

CHILDREN'S SERVICES SCRUTINY COMMITTEE

Initial school attainment Report

Early Years, Key Stage 2, Key Stage 4, Key Stage 5 and children in care

INTRODUCTION AND OVERVIEW

The Education, Participation and Skills Service has responsibility within the Council for monitoring, evaluating and reporting on standards of attainment and achievement, inclusive practice and safeguarding in all Plymouth schools. In Plymouth, many children achieve excellent outcomes, there are examples of great successes happening every day in our schools. However, this is not consistent across all schools or within individual schools for all pupil groups. It is incumbent on all involved within education in the city to do more to ensure that all schools offer high quality learning opportunities, for all pupils.

There are established and strong partnership arrangements in place through the city's 'place-based approach', which are utilised to enable collaboration and working together to support parents and children which is crucial to really making a difference. The collation of headline GCSE results, through the Ted Wragg Trust, is a good example of partners working together to understand strengths and areas for development in the city education landscape in advance of lagged statistical release information.

SECTION 1: EARLY YEARS & PRIMARY PHASE

This section provides an initial picture of the collective performance of primary schools in the city for academic year 2023-24. The KS2 data is early/unvalidated and therefore subject to change during the autumn checking exercise in schools. National comparators from the Department of Education (DfE) are not available for KS2 outcomes at the time of writing and so it is not possible to provide fine analysis of the attainment of groups or hypothesise about trends for groups of pupils; a more detailed report will be produced early in the new year based upon DfE final validated data for this phase.

Key Stage 2 attainment statistical release timetable

Release	Date
Key Stage 2 early/unvalidated results release	September 2024
Key stage 2 validated/full results release	December 2024 (date to be confirmed)

Cohort level analysis in relation to gender, special educational needs and disadvantage will be available from the December validated data release. National benchmark data will be available following the statistical release in late 2024 - early 2025.

Key Measures

Early Years Foundation Stage Profile (EYFSP) is a statutory data collection. Each child's records are combined at local authority and national level to produce a National Statistics publication. The EYFSP measures the achievement of children (at emerging or expected standards) across 17 Early Learning Goals (ELGs) within 7 overarching areas of development: communication and language; personal, social and emotional development; physical development; literacy; mathematics; understanding the world; and expressive arts and design. Attainment of children in the EYFSP provides us useful information showing the starting point of children in different schools and localities.

Year 1 phonics screening check is a statutory assessment designed to confirm whether pupils have learnt phonic decoding to an appropriate standard (represented by a score of 32). It identifies pupils who need extra help to improve their decoding skills and is a useful measure in identifying early progress in both reading and writing. Outcomes are published annually showing the average achievement of each primary school.

End of Key Stage 2 national curriculum assessments are statutory measures of primary pupils' progress and attainment in English, maths and science. Formal tests (SATs) measure attainment at expected or higher standard in English reading and maths, and teacher judgements made against the DfE KS2 Teacher Assessment Frameworks measure achievement of pupils working towards/at expected standard/at greater depth within the standard (WTS/EXS/GDS) in English and at EXS in science.

School results are published in national performance tables (known as league tables) allowing for comparison between schools and across localities. The national Floor Standard and national progress measures used to identify schools giving cause for concern (i.e. schools with the percentage of pupils reaching the expected standard below 65%; and with progress in any one of three progress measures below a certain standard based on annual national average in reading, writing and maths) have been suspended until 2025.

Plymouth schools by grouping

Trust	Number of Plymouth primary schools
Learning Academies Trust	18
West Country Schools Trust	8
Ted Wragg Trust	1
Reach South Academy Trust	8
Plymouth CAST	6
Greenshaw Learning Trust	1
The Inspire Multi-Academy Trust	2
CONNECT	5
Discovery	3
St Christopher's CE Trust	4
ACE schools	2 (0% pupils registered for assessments)
LA Maintained	9

Overall headlines:

- Overall, KS2 early results for 2024 show considerable variance across the city, with combined averages affected by significant difference in cohort sizes (NB: school level early data has been shared within PCC*).
- Early Years outcomes for 2024 are slightly improved on the previous year with 66.7% of children achieving an overall good level of development (GLD) moving closer to national average of 68% GLD.
- Year 1 phonics screening check outcomes remain strong (81.2% achieving the standard score) above 2024 national average of 80% and previous year (city 80%, national 79%).
- Early end of Key Stage 2 (KS2), overall results for reading, writing and maths combined are improved on the previous year, and typically show significant variation in terms of individual schools (variance linked to numbers on roll), and outcomes not always linked to social challenge (published data will identify those schools and Trusts with excellent practice to share). Whilst overall city average is slightly improved, approximately 28 schools present early attainment outcomes below KS2 2024 combined average of 61%, indicating that whilst standards at the end of KS2 have improved, there is continued need for further improvement.

