

Old Town Infant School and Nursery Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introdu>



Targeted support:

To ensure that those children who fall behind, catch-up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Promotion of our school values: independence, resilience, respect, curiosity.
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study

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 in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Old Town Infant School and Nursery
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Doug Gubbins
Pupil premium lead	Katy Brunton
Governor / Trustee lead	Peter Farrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,967
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,967

Part A: Pupil premium strategy plan

Statement of intent

The focus of this plan is to ensure all disadvantaged children are supported fully to raise their attainment, attendance and enjoyment within school. We want all of our disadvantaged children to thrive and make progress in all areas of their learning. Firstly, we want all of our children to leave our school being able to read fluently and with enjoyment. We want to make sure we are fostering a positive attitude towards reading to help children develop a life-long love for it. Our children will leave our school having a good foundation for the next stage in their education. We want our children to have a good understanding of concepts in maths, the ability to write coherently, and an awareness and understanding of the world around them. It is also our mission to ensure children can engage within a broad and balanced curriculum, which is full of real-life experiential opportunities. We prioritise our children's mental health and strive to help them feel safe, happy and a sense of belonging within our school.

To meet these objectives we have focussed on the following areas:

- High-quality CPD and ongoing support to ensure staff are delivering high-quality teaching, especially in oracy, reading, writing and maths.
- On-going development of the curriculum to ensure there are meaningful opportunities to learn in a sequential and progressive manner.
- Ensuring we have high-quality interventions to support those who have fallen behind to catch them up quickly and effectively. We also want to make sure these interventions are happening within the same day to support misconceptions being identified and addressed, as early as possible.
- Creating a safe, supportive, and caring environment for children to learn, with high levels of personal, social and emotional support to remove individual barriers that may stop children achieving.
- Offering support and guidance to families through a wider level of pastoral support to improve attendance and behaviours to learn.

The key principles of this strategy plan:

- To empower teachers to know their pupils and do what is best for them- teachers and support staff will continue to access high quality CPD opportunities that will further develop their subject knowledge.
- To ensure there is high quality teaching happening in all classrooms and good curriculum planning to help children acquire the skills and knowledge they need.
- To ensure there is early identification of barriers to learning and these are supported early on in children's education.
- To empower parents to understand how to best support their child at home.
- To empower children - making sure every child feels successful and valued.

- To find and nurture each child's individual passion.
- To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium grant or not.
- To develop support networks around children and their families through pastoral and community links.
- To work to develop pupils' communication and language skills through the development of oracy and vocabulary within the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Varied expertise of staff across the school. Ensuring all staff are supported to deliver school wide systems consistently
2	Increasing levels of SEND children within school including high levels of children with complex needs (EHCPs) who are waiting for specialist placement
3	Differing levels of attainment on entry to the school and learning gaps for pupils
4	Poor attendance of identified families which is a symptom of further individualised barriers to learning - which must be overcome
5	Limit on finances can limit access to resources families can acquire to support and enrich learning, access to books and library, finance driven activities: trips and clubs
6	Level of parent expertise to support pupils learning at home
7	Low levels of communication and language for some pupils within the school
8	Emotional resilience having a negative impact on learning outcomes and ability to engage in learning.

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
% of disadvantaged pupils meeting ARE rises each year, from previous attainment position	Any gaps in learning are quickly identified, and acted upon. These are targeted in class

