develop and implement a new approach to teaching reading across the whole school.
- D. Improve outcomes for disadvantaged pupils through targeted tutoring, QFT, bespoke provision and a clear pupil premium strategy. (50% combined RWM at KS2)

Priority 2: BEHAVIOUR AND ATTITUDES

Pupils want to come to school and understand the importance of learning. Behaviour is consistently good with children being able to regulate their emotions and manage feelings.

Success criteria:

- A. Design and implement a behaviour curriculum.
- B. To continue to improve attendance of persistent absentees and disadvantaged pupils.
- C. For our school vision to be a golden thread through everything for all stakeholders, including the wider community.

Priority 3: PERSONAL DEVELOPMENT

For pupils to flourish as individuals who have a deep understanding of their place in the world and a growing understanding of everybody in it.

Success criteria:

- A. Develop a safeguarding curriculum to increase focus on protected characteristics and online safety.
- B. Develop a deeper understanding of fundamental British Values.
- C. Develop and embed a curriculum to develop non-cognitive skills to contribute to overall positive wellbeing.

Priority 4: LEADERSHIP AND MANAGEMENT

Leaders are determined to ensure every child and all staff members can flourish through quality first teaching and bespoke CPL and support.

Success criteria:

- A. Recruit and train ASEC members to strategic school leaders with meetings that are informed by planned and timely monitoring visits.
- B. Continue to develop leadership at all levels to have a whole school impact.
- C. To further develop curriculum monitoring with a focus on pupil voice and recall of knowledge.

Priority 5: EARLY YEARS

Children are ready for the next stage of education – pupils with lower starting points achieve well and all have knowledge and skills to successfully transition to the next stage of their learning journey.

Success Criteria:

- A. To further embed the DSAT EY curriculum by mapping explicit knowledge taught in EY.
- B. To embed approach to early writing, letter formation and motor skills.
- C. Ensure there is a program of early intervention for pupils identified through baseline assessment to ensure they are Year 1 ready.

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- A. Develop and implement a Maths fluency curriculum to lead to increased automaticity.
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(50% combined RWM at KS2)

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			End Autumn	End Spring	End Summer
<p>A. <u>Develop and implement a Maths fluency curriculum to lead to increased automaticity.</u></p> <ul style="list-style-type: none"> - For Maths leads in both schools to have time to collaborate - Fluency progression map has been created - Maths planning template edited to reflect explicit time for fluency - Maths leads have modelled lessons to all staff - Bank of activities created - Maths CPL planned to be attended and delivered 	<p>EHT SLT Maths Leads CTs</p>	<p>WRH End of unit assessments Modelled activities Maths planning proforma</p>	<p>Maths fluency progression has been created based on fluency taught in WR across each year group.</p> <p>Staff have had CPL with clear expectations on teaching fluency explicitly.</p> <p>Lesson observations show QFT of fluency within the Maths lesson.</p>	<p>Maths subject leader monitoring shows good coverage of fluency and that gaps are being filled.</p> <p>Spring data shows an increased % of pupils achieving expected in Maths compared to Autumn.</p> <p>Disadvantaged pupils are making expected + progress. +0.5 points</p> <p>Mock MTC shows majority of pupils on track to pass.</p> <p>60% on track for EXS at KS2</p>	<p>MTC outcomes are in line with or better than National.</p> <p>Maths outcomes have improved due to increased automaticity in assessment papers.</p> <p>66% KS2 maths expected 33% GDS KS2 Maths</p>
<p>B. <u>Embed teaching of key concepts across foundation subjects as mapped on progression maps.</u></p> <ul style="list-style-type: none"> - Key concepts have been chosen to meet the curriculum needs for our pupils - Subject leads have mapped out concepts across each year group within each unit - Key concepts are represented on knowledge organisers 	<p>EHT Subject leads</p>	<p>Concept maps Progression maps Subject specific CPL</p>	<p>Key concepts have been identified for all foundation subjects.</p> <p>Progression maps track the teaching of key concepts across each year group for each subject.</p> <p>Knowledge organisers have been updated to capture key concepts explicitly to pupils.</p> <p>Book scrutinies show concepts are being taught and there is a progression across the school.</p>	<p>Pupil conferencing shows that pupils are able to recall key knowledge linked to concepts.</p> <p>Planning monitoring shows all lessons are taught with a mastery approach.</p> <p>Subject leader monitoring informs reporting to ASEC.</p>	<p>AIM visits confirm concepts are well mapped and taught effectively so that pupils are retaining and recalling knowledge.</p> <p>Progression maps are updated for the next academic year.</p> <p>Learning walks show good standards of teaching and learning across the whole curriculum.</p>