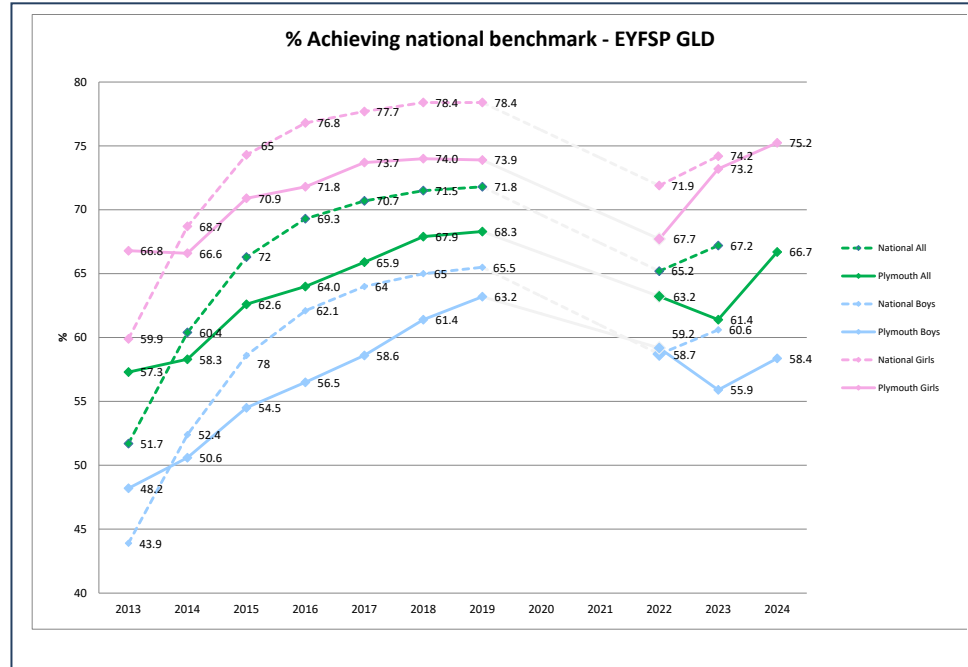
Data headlines by phase

Early Years:

- 66.7% of children achieved a GLD at the end of their Reception year, an improvement on the previous year average 64.2%
- Children attained highest in Early Learning Goals (ELGs) Expressive Art & Design 85.9%, Physical Development 83.4%, and PSE 82%, and achieved least well in ELGs Literacy 69.1% and maths 77.6%. In addition, 79.1% of children met the expected level of development in Communication and Language, a key area of focus for the 2024/25 place-based plan.
- Outcomes below show percentage of children achieving overall GLD at national and city level by gender with green indicating an upward trajectory of city attainment, As we see, nationally and locally boys do less well in Early Years, highlighting the priority of early focus in terms of curriculum planning and pedagogy in schools, to address this gap.

	National All	Plymouth All	National Girls	Plymouth Girls	National Boys	Plymouth Boys
2013	51.7	57.3	59.9	66.8	43.9	48.2
2014	60.4	58.3	68.7	66.6	52.4	50.6
2015	66.3	62.6	74.3	70.9	58.6	54.5
2016	69.3	64.0	76.8	71.8	62.1	56.5
2017	70.7	65.9	77.7	73.7	64	58.6
2018	71.5	67.9	78.4	74.0	65	61.4
2019	71.8	68.3	78.4	73.9	65.5	63.2
2020						
2021						
2022	65.2	63.2	71.9	67.7	58.7	59.2
2023	67.2	61.4	74.2	73.2	60.6	55.9
2024		66.7		75.2		58.4

- Available 2024 data shows that 54.4% of children eligible for free school meals (FSM) (43.1% FSM boys, 65.7% FSM girls) achieved an overall GLD indicating a 15 percent point gap for disadvantaged children.
- The chart below shows 2024 Early Years Foundation Stage (EYFS) GLD outcomes by all pupils and by gender in comparison to previous years' national average, and previous Plymouth attainment. This demonstrates ongoing improvement to outcomes.