<p>-Pupils remember the key learning set out in the intended curriculum</p>	<p>and where necessary through same day intervention.</p> <p>Interventions demonstrate accelerated progress and where possible this will happen on the same day.</p> <p>Classroom teaching is of consistently high quality (triangulation approach)</p>
<p>Pupils can read fluently by the end of Y1.</p>	<p>Clear sequenced phonics programme is in place and taught consistently throughout the school</p> <p>Pupils falling behind are quickly identified and receive targeted intervention on the same day and through additional intervention groups.</p> <p>All pupils pass the phonics screen unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time.</p>
<p>Attendance at least 95%</p>	<p>Attendance figures will be analysed half termly. Reducing persistent absence for this group is a focus for us. PP children are offered open access to our Breakfast Club.</p> <p>School attendance policy and LA help is accessed and followed.</p> <p>Pupils with attendance below 95% will be closely monitored by the school attendance officer and progress in attendance will improve over time – between each audit point.</p>
<p>Barriers to learning for identified pupils is reduced</p>	<p>Pupil by pupil assessment. Each year all children in receipt of the pupil premium fund will be reviewed based on their individual needs and this will be what feeds and drives the strategy plan.</p> <p>Staff teams will hold ‘weighted conversations’ (EYFS) or ‘pupil progress meetings’ (KS1) on a half termly basis. Here all children working below the national standard, as well as pupils in receipt of the pupil premium fund, will be discussed and appropriate intervention will be implemented (to close gaps). Senior leaders meet with teachers to discuss attainment, progress and plan interventions to improve future outcomes.</p>
<p>All pupils fully included in all aspects of school life</p>	<p>Families are supported in accessing school uniform, school trips and after school clubs.</p> <p>Where necessary, families can access wrap around services within school at a subsidised or paid for rate. Disadvantaged children are also prioritised with our extra-curricular club offer.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,037.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Teaching and Learning Policy focusing on Rosenshine's Principles of Effective Instruction continues to be developed in all classrooms to ensure children engage in well-structured lessons that focus on revisiting prior learning, introduce new content through modelled and guided practice, giving children an opportunity to practice learning independently before reviewing learning within a class plenary. This is a collaborative approach to learning that ensures children are at the centre of the learning. Teachers will have the opportunity to engage in meaningful CPD around the policy to ensure they are secure with the principles and strategies around implementation. Subject leaders will ensure task design and scaffolds are used effectively within all lessons to ensure children are supported appropriately and able to achieve. This is linked to the school's current school improvement plan and will be regularly monitored and assessed to ensure success for all. 	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF High-Quality teaching – Maximising Learning)</p>	1, 2, 3
<ul style="list-style-type: none"> High levels of support in class (teaching assistants) to support children to access learning. This will include regular and additional opportunities to engage in 1:1 reading, targeted support in learning across all areas of the curriculum (in group contexts as well as 1:1), opportunities to access other areas of our school including sensory break out spaces and outdoor equipment -all whilst supporting the implementation of the school's curriculum. 	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	2, 3, 7

<ul style="list-style-type: none"> Teaching assistants will be focused on engaging children from vulnerable groups in learning and offering opportunities for immediate intervention to ensure children do not fall behind in learning. Class staff (including teaching assistants) will work in partnership with the SENDCo to ensure there are meaningful 'ways in' for pupils to access learning in all areas of the curriculum. Higher levels of staff in class will be able to offer meaningful and regular intervention for SEND children to work towards achieving individualised targets on IEPs. 		
<ul style="list-style-type: none"> Phonics will be taught in small groups to ensure all children are able to be challenged, targeted and supported to become fluent and confident readers. Our bespoke phonics scheme can be adapted to best suit the needs of the children and includes opportunities for same day intervention for children who need additional support or who are falling behind. In phonics, children will be identified on the day for immediate intervention to ensure they are making consistent progress. Senior leaders will support in additional phonics intervention in year 1 to ensure disadvantaged children are targeted at the earliest opportunity. 	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Teaching and Learning Toolkit)</p>	<p>2, 3, 6, 7</p>
<ul style="list-style-type: none"> Clear, focused oracy progression from nursery to year 2 focusing on how oracy is developed through the years. Staff will have a better knowledge of children's abilities and how to support them to achieve next steps in the development of spoken language. Time-tabled opportunities to develop oracy in class to ensure there are meaningful opportunities for children to develop key communication skills. EAL policy implemented to ensure a clear and systematic approach for supporting pupils with limited English. This will ensure children are supported early on and receive appropriate and bespoke intervention to enable them to 	<p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (EEF Teaching and Learning Toolkit – Oral Language Interventions)</p>	<p>1, 2, 3, 7</p>

<p>develop their vocabulary and continue to access the curriculum.</p> <ul style="list-style-type: none"> • Subject leaders will ensure there are plenty of opportunities to develop children's oracy attainment across the curriculum. • Subject leaders will use the oracy progression to enhance long, medium- and short-term planning. This will ensure those all-important oracy skills and knowledge are being targeted at every opportunity. • Oracy will become an integral part of the schools monitoring cycle to ensure all leaders are analysing and using this to inform improvements. • All classes will have weekly oracy focuses which will support staff targeting specific skills across the year. This will be aligned with the oracy progression. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,810.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Phonics Intervention</u></p> <ul style="list-style-type: none"> • Same day intervention for phonics will give staff an opportunity to support and help secure learning. • Children will be identified daily from phonics learning and these children will be targeted on the same day. Staff will identify misconceptions in sounds, segmenting and decoding. This will then form the focus area of learning during their intervention. • From the spring term the phonics lead teacher will target key children identified through regular assessments for additional intervention. This will be 1:1 tuition or small groups (maximum of 3 children) based on individual targets and needs. This intervention will always include the lowest 20% of readers. This 	<p>Small Group Tuition</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. <p>(EEF Teaching and Learning Toolkit)</p>	<p>1, 2, 3</p>