<p>C. <u>Develop and implement a new approach to teaching reading across the whole school.</u></p> <ul style="list-style-type: none"> - Review of reading data - Monitoring of current reading provision - Cornerstones English Hub audit - CPL for staff – focus on Early reading for LKS2 - Coaching and peer observations of approaches to reading in Spire Hub 	<p>EHT ESL CTs</p>	<p>T4R ESL network Peer observatio ns Coaching opportuniti es</p>			
<p>D. <u>Improve outcomes for disadvantaged pupils through targeted tutoring, QFT, bespoke provision and a clear pupil premium strategy.</u> <u>(50% combined RWM at KS2)</u></p> <ul style="list-style-type: none"> - Ethos of PP first culture in the school - Interventions in place - Effective PP strategy - Focus on attendance - Data analysis and gap analysis 	<p>EHT Whole school staff</p>	<p>PP strategy MARK</p>	<p>Disadvantaged pupils have been identified and known to all teaching staff.</p> <p>Effective PP strategy in place.</p> <p>Gap analysis shows gaps for tutoring.</p> <p>Attendance monitoring in place.</p>	<p>Lesson observations show QFT in action and all staff are using strategies to ensure disadvantaged pupils are active learners.</p> <p>ASEC monitoring shows use of PP strategy is leading to positive pupil outcomes.</p> <p>Data analysis shows disadvantaged pupils are making expected+ progress (0.5)</p> <p>Disadvantaged attendance is in line with rest of cohort.</p>	<p>Target outcomes for disadvantaged pupils have been met.</p> <p>50% at KS2 20% at KS1 100% phonics</p> <p>PP strategy review highlights most effective strategies that had positive impact on outcomes.</p> <p>90% of disadvantaged pupils have made expected or expected+ progress (0.5 – 1)</p> <p>Disadvantaged attendance is in line with cohort and about National.</p>

Priority 2: BEHAVIOUR AND ATTITUDES

Pupils want to come to school and understand the importance of learning. Behaviour is consistently good with children being able to regulate their emotions and manage feelings.

Success criteria:

- A. Design and implement a behaviour curriculum.
- B. To continue to improve attendance of persistent absentees and disadvantaged pupils.
- C. For our school vision to be a golden thread through everything for all stakeholders, including the wider community.