Year 1 Phonics screening check

- 81.2% of Year 1 pupils achieved the required standard in Phonics (an improvement on previous year: city 80%, national 79%)
- Positive outcomes in this area reflect the ongoing benefits of the Plymouth Oracy project and generally strong practice in the teaching of early phonics. These strong skills in early reading should be reflected in equally positive reading and writing outcomes as children move KS2.

Key Stage 2 Assessments:

Overall attainment - early indicators for children working at expected standard (EXS) or at greater depth (GDS)

- 61.6% of pupils achieved EXS in reading, writing and maths combined (6.8% at GDS) an increase on 2023: city /national 59%)
- 73% of pupils achieved EXS in reading (27.6% at GDS) in line with 2023 national average 73%
- 72.6% of pupils achieved EXS in writing with 10.7% GDS (previous EXS 72%) above 2023 national average 71%
- 72.8% of pupils achieved EXS in maths with 23% GDS (previous EXS 72%) approaching 2023 national average 73%

Attainment of groups – as noted above, early, unvalidated data does not allow for finer level analysis of progress/achievement of pupil groups, and it would be unreliable to hypothesise about trends and priorities of groups from this early data.

- 65.3% of girls achieved EXS in reading, writing maths combined, compared to 57.8% of boys (2023 boys 56% and girls 63%)
- 46.5% of children eligible for free school meals (FSM) achieved EXS in reading, writing maths combined (2023 44%)
- 27.1% Special Educational Needs (SEN) Support achieved EXS in reading, writing maths combined (2023 23%)
- 8.3% of children with an Education, Health & Care plan (EHCP) achieved EXS in reading, writing maths combined (2023 5%)
- 57.9% children with English as an additional language (EAL) achieved EXS in reading, writing maths combined (2022/23 60%)

Summary

- Overall KS2 combined average (unvalidated) represents a slight increase of 1.6% on previous year city and national averages.
- Girls continue to achieve higher than boys in combined reading, writing and maths by 7.5%, a gap which progresses from EYFS to the end of KS2.
- Children eligible for FSM, those with special educational needs (SEN) and those learning English as an Additional Language (EAL) continue to achieve less well than others.
- To close the gap in attainment for those children who are disadvantaged and/or have an SEN, additional strategies to accelerate progress will be developed through the two strands of the place-based plan: the development of early language acquisition, and the development of enhanced transition from Early Years into Key Stage 1. This will be through sharing best practice models of what works well to accelerate progress.

NB: The validated data release (December 2024) will provide greater, more reliable opportunities for analysis of pupil groups and multi-academy trusts and locality trends. The validated report will identify attainment in each phase of pupils by gender, EAL, FSM, and SEN with city and national benchmarking.

SECTION 2: KEY STAGE 4

This section provides an initial picture of the collective performance of secondary schools in the city for academic year 2023-24. The data is early/unvalidated and provided on a voluntary basis by schools. Therefore, data is subject to change during the autumn checking exercise in schools. National comparators from the Department of Education (DfE) are not available at the time of writing and so it is not possible to provide fine analysis of the attainment of groups or hypothesise about trends for groups of pupils; a more detailed report will be produced early in the new year based upon DfE final validated data.

Cohort level analysis in relation to gender, special educational needs and disadvantage will be available from the October statistical release. National benchmark data will be available following the statistical release in early 2025. Data in this section of the report is provided by schools to the Place-Based Co-ordinator on a voluntary basis.

Release	Date
Key Stage 4 results release	24 October 2024
Revised Key stage 4 revised results release	January – February 2025 (date TBC)

Key measures

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score

Progress 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects. While these numbers are not made publicly available on a pupil-by-pupil basis, scores taken from across a school year group are averaged to produce a school's overall score.

