

Intended outcome	Success criteria
To improve provision for progress and outcomes for our disadvantaged pupils in reading, writing and maths with a particular focus on KS2, so that the in-school gap reduces over the next three years.	<p>Improved provision for disadvantaged pupils in KS2 is designed, put in place and monitored by SLT and governors.</p> <p>Internal summative data and teacher assessment shows improved outcomes and progress from starting points resulting from this provision.</p>
To improve outcomes for our disadvantaged pupils in phonics and early reading.	<p>Disadvantaged pupils who do not have additional SEN needs which hinder reading development, will pass the Phonics Check.</p> <p>Outcomes for early readers and pupils learning phonics in Year 2 and KS2, will be carefully monitored, resulting in continued improvement.</p>
To improve disadvantaged pupils' emotional literacy	<p>Wellbeing curriculum implemented across the school.</p> <p>Trained and developed Emotional Literacy Support Assistant (ELSA).</p> <p>A school-based therapist will be employed and the impact of this therapy, reviewed and assessed.</p>
To continue to implement research-based early language interventions which improve language acquisition and communication in our youngest pupils.	<p>Disadvantaged pupils rapidly improve their language acquisition and communication as assessed by their teaching teams.</p> <p>Measures set by interventions show progress.</p>
For all of our disadvantaged families to engage with their child's learning and development in partnership with our school.	<p>100% attendance at parents' meetings.</p> <p>Positive engagement with Maths Packs and Phonics and Early Reading school talks and subsequent home-learning.</p> <p>Disadvantaged and less-engaged parents and carers targeted and invited to attend school events which support learning and belonging e.g. Shed Talks, Summer Concert. Attendance figures monitored.</p>
To ensure that all pupils have access to enrichment and our broad curriculum, building diverse cultural capital which supports them in achieving excellence.	<p>Pupils participate fully in all areas of the curriculum, attend cultural events, visits, residential trips, clubs, and enrichment opportunities.</p> <p>Careful monitoring of fair access to the whole school offer to include clubs, trips, school journeys, music, sports and arts opportunities.</p> <p>All staff to continue to identify and put forward disadvantaged pupils for any additional enrichment opportunities which would support individuals.</p>
To develop a clear teaching and learning pedagogy to enable quality first teaching which includes and inspires disadvantaged pupils within the context of our socio-economic range.	<p>Embedding and using a shared teaching and learning policy consistently across the school which inspires the development of excellent teaching practice.</p> <p>Through learning walks and observations: see clear impact of quality first teaching in lessons.</p> <p>Teachers taking responsibility for disadvantaged pupils' learning and designing lessons which impact upon their learning and outcomes.</p>