<p>will be covered by a teacher in class to ensure the curriculum continues to be delivered to a high standard.</p> <p><u>Year 2 Tuition</u></p> <ul style="list-style-type: none"> • From spring term year 2 class teachers will have additional time out of class to target key children through 1:1 and small group tuition. • Tuition will be centred around children's individual targets and progress towards end of year outcomes. Tuition will be lead by the class teacher to ensure children are receiving high quality teaching with a familiar adult they have already formed a relationship with. • Teachers will prioritise the lowest 20% of readers to ensure there is more time dedicated to additional 1:1 reading. • Reading volunteers will target disadvantaged children for additional opportunities to read. 		
<p><u>Additional support staff in key year groups</u></p> <ul style="list-style-type: none"> • Support staff will be targeted in year groups where the need is highest. Additional adults for the mornings will ensure children are able to access additional support in learning, opportunities for sensory breaks and opportunities to access activities to work towards achieving IEP targets. • Staff will focus on developing vocabulary and understanding of new language in sessions. This will also include opportunities for pre-teaching of vocabulary for identified children in classes. 	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	<p>2, 7</p>

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

Budgeted cost: £15,118.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Care Worker offers high levels of emotional and social support to children and families. This will include;</p> <ul style="list-style-type: none"> • Working with class staff to ensure children have appropriate and effective provision to meet SEMH needs in class. • Support teachers in developing Individual Behaviour Plans for children who require additional support/approaches/strategies to access learning in class. • Offer specific interventions to support SEMH needs in school; Lego Therapy. • Support children in 1:1 sessions who require additional emotional support. • Develop positive relationships with families. This will include; meeting families to explore and understand wider issues within a family, supporting families access support from external agencies (including food banks, housing, financial support, well-being services and transition to new schools) and working alongside children’s social care. <p>ELSA Specialist Teaching Assistant is able to target key children and groups through meaningful opportunities. This will include;</p> <ul style="list-style-type: none"> • Direct work with children identified through a referral system from class teachers. This will ensure class staff can identify key children, targeting specific areas of need. • Providing support to class staff in how to engage and improve inclusive practice for pupils who are struggling to attend to their learning – due to an emotional need. • Providing a separate calm, quiet and soft start to the day for a group of children who struggle to begin their school day. Children 	<p>The average impact of the Parental engagement approach is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF Teaching and Learning Toolkit)</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education. (EEF – Improving social and emotional learning in primary schools)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year (EEF Teaching and Learning Toolkit – Social and Emotional Learning)</p>	<p>2, 8, 4, 5, 6, 8</p>

<p>will be identified and invited to join this soft start intervention as an alternative to their class. Once settled and calm, children will be able to re-join their class ready for the days learning.</p>		
<ul style="list-style-type: none"> • School will closely monitor attendance and hold regular meetings with key families to focus on improving attendance over time. • Breakfast Bagels will be provided in the playgrounds for children to access freely every day to ensure all children start the day with something to eat. Prior to this initiative, many of our children would attend school feeling hungry and unable to focus on their learning as a result. • Opportunities for children to access breakfast club to ensure children are consuming breakfast and having a positive, calm start to the day. <i>Children with attendance issues are prioritised for 'open access' to this provision (free of charge).</i> 	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p>	<p>2, 3, 4, 5, 8</p>
<ul style="list-style-type: none"> • Children will have access to a range of clubs that will enrich the wider curriculum and provide fun and meaningful opportunities for children. • Extra curriculum clubs led by school staff following the interests of the children. These will range from lunch time to after school clubs to ensure more children have opportunities to join in. Children in receipt of the pupil premium grant will be prioritised for clubs. 	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	<p>5, 7, 8</p>
<ul style="list-style-type: none"> • Story café will support targeted families to engage with reading and phonics. Pastoral care worker will ensure this is a positive and engaging session for children and families to develop a love for reading and another opportunity to embed phonics skills. 	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p> <p>There is a strong evidence base supporting this approach with younger children.</p>	<p>6</p>
<ul style="list-style-type: none"> • Phonics and handwriting workshops will be run during the autumn and spring terms to engage families and support children's learning at home. These sessions will include the 		<p>6</p>

children, and the families will be able to learn alongside their children how best to support them at home.

(EEF Teaching and Learning Toolkit – Parental Engagement)



Total budgeted cost: £80,967

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 2024 to 2025 academic year.

Outcomes for disadvantaged pupils

- % of disadvantaged pupils meeting ARE rises each year, from previous attainment position

EYFS

60% of Pupil Premium EYFS children achieved a Good Level of Development (Non-disadvantaged 66.7%)

% of disadvantaged pupils meeting GLD has risen from previous year;

2023-2024	2024-2025
54.5%	60%

The introduction of Kinetic Letters handwriting programme, review and implementation of improved school phonics scheme, EAL intervention and the school's development and implementation of the oracy curriculum were all contributing factors to an increased GLD.