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			End Autumn	End Spring	End Summer
<p>A. <u>Design and implement a behaviour curriculum.</u></p> <ul style="list-style-type: none"> - Share extracts from Flourishing Together and When Adults change with staff - Assign CPL time for staff to work together to create curriculum and model teaching and recording expectations of behaviour - Underpin curriculum with school vision and values 	EHT CTs	<p>Worship planning overview</p> <p>When adults change</p> <p>Flourishing together</p> <p>CPL time</p>	<p>Behaviour curriculum has been created by all teachers. Explicitly linked to our school Christian Values.</p> <p>Floor books have been created to capture snap shots of behaviour learning.</p> <p>Behaviour curriculum has been shared and approved by ASEC.</p>	<p>Pupil conferencing shows behaviour curriculum is being explicitly taught. Pupils can explain what types of behaviour look like at their level.</p> <p>ASEC monitoring shows pupils are aware of their own behaviour and pupils can articulate what positive behaviour looks like at their age linked to each value.</p>	<p>Progression document has been reviewed and updated from gaps identified ready for next academic year.</p> <p>SLT behaviour analysis shows reduced number of incidents and increased reflection and regulation from pupils.</p> <p>Staff survey data shows explicit behaviour teaching has had a positive impact on learning environment.</p>
<p>B. <u>To continue to improve attendance of persistent absentees and disadvantaged pupils.</u></p> <ul style="list-style-type: none"> - Implement half termly monitoring - Early identification of persistent absentees - Illness information shared with families - Return to school proformas and system created and implemented 	SLT CTs Admin EWS	<p>EWS termly meetings</p> <p>Letters set up on Arbor</p> <p>Monitoring schedule in place</p>	<p>Potential persistent absentees have been identified for monitoring.</p> <p>SLT analysis half termly – families met with who have cause for concern.</p> <p>ESW meetings taking place re concerning pupils.</p>	<p>Persistent absentee percentage is lower than national average.</p> <p>Attendance has improved for families who have been met with by SLT.</p> <p>SLT monitoring has identified patterns, trends or concerning groups.</p>	<p>Disadvantage attendance is in line with rest of cohort.</p> <p>Persistent absentee percentage is lower than National statistics.</p> <p>Parent feedback about return to school meetings is positive.</p>

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<ul style="list-style-type: none"> - Increase family meetings - Increased FPN applications to LA 			<p>Data shared with all families at parents' evening.</p> <p>Data reported to ASEC.</p> <p>Return to school meetings have started for pupils absent for 2 or more days.</p> <p>Admin systems are in place – attendance watch list, absence reporting to SLT, unauthorised letters and concern letters.</p>	<p>FPN have been issued for term time holidays.</p> <p>Pupil conferencing show return to school meetings help them to catch up with missed learning – their absence has reduced.</p> <p>Data shared with ASEC.</p>	
<p>C. <u>For our school vision to be a golden thread through everything for all stakeholders, including the wider community.</u></p> <ul style="list-style-type: none"> - School Biblical Foundation has been updated and relaunched - Values have their own Biblical Foundation - Link to behaviour is more explicit - PCSF is supporting development - ASEC members have received training and can talk with accountability about our school vision 	EHT SLT ASEC	PCSF Faith Council Whole community	<p>Biblical foundation has been relaunched.</p> <p>SLT monitoring shows that all stakeholders can articulate our school vision and biblical foundation.</p> <p>ASEC members have started PCSF Governance training to deepen understanding.</p> <p>SIAMs SEF evidences our vision as a golden thread.</p> <p>CSF visit report captures the impact and strength of our school vision.</p>	<p>ASEC monitoring captures our vision and ethos across all Ofsted strands and curriculum areas.</p> <p>Pupil conferencing shows pupils can articulate our school vision and biblical foundation and how it impacts our school.</p> <p>SLT monitoring captures all stakeholders living out our values.</p> <p>Parent survey captures positive impact and understanding of our school vision.</p>	SIAMs inspection reports that our school community is flourishing.

Priority 3: PERSONAL DEVELOPMENT

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Success criteria:

