

Pupil premium strategy statement – Green Oaks Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 221 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 18.5% (for funding) 26.6% current |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | December 2024 April 2025 July 2025 |
| Statement authorised by | Madeline Dunckley |
| Pupil premium lead | Eleanor Nixon Madeline Dunckley (Principal since Feb 24) |
| Governor / Trustee lead | Emma Nuttall |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £60,680 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £60,680 |

Part A: Pupil premium strategy plan

Statement of intent

The staff at Green Oaks are fully committed in providing the best possible support to every pupil and work hard to tailor the provision to ensure pupils are engaged and involved in their learning.

We aim for all disadvantaged pupils to achieve their full potential socially, emotionally and academically. The curriculum provides what we believe will support every pupil to succeed, especially our most vulnerable; building in aspiration and ambition into all aspects of school life.

Our disadvantaged strategy identifies the challenges that this group of pupil's face (and for a large proportion, multiple challenges) and therefore provides clear strategies to overcome and support these.

The whole staff team have a shared vision that all pupils, whatever their background and situation, will have their needs met and have access to an inclusive, knowledge and skills filled curriculum. Our curriculum is designed to prepare children for lifelong learning by offering a rich and ambitious educational experience. We go beyond the National Curriculum to provide varied opportunities that build essential knowledge, skills, and understanding for later life. Our commitment to values-based education nurtures resilience, curiosity, and creativity, promoting confident, self-motivated pupils eager for lifelong learning.

Our strategies aim to provide:

- A range of experiences and enrichment opportunities
- Opportunity to develop life skills to support their future success – in the next stage of their journey and in future education.
- Quality first teaching & learning for all pupils
- A range of CPD for all staff that impacts on provision, attainment and progress – CTs and LSAs
- Group interventions
- 1:1 support
- A strong sense of community, collaboration and respect – within the Academy and beyond the school environment.
- Pastoral support from trained GOPA staff and from the SENCO and leadership team.
- Support from our SENCO and leadership team – providing a range of wider support to families.
- A strong partnership between parents and the Academy team.

The details of the plan are outlined below.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupils require additional support to achieve their potential - academically, socially and emotionally. |
| 2 | <p>Our pupil premium group of pupils (and families) often have other complex needs and challenges. The impact of having significant and multiple disadvantages is clear for this large group of pupils.</p> <p>The number of our Pupil Premium pupils who are also SEND remains significantly higher in comparison to the percentage of Non PP with SEND.</p> |
| 3 | Entry baseline assessment data indicates that most of our pupil premium pupils enter school significantly below age-related expectations and with very limited vocabulary. |
| 4 | Discussions with families and pupils indicates that many of these pupils have limited life experiences and cannot verbalise what they would like to achieve in the future building aspiration and ambition. |
| 5 | <p>Our attendance data indicates that pupil premium pupils' attendance, although increasing, is still below national average therefore they are more likely to become persistent absentees.</p> <p>2021/2022 PP 93.4% Non PP – 93.8%</p> <p>2022/2023 PP 94.5% Non PP – 93.5%</p> <p>2023/2024 PP 93% Non PP – 93%</p> <p>Persistent Absentees of Pupil Premium Pupils</p> <p>21/22 – 27.3%</p> <p>22/23 – 17.1%</p> <p>23/24 – 25.6%</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| <p>PP pupils to make good progress and diminish/close the attainment gap from their starting point in reading, writing and maths.</p> | <ul style="list-style-type: none"> - Internal data and pupils' learning outcomes reflect the strong progress that they have made. - Target setting discussions with teachers sets ambitious targets for pupils. - Termly pupil progress and intervention planning meetings have impacted on the focused provision for pupils. - Pupils have been well supported in all lessons and receive a range of additional support to diminish/close the attainment gap. - Quality first teaching is good or better, and pupils have made strong progress – evidenced in their books and through pupil discussions. - A range of interventions are used to support the specific needs of pupils, including: <ul style="list-style-type: none"> • Language • Phonics, • Reading, writing, maths - Parents feel well supported in being able to work with their children at home. |
| <p>Pupils will develop knowledge and skills and participate in experiences that will support their future lives providing them with self-belief and ambitious aspirations.</p> | <ul style="list-style-type: none"> -Pupils have benefited from a well-sequenced curriculum that focuses on key knowledge, vocabulary and skills. - Pupils have enjoyed a range of experiences that have enhanced their learning and promoted a greater awareness of their locality and the wider world. |
| <p>Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey</p> | <ul style="list-style-type: none"> - Pupils have self-belief and desire to achieve. - Pupils are sociable and interact positively with others. - Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm. |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Pupils are aware of their strengths and areas of focus helping them to be independent in their continued emotional development. |
| <p>Pupils to have good attendance and punctuality.</p> | <ul style="list-style-type: none"> - Pupils attain in line with national data - as a cohort and individual. - PA further reduced from 2022-23 figures of 17.1% (PP), 23% (all pupils) and 23-24 figures of 25.6% (PP) and 25.5% (all) - Where attendance has been a challenge, this has been well supported and, as a result, has improved. - Parents have engaged with the academy and understand the importance of strong attendance. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Implementation of Little Wandle Phonics Scheme.</p> <ul style="list-style-type: none"> - Resources invested in to impact pupil progress; investment in whole school resources including teaching resources (word cards, posters, sound mats) and decodable books to go home with pupils to further develop reading. - Added emphasis on parents reading at home with children to create love of reading. - School reading events in place and 'stay and read' opportunities. - Parent workshops to support reading with children. - Staff CPD for all staff for the delivery of lessons and interventions. | <p>EEF – Phonics – low cost/high impact +5 months progress Phonics EEF</p> <p>EEF – Parental Engagement – low cost/high impact +4 months Parental engagement EEF</p> | <p>1 and 3</p> |
| <p>Continue Implementation of Primary Knowledge Curriculum (PKC)</p> <ul style="list-style-type: none"> - External CPD delivered to all staff - Resources invested in to impact on pupil engagement and therefore progress; investment in whole school resources. | <p>PKC is a knowledge rich curriculum that will aim to develop pupils' vocabulary and build on what they already know.</p> <p>The importance of a knowledge-rich curriculum - GOV.UK</p> <p>Why we need a knowledge-based curriculum.pdf</p> | <p>1,2, 3 and 4</p> |