The Basics measure provides the percentage of children achieving either grades 4 – 9 or grades 5 – 9 in both English and maths. A pass at grade 4 is considered a standard pass, a pass at grade 5 is considered a strong pass. Basics 5 – 9 is reported as a national benchmark measure.

Plymouth trusts

Trust	Number of schools
Thinking schools Academy Trust	2
West Country Schools Trust	4
Ted Wragg Trust	4
Reach South Academy Trust	2
CAST	2
Greenshaw	2
Maintained	1

Single academy trust	2
TOTAL	19

Plymouth mainstream overall outcomes 2024 (Draft and unvalidated)

	2023	2024	Difference +/-
Progress 8 (All)	-0.17	-0.10	+0.07
Progress 8 (Disadvantaged)	-0.53	-0.49	+0.04
English Progress 8	-0.06	0.06	+0.12
Maths Progress 8	-0.15	-0.04	+0.11
EBacc Progress 8	-0.17	-0.01	+0.16
Open Progress 8	0.02	-0.10	-0.08
English and Maths 5+ (All)	42%	46%	+4%
English and Maths 5+ (Disadvantaged)	32%	33%	+1%
EBacc 5+ (All)	15%	18%	+3%
A Level Academic APS	25.8	27.3	+1.5
A Level Applied APS	31.6	26.6	-5.0

Please note:

- The data in grey represents all mainstream Plymouth secondaries.
- The data sets in blue reflect 17 out of 19 mainstream secondary schools in Plymouth.
- The data in the blue lines on the table are a direct comparison of the 17 schools in 2023 against the same 17 in 2024, so the trends are still valid.
- The data sets do not include remarks and grade changes – these are ongoing. Consequently, attainment is likely to rise.
- Likewise, we are expecting a small increase in progress scores nationally (max of +0.1) when the DfE release the unvalidated data in early October – therefore progress gains are likely to increase slightly.

Plymouth mainstream secondary outcome comparison 2019 vs 2024

Plymouth Overall (inc. Grammar Schools)

Measure	2019	2024 (Unvalidated)	Difference +/-
P8 (All)	-0.30	-0.10	+0.20
P8 (DS)	-0.70	-0.49	+0.21
Basics 5+ (All)	38%	46%	+8%
Basics 5+ (Disadvantaged)	29%	33%	+4%

The following locality tables exclude the Grammar School data (for locality breakdown see Appendix 1.1)

West (Highest deprivation)

Measure	2019	2024 (Unvalidated)	Difference +/-
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P8 (All)	-0.96	-0.30	+0.66
P8 (DS)	-1.3	-0.65	+0.65
Basics 5+ (All)	14%	30%	+16%
Basics 5+ (Disadvantaged)	8%	21%	+13%

North

Measure	2019	2024 (Unvalidated)	Difference +/-
P8 (All)	-0.37	-0.2	+0.17
P8 (DS)	-0.6	-0.67	-0.07
Basics 5+ (All)	24%	35%	+11%
Basics 5+ (Disadvantaged)	14%	21%	+7%

South

Measure	2019	2024 (Unvalidated)	Difference +/-
P8 (All)	-0.15	+0.31	+0.46
P8 (DS)	-0.35	-0.07	+0.28
Basics 5+ (All)	28%	51%	+23%
Basics 5+ (Disadvantaged)	20%	39%	+19%

East (Lowest deprivation)

Measure	2019	2024 (Unvalidated)	Difference +/-
P8 (All)	0.0	-0.14	-0.14
P8 (DS)	-0.43	-0.61	-0.18
Basics 5+ (All)	39%	45%	+6%
Basics 5+ (Disadvantaged)	24%	25%	+1%

Key points

- The data shows that gains continue to be made in the progress and attainment of young people in Plymouth at 16.
- Potentially, for the first time ever, Plymouth may have an overall progress score close to 0.0, as well as being at the national average for Basics 5+, which has not previously happened.
- The green shoots we saw in 2022 and 2023 have continued to grow in 2024.
- School leaders and their teams have had real impact and should be commended.
- Most notably, significant gains have been in the West locality of Plymouth (highest level of deprivation).