- A. Develop a safeguarding curriculum to increase focus on protected characteristics and online safety.
- B. Develop a deeper understanding of fundamental British Values.
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			End Autumn	End Spring	End Summer
<p>A. Develop a safeguarding curriculum to increase focus on protected characteristics and online safety.</p> <ul style="list-style-type: none"> - Arrange DLP visit - Safeguarding chronology informs curriculum need - Linked explicitly to protected characteristics and PSHE learning - DSL monitoring as part of M&E schedule 	<p>DSL All staff</p>	<p>DLP resources</p>	<p>Safeguarding curriculum has been linked to PSHE units, protected characteristics, and key National days.</p> <p>LTPs show there is focus on regularly teaching online safety to pupils in all year groups.</p> <p>Learning walks and planning show content is being taught in a responsible way. Learning is captured in PSHE books, behaviour book or through discussion.</p> <p>LTP shows planned exposure to protected characteristics.</p>	<p>Parental engagement on key national days is high – measured through attendance at workshop and through responses on class dojo.</p> <p>Pupil conferencing shows that pupils understand how to stay safe online and what to do if they feel unsafe.</p> <p>External audit from DLP reports pupils are taught safeguarding content effectively.</p> <p>Pupils can name protected characteristics.</p>	<p>Safeguarding curriculum has been reviewed and updated for a second cycle based on safeguarding needs from myconcern and contextual safeguarding.</p> <p>Number of concerns relating to online safety is low. Pupil questionnaire shows pupils understand how to keep themselves safe online.</p> <p>ASEC monitoring shows pupils have had good coverage and awareness of important safeguarding content specific to their contextual safeguarding needs.</p> <p>Protected Characteristics have been checked and noted in AIM report.</p>
<p>B. Develop a deeper understanding of fundamental British Values.</p> <ul style="list-style-type: none"> - Plan a series of BV days - Arrange time for subject leaders to check progression maps and long term plans 	<p>CTs</p>	<p>Scarf</p>	<p>Focused British Values days have been planned across the year – including parental engagement.</p> <p>Subject LTPs and progression maps have been reviewed</p>	<p>Observation of British Values days show that pupils experience British Values in action.</p> <p>ASEC pupil conferencing shows that pupils across all</p>	<p>Pupil questionnaire feedback shows that they have a deep understanding of British Values.</p>

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<ul style="list-style-type: none"> - SLT to design content and opportunities for experiencing BVs - House Captains and pupil voice groups in place - Planned opportunities to reach parent community 			and checked to ensure British Values are woven through the curriculum.	year groups can articulate understanding of British Values and can link this to other curriculum areas.	Any gaps have been identified and planned for in the next academic year.
<p>C. Pupils have the opportunity to develop non-cognitive skills to contribute to overall positive wellbeing.</p> <ul style="list-style-type: none"> - Non-cognitive skills chosen through research studies - Class teachers to weave these into behaviour curriculum - Timetables adapted - PP lead to design conferencing questionnaire to track and set times for them to be carried out 	CTs	Research	<p>Disadvantaged pupils have had 1:1 conferencing to baseline their awareness and assess their rating of their non-cognitive skills such as resilience, creativity.</p> <p>Non-cognitive skills to develop have been identified and planned for as part of the behaviour curriculum.</p> <p>Planning monitoring shows that teachers are planning in opportunities to develop these skills with behaviour learning time or within foundation subjects.</p>	<p>Pupil conferencing, especially disadvantaged pupils, show that pupils have increased awareness and growth in their non-cognitive skills from baseline.</p> <p>ASEC monitoring shows pupils are having time to develop and work on their non-cognitive skills.</p>	<p>Final 1:1 conferencing shows pupils have reflected and have increased confidence with their non-cognitive skills.</p> <p>Staff survey shows that explicitly teaching non-cognitive skills has had a positive impact on pupil wellbeing and outcomes.</p>

Priority 4: LEADERSHIP AND MANAGEMENT

Leaders are determined to ensure every child and all staff members can flourish through quality first teaching and bespoke CPL and support.

Success criteria:

- A. Recruit and train ASEC members to strategic school leaders with meetings that are informed by planned and timely monitoring visits.
- B. Continue to develop leadership at all levels to have a whole school impact.
- C. To further develop curriculum monitoring with a focus on pupil voice and recall of knowledge.