At the end of Key Stage 1

83.4% of PP children reached the expected standard in Reading (Non-disadvantaged 73.4%)

74.4% of PP children reached the expected standard in Writing (Non-disadvantaged 69.4%)

75% of PP children reached the expected standard in Maths (Non-disadvantaged 73.5%)

% of disadvantaged pupils meeting ARE has risen from previous year;

2023-2024	2024-2025
Reading 79% Writing 62.5% Maths 68%	Reading 83.4% Writing 74.4% Maths 75%

We believe same-day intervention, targeted intervention and high-quality teaching all contributed to our disadvantaged pupils making improved progress this academic year. The development of the oracy curriculum and implementation of EAL intervention has supported all children's ability to access learning and make progress.

- **Pupils remember the key learning set out across the curriculum**

Through observations of teaching, 'Flashback 4' is now an embedded practice within teaching and learning, as set out in our Teaching and Learning policy. This has resulted in children revisiting prior learning in all subjects at the beginning of each lesson. This has shown that children are retaining more learning, and this is becoming more automatic in their responses. There is evidence in books to suggest that children can use prior learning more effectively and over time this is having a positive impact on their understanding of the world around them. All children complete quizzes at the end of units and this helps inform planning, so teachers are aware of which areas need to be prioritised for revisiting.

- **Pupils can read fluently by the end of Y1**

Phonic Check at Year 1

65.2% of PP children reached the expected standard at the end of Year 1 (Non-disadvantaged 75%) *Of the 4 PP children who did not pass the screening check, all children had an additional barrier to learning including SEND or EAL. Case studies for this group have been completed to ensure support continues as the children move into year 2.*

(68.1% of PP children reached the expected standard at the end of Year 1 with the bespoke provision extracted)

Phonic Check at Year 2

18/19 PP children (95%) passed the phonics screening check by the end of year 2. 44/49 children passed the phonic screening check by the end of year 2 (89.7%).

Case studies for the 5 children who did not pass the screening check by the end of year 2 suggest significant barriers within SEND and newly arriving to the country. There is a clear body of evidence to suggest these children did make progress within their phonics and reading development and this will continue into year 3 for these children.

Following a review of our current phonics scheme at the end of academic year 2023-2024 we made adaptations that proved successful in our reception year. 70% of children (60% PP) achieved the reading ELG at the end of reception compared to 60.4% (56% PP) from the previous year. The changes created more opportunities to revisit new learning and build a strong foundation before moving onto learning the next set of sounds. We found this meant children were more confident in blending and segmenting.

- **Attendance at least 95%**

Overall attendance for PP in the 2024/25 academic year was 94.12%

Whole school (YR-Y2) attendance 94.44%

ALL reception - 93.9%

ALL Year 1 - 94.49%

ALL Year 2 - 94.97%

PP ALL - 94.12%

PP YR - 93.3%

PP Y1 - 93.9%

PP Y2 - 94.7%

Key children and families were monitored additionally for attendance and invited to meetings with headteacher. The school was able to offer free access to Breakfast Club to the families who needed it.

- **Barriers to learning for identified pupils is reduced**

EYFS staff remain confident in engaging with 'weighted conversations' and reported how positive the sessions were in identifying barriers to learning for children and creating a plan for improvement based on the individual pupil needs. Teaching staff reported how helpful it was having support staff present in the sessions as this offered interesting, thoughtful and helpful insight for how children are engaging in learning. This resulted in better outcomes for children as intervention was agreed and plans were made to ensure children were targeted effectively by all staff.

KS1 staff engaged well with pupil progress meetings and SLT have reported how proactive teaching staff have been in identifying barriers and creating interventions and improvements to teaching and learning opportunities. Teachers have reported finding these opportunities really helpful in giving them time to be reflective and supported in how we can help children achieve their targets.

- **All pupils fully included in all aspects of school life**

We were proud to offer some very exciting educational visits last year which all our children were able to access. All visits had a 100% uptake rate, which shows our community is very supportive of explorative, hands-on experiences to develop and deepen learning.

We were able to improve our offer of extra-curricular activities for our children with more opportunities to join educational clubs. Children were offered the opportunity to attend a range of clubs during lunch time or after school. Disadvantaged children were prioritised for spaces within these clubs, and the uptake was very positive.

Club	% of PP children attending
Art – pencils and colour	48%
Art – paint and textiles	87%
Drama	45%
Choir	42%
Lego	50%

Our school council was another positive opportunity for disadvantaged children with 46% of the group PP children. We were also able to ensure 83% of the children who were offered open access to our breakfast club to support attendance and a positive start to the day were also disadvantaged pupils.