Summary

Early indications are that the performance of schools have improved year on year across all key benchmarks. Whilst this represents a positive picture of improvement for the city, both the progress and attainment of children who experience disadvantage requires further improvement so that more children achieve key gateway qualifications in English and maths.

Disadvantaged children make up a significant percentage of the cohort in most of our mainstream schools; of the schools sharing data, nine had a year 11 cohort where in excess of 25% were entitled to free school meals: at All Saints Academy this was 50%. Without further improvements for disadvantaged children across key measures it is less likely that key benchmarks in Plymouth will draw level with national indicators.

Across benchmarks, schools that have performed well in the city are not limited to a particular trust or geographical area. This suggests that building consistency of practice in order to meet the needs of disadvantaged children is still being worked towards. This is embedded into the implementation approach of the 2024/25 place-based plan.

Potential best practice examples

Area of practice	Schools
Accelerating the progress of all children from their starting points	Coombe Dean, DHSB, DHSG, Lipson Co-operative Academy, PHSG, SMHCC.
Accelerating the progress of disadvantaged children from their starting points	DHSB, DHSG, SMHCC
All children achieving the Basics	Coombe Dean, DHSB, DHSG, Lipson Co-operative Academy, PHSG, Plymstock School, Tor Bridge High , SMHCC
Children who are disadvantaged achieving the Basics	DHSB, DHSG, Lipson Co-operative Academy, Hele's School, Sir John Hunt, Tor Bridge High, SMHCC
The attainment of all children	Coombe Dean, DHSB, DHSG, Hele's School, Lipson Co-operative Academy, PHSG, SMHCC

SECTION 3: KEY STAGE 5

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from the Department of Education (DfE) are not available at the time of writing and so it is not possible to provide fine analysis of the attainment of groups or hypothesise about trends for groups of pupils; a more detailed report will be produced early in the new year based upon DfE final validated data.

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Release	Date
Key Stage 5 results release	24 October 2024
Revised Key Stage 5 revised results release	January – February 2024 (date TBC)

Key measures/terms

Average point score (APS)

The average point score (APS) that students achieved per entry,

A Level academic

A Level qualifications

A Level applied

Level 3 qualifications with a vocational focus, for example, T Levels.

The national picture

Nationally more than 800,000 A level results were issued to student in England, with grades determined by their performance in their exams and assessments. Overall, the A level results across England were similar to 2023. For As and A*'s 27.6% of entries gained the two highest grades, compared to 26.5% in 2023 and 25.2% in 2019.

Nationally the gap has widened with 49.4% private schools and 41% of grammar schools achieving A or A* grades, compared to 26.5% academies, 23.8% sixth form colleges, 22.3% comprehensive and 14.8% at further education settings.

Maths A levels has also grown nationally by 20% in year with over 100,000 entries and 17,000 entries in further maths. There was also an increase in Physics, computing, and other sciences. With a decline in Sociology, Geography, Psychology and History. The proportion of entries nationally for Applied A Level courses reduced by approx. 5% in 2024.

82% of applications to university have resulted in the students getting their first choice.

The Plymouth picture

	2023	2024	Difference +/-
A Level Academic APS	25.8	27.3	+1.5
A Level Applied APS	31.6	26.6	-5.0

Across the city the average point score (APS) for A Level grades has remained broadly stable year on year, with a slight increase of 1.5 points. However, the APS for young people taking applied courses has reduced by 5 points. It is important to note that the number of entries for Applied A Levels is generally small within our schools, and thus can lead to swings in outcomes between cohorts. Additionally, the majority of young people in Plymouth studying Applied or Vocational courses, do so at City College Plymouth. In future years we will gather City College data at this early stage.

SECTION 4: LOOKED AFTER CHILDREN

This section outlines the performance of looked after children at both Key Stage 2 and Key Stage 4. This headline data is unvalidated and subject to change against the timetable outlined in sections 1 and 2 of this report.