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<p>A. <u>Recruit and train ASEC members to strategic school leaders with meetings that are informed by planned and timely monitoring visits.</u></p> <ul style="list-style-type: none"> - Marketing materials to be created - Opportunities in local area identified and reached out to - Training dates and information shared with ASEC members - SLT liaising with PCC and media consultants - Monitoring visits are planned and carried out – increasingly independently from SLT 	EHT Chair ASEC HoG	<p>Marketing material</p> <p>Local contacts</p> <p>PCSF CPL</p>	<p>Applications for Governor roles have been received.</p> <p>Current ASEC members have attended DSAT Governor training.</p> <p>All current ASEC members have carried out a monitoring visit.</p>	<p>Interviews have taken place and Governors have been appointed.</p> <p>Impact of Governor training is captured in meeting. Governors have a clearer understanding of their role and monitoring expectations.</p> <p>All Governors can report on Flourishing within their monitoring visits and present reports effectively within ASEC meetings.</p>	<p>The Governing body is full.</p> <p>Governors are accessing training as per training record.</p> <p>Governor monitoring adds to the capacity of leaders at our school.</p> <p>Meetings are reviewed to be strategic and effective.</p>
<p>B. <u>Continue to develop leadership at all levels to have a whole school impact.</u></p> <ul style="list-style-type: none"> - Targets identified as part of appraisal processes - Clear areas of roles and responsibilities across the two schools - CPL identified and planned in - Planned coaching time with EHT 	EHT DSAT	<p>DSAT CPL</p> <p>Time with EHT</p>	<p>All leaders have had targets set as part of their annual appraisal.</p> <p>Coaching with EHT has enabled leaders to develop strategic thinking and implement whole school initiatives.</p>	<p>Mid-year reviews show leaders are on track to meet their leadership targets.</p> <p>Whole school improvement initiatives have been embedded and monitoring shows this is having a positive impact on pupil outcomes and wellbeing.</p>	<p>Leaders have met their leadership targets.</p> <p>Whole school initiatives have been monitored and reviewed by ASEC.</p> <p>Impact of curriculum initiatives is positive on pupil outcomes – reading, fluency and humanities.</p>

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<p>C. <u>To further develop curriculum monitoring with a focus on pupil voice and recall of knowledge.</u></p> <ul style="list-style-type: none"> - HIP plan shared with ASEC and staff - Pupil conferencing and deep deep dives modelled by SLT and RDE - Planned CPL and collaboration linked to pupil voice - Bank of questions created 	All leaders	DSAT CPL Time with EHT CPL time in school	<p>Monitoring has been carried out as per monitoring and evaluation schedule.</p> <p>KS2 has engaged with this strand on Hub improvement plan.</p> <p>Monitoring has been recorded effectively. Pupil voice has been captured through effective questioning linked to curriculum concepts.</p>	<p>SLT observations of monitoring show monitoring is robust and subject leaders have a secure understanding of monitoring and next steps for their subjects.</p> <p>HIP has depended understanding of how to effectively monitor and capture pupil voice and recall of knowledge.</p> <p>Subject leaders have reported to ASEC committee.</p>	<p>All subjects across the curriculum have been effectively monitored and reported to ASEC.</p> <p>Pupil voice is effectively captured and informs subject development and action plans for the next academic year.</p>

Priority 5: EARLY YEARS

Children are ready for the next stage of education – pupils with lower starting points achieve well and all have knowledge and skills to successfully transition to the next stage of their learning journey.

Success criteria:

- A. To further embed the DSAT EY curriculum by mapping explicit knowledge taught in EY.
- B. To embed approach to early writing, letter formation and motor skills.
- C. Ensure there is a program of early intervention for pupils identified through baseline assessment to ensure they are Year 1 ready.