Key Stage 2

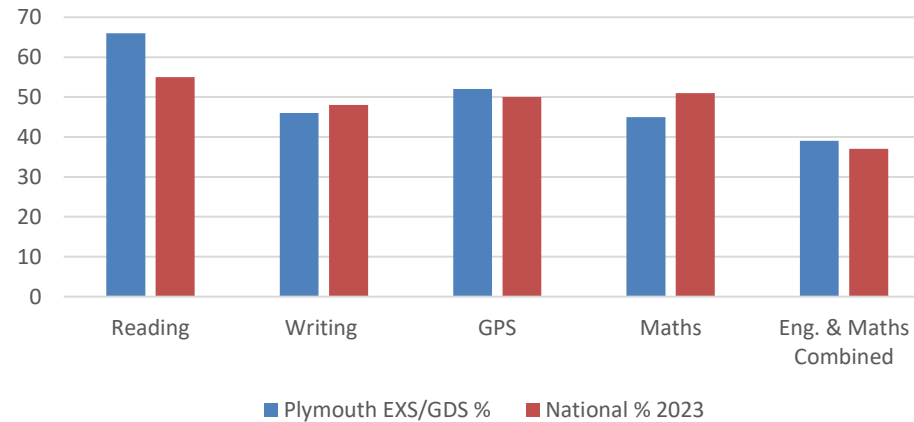
This children in care (CiC) cohort of 33 children is boy heavy with 19 (58%) and 14 (42% females. 14 children 42% live out of area (OOA) whilst 19 (58%) live in Plymouth. 7 (21%) pupils have special educational needs identified and have an Education Health and Care plan (EHCP).

Key Stage 2 SATS Results 2024							
	All (national CiC figures 2023)	Boys	Girls	EHCP	No EHCP	In area	Out of area
Reading	22/33 66% (55%)	12/19 63%	9/14 64%	4/7 57%	18/27 67%	12/19 63%	10/14 71%
Grammar Punctuation and Spelling	17/33 52% (50%)	10/19 53%	7/14 50%	4/7 57%	13/27 48%	8/19 42%	9/14 64%

Writing	15/33 46% (48%)	9/19 47%	6/14 43%	3/7 43%	12/27 44%	9/19 47%	6/14 43%
Maths	15/33 45% (51%)	8/19 42%	7/14 50%	3/7 43%	12/27 44%	9/19 47%	6/14 43%
English and Maths Combined	13/33 39% (37%)	7/19 37%	7/14 50%	3/7 43%	10/27 37%	8/19 42%	5/14 36%

The following **national** figures for children in care have been taken from the 2023 reporting tables as the 2024 tables are not yet published. The national numbers used are representative of CiC for 12 months or more- these figures are on average 5% higher than those for CiC for less than 12 months. The Plymouth Cohort has not been split into two categories of more or less than 12 months so the figures will be slightly lower than the national averages given this.

Comparison of Key Stage 2 SATS
Plymouth V National



Headlines

- Combined reading writing and maths for the Plymouth CiC is 39% which is slightly above the national CiC cohort by 2%. This is significantly below the national average for **all** pupils reaching combined levels at 60% 2023 and 61% in 2024.

- Teacher assessed writing levels for Plymouth CiC is 46% which is 2% below national at 48%
- Plymouth CiC outperformed the national cohort in reading by 11%.
- In grammar, punctuation and spelling, the Plymouth CiC cohort is slightly above the national CiC average by 2%.
- The national CiC cohort outperformed the Plymouth CiC cohort by 6% in maths.

Key stage 4

The 2023/24 cohort is made up of 46 young people, twenty-six boys and twenty girls. Nearly half (43%) have significant Special Educational Needs or Disabilities requiring an Education, Health and Care Plan (EHCP). Ten attended either a Plymouth special needs school or ACE. Fourteen were educated Out of Area (five in specialist provision). Six were classed as a Child Missing Education (CME) and had highly disrupted education journeys because of multiple care placement breakdowns/moves including into unregistered settings. This cohort also has two UASC boys who sit outside this data- one came into care at the end of June so was unable to go on roll, the other young man was educated Out of Area following a ESOL pathway.

Comparison to National data below is based on 2023 statistics for CIC as the 2024 statistics were not published at the time of writing.