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			End Autumn	End Spring	End Summer
<p>A. <u>To further embed the DSAT EY curriculum by mapping explicit knowledge taught in EY.</u></p> <ul style="list-style-type: none"> • Progression map of knowledge across early years split into foundation subjects has been created – linked to whole school and feeding into Y1 curriculum • Knowledge linked to DSAT EY curriculum • Monitor curriculum coverage across academic year • Link up foundation subjects with EY areas of learning 	EHT AHT EY Team	CT time EY conference	<p>Progression map complete and shared with SLT, EY team and ASEC.</p> <p>Monitoring shows coverage across the curriculum with knowledge starting in years linked to whole school subject progression maps and key concepts.</p> <p>Progression map shared with ASEC.</p>	<p>SLT monitoring shows concepts are starting in EY.</p> <p>Pupils can articulate learning across the curriculum areas.</p>	<p>ASEC monitoring shows coverage of curriculum has enabled 95% of pupils to be Y1 ready.</p> <p>Pupil conferencing shows pupils can recall knowledge across the curriculum.</p>
<p>B. <u>To embed approach to early writing, letter formation and motor skills.</u></p> <ul style="list-style-type: none"> • All EY staff to receive CPL for letter formation • Online resources purchased for modelling and teaching • Programme of motor skills is taught as part of curriculum 	EHT AHT EY Team	<p>Marking and feedback policy</p> <p>TA CPL</p> <p>DSAT Motor skills resources</p>	<p>Learning walks show there is provision to develop motor skills and muscles in the correct order.</p> <p>Learning walks show children have correct pencil grip and posture ready to write.</p> <p>Monitoring shows that adults are addressing</p>	<p>Moderation shows that the majority of pupils are working at expected for their age in writing.</p> <p>Assessments show pupils are forming letters correctly and interventions when this is not the case.</p>	<p>Pupils achieving GLD is in line with National.</p> <p>Assessments show that pupils are ready to write in Y1.</p>

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<ul style="list-style-type: none"> Correcting letter formation is key part of marking and feedback policy 			<p>misconceptions and errorfull learning linked to letter formation.</p> <p>CPL records show all staff have had CPL about letter formation.</p>	<p>Lesson observations show that pupils are ready to write and adults continue to address misconceptions – pupils are doing less, better.</p> <p>ASEC monitoring shows continuous provision for early writing and motor skills is appropriate and activities have clear intentionality.</p>	
<p>C. <u>Ensure there is a program of early intervention for pupils identified through baseline assessment to ensure they are Year 1 ready.</u></p> <ul style="list-style-type: none"> Baseline completed within first 2 weeks to inform planning and identify and deficits Intervention programme in place with a catch up and keep up approach Timetabled tutoring time planned teacher led interventions Planning covers learning gaps and informs continuous provision. Communication to families re eyes and ear tests 	EHT AHT EY Team	<p>Baseline assessment</p> <p>Insight data</p> <p>Planing proformas</p> <p>EY conference</p>	<p>Baseline data is accurate and shared with ASEC.</p> <p>Pupils needed additional support have been identified and interventions have been put in place.</p> <p>Learning walks show a clear progression of phonics.</p>	<p>Assessments show identified pupils are making better than expected progress.</p> <p>Additional assessments have been carried out on pupils not making expected progress.</p> <p>Moderation supports teacher judgements and identifies learning gaps and next steps.</p>	<p>All pupils are Y1 ready.</p> <p>GLD is in line with National outcomes.</p>

Priority 5: MARKETING AND PUBLICITY

For people in the wider community to know about our school, celebrate our offer and grow pupils numbers

Success criteria:

- A. To celebrate our school and our school offer.
- B. For communication to have a greater reach within the wider community.
- C. To grow pupil numbers from Reception and through in-year transfers.

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			End Autumn	End Spring	End Summer
<ul style="list-style-type: none"> • Instruct media consultant to review current processes and quote for work. • Conduct survey with current school community to see where information is best placed • Organise a series of open events • Collect data from prospective parents to ensure future communication • Ensure website information is current and user friendly 	HT SLT Admin ASEC	£500 for media consultant and work	Prospectus', banners and flyers have been produced. A series of open events have been planned and shared through sign up scheme to collect data for future communication. Survey data from current parent body has been collated and analysed.	Online traffic on social media and website has increased – data being collected. Parent community group set up to support marketing and be present at events and targeting playgroups etc	Number of Reception pupils for September 2024 is greater than Y6 pupils leaving. School has accepted 2 or more in year transfers.