Qualifications in English and maths

Qualification type	GCSE Strong Pass Basics	GCSE Standard Pass Basics	GCSE 1-3 or Entry Level qualification in English and Maths	No Qualification in English and maths
Number of pupils (46)	2 (4%)	4 (9%)	18 (39%)	22 (48%)

Headlines:

- 13% of the cohort achieved a standard or strong pass in English and Maths, compared to 18.7% nationally.
- 4% of the cohort achieved a strong pass in English and Maths, compared to 9.1% nationally.
- Of the 39% who achieved a qualification in English and Maths, but at lower grades, these were GCSE grades. Entry level qualifications were only sat by pupils in specialist provision.
- 7% of the cohort missed achieving the standard pass basics measure by one grade, achieving a Grade 4 in one and Grade 3 in another. A further 4% achieved a Grade 3 in both.

Qualifications in English

Qualification type	GCSE strong Pass	GCSE Standard Pass	GCSE 1-3 or Entry Level	No Qualification in English
Number of pupils (46)	4 (9%)	3 (7%)	18 (39%)	21 (46%)

Headlines:

- Performance in English is slightly weaker than last year, it dropped in both Literature (11% compared to 13% last year) and Language (13% compared to 15% last year).
- 16% achieved a standard pass or better.
- Of the 46% who achieved no qualification in English, 24% of these were in Out of Area specialist provision or were CME.
- 13% of the cohort missed a standard basic pass in English by 1 grade.

Qualifications in Maths

Qualification type	GCSE Strong Pass	GCSE Standard Pass	GCSE 1-3 or Entry Level	No Qualification in Maths
Number of pupils (46)	3 (7%)	6 (13%)	18 (39%)	19 (41%)

Headlines:

- 20% of the cohort achieved a standard or strong pass in Maths, compared to 15% last year.
- A greater percentage of pupils did not achieve a Maths qualification: 41% this year, up from 37% last year.
- 13% of the cohort achieved a Grade 3 and so missed achieving a standard basic pass in Maths by one grade.
- Pupils placed Out of Area in specialist provision and those who were CME represented 24% of the cohort who didn't achieve a Maths qualification.

NEXT STEPS

What	When	Who
Utilise feedback from the 2023/24 assessment outcomes to facilitate opportunities for those schools/Trusts identified as presenting best practice examples for accelerating the progress of children who are disadvantaged or have special educational needs, in the early years foundation stage and across the primary and secondary phases.	31 January 2025 (depending on the data release date)	Lucinda Ross, Education Improvement Officer, Plymouth City Council
Carry out in-depth analysis of the disadvantaged cohort & children with SEND based on validated data at all key stages.	31 January 2025 (depending on the data release date)	Lucinda Ross, Education Improvement Officer; Graham Roser, Education Improvement Partner and Tina Brinkworth, Head of Post-16 and Skills
Prepare a report for the Plymouth Education Board that identifies trends and next steps for improving the attainment of children who are disadvantaged or have SEND.	25 March 2025	Lucinda Ross, Education Improvement Officer, Plymouth City Council, Jim Barnicott, Head of Education, Plymouth City Council & Rob Williams, Place-Based Co-ordinator

Plan the spring term Headteacher and Trust leader conference to include a focus on specific areas for development that are highlighted in the 2024 city-wide attainment data.	6 March 2025	Jim Barnicott, Head of Education, Plymouth City Council & Rob Williams, Place-Based Co-ordinator
Include themes identified in the 2024 city-wide attainment data in the multi-academy trust inclusion meeting agenda.	31 January 2025	Jim Barnicott, Head of Education, Plymouth City Council
Pupil underperformance to be specifically identified, recorded and tracked at all PEPS by the Virtual School team so that pupil premium funding can be targeted to early intervention	1 September 2025	Virtual School team, Plymouth City Council
Virtual School to support schools and trusts to develop a Functional Skills pathway for those pupils identified as not on track to achieve a standard pass in English and Maths.	13 January 2025	Simon Plunkett, Education Consultant, Plymouth Virtual School
Fortnightly meetings to be established to track Children missing education in order to move at pace to place in education provision.	31 October 2024	Lee Earnshaw, Head Teacher of Plymouth Virtual School; Joanna Burke Deputy Head Teacher of Plymouth Virtual School; Simon Plunkett, Education Consultant, Plymouth Virtual School
Explore digital intervention programs that can be used to support reading and related writing skills to support the children in care cohort across the primary and secondary phases.	20 December 2024	Joanna Burke, Deputy Head Teacher of Plymouth Virtual School