| | | |
|--|--|-------------------|
| <p>Enhancements to maths teaching, primarily in EYFS and KS1, embedding mastery of number.</p> <ul style="list-style-type: none"> -CPD for staff -Resources invested in to ensure full engagement from all pupils. | <p>Mastering Number NCETM This programme will build on children's fluency so they can build firm mathematical foundations. Children will have opportunities to develop number fluency in calculation and number sense. Mastering Number will also emphasise the importance of manipulatives to build on concrete understanding of number.</p> <p>EEF – Mastery Learning- Low cost/very high impact +5 months</p> <p>Mastery learning EEF</p> | <p>1, 2 and 3</p> |
|--|--|-------------------|

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

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school.</p> <ul style="list-style-type: none"> - Additional 1:1 or intervention Rapid Catch Up sessions for identified PP children. - Introduction of SEND Little Wandle Programme -Introduction of small group reading sessions across KS1 and KS2 focusing on: decoding; prosody and reading comprehension | <p>EEF – Phonics – low cost/high impact +5 months progress Phonics EEF</p> <p>EEF – 1:1 tuition – high impact/moderate cost +5 months One to one tuition EEF</p> <p>EEF – low cost/high impact + 6 months Reading comprehension strategies EEF</p> | <p>1,2 and 3</p> |
| <p>To further enhance the Maths provision and progress.</p> <ul style="list-style-type: none"> - Access to quality resources - Specific group interventions to address gaps in learning – QLAs to inform feedback, alongside daily teacher assessment Investment in PiXL assessment and intervention materials. | <p>EEF – Teaching Assistant Interventions – moderate cost/high impact +4 months progress Teaching Assistant Interventions EEF</p> <p>EEF – Feedback – High impact/low cost +7 months progress Feedback EEF</p> | <p>1, 2 and 3</p> |

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

Budgeted cost: £12,180

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Ensure that work of the attendance officer implements the good practice set out in government guidance to support attendance for children and families.</p> | <p>Missing school means missing out and the evidence suggests children who attend school regularly achieve better than those whose attendance is lower.</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p> <p>Parental engagement: very low cost, moderate impact +4 months EEF</p> <p>Parental engagement EEF</p> | 5 |
| <p>Extra-curricular broadening of opportunities for pupils including cultural experiences, trips and visitors planned in addition to funding a wider range of clubs and experiences</p> | <p>Public Health England/Youth Sport Trust Unicef report 'Getting into the Game: Understanding the Evidence for Child-Focused Sport for Development' (2019)</p> <p>Arts Council England 'Equality and diversity in arts and culture' Point 3.7: Socio-economic status</p> | 1,2,3,4 |
| <p>Funding for rewards for improvement in attendance across the whole school. Rewards for pupils funded as part of whole school behaviour strategy.</p> | <p>Behaviour interventions (approaches to developing a positive school ethos which aim to support greater engagement in learning) +4 months</p> <p>Behaviour interventions EEF</p> | 5 |

| | | |
|---|--|----------------------|
| <p>To respond to the individual needs of pupils/families.</p> <ul style="list-style-type: none"> - Specific items needed to support learning at home - Specific items to support pupils self-confidence where necessary (uniform) - To support access to experiences (trips) | <p>Parental engagement: very low cost, moderate impact +4 months EEF</p> <p>Parental engagement EEF</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Engagement with Behaviour Outreach Support Service</p> | <p>Behaviour interventions (approaches to developing a positive school ethos which aim to support greater engagement in learning) +4 months</p> <p>Behaviour interventions EEF</p> | <p>1,2 and 5</p> |

Total budgeted cost: £60,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Aim | Outcome | | | | | | | | | | | | | | | | | | | | | |
|--|--|------------|----|---------|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|
| <p>1.Improved oral skills and vocabulary is evident in Early years communication and language and in reading results (including phonics) for the disadvantaged across the academy.</p> | <p>In Reception (3 PP chn) reading, LA and U and speaking are all in line with Non-PP Year 1 phonics results PP 60% Non-PP= 66%</p> <p>Reading</p> <table border="1" data-bbox="528 645 1198 1189"> <thead> <tr> <th>Year group</th> <th>PP</th> <th>Non- PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>60</td> <td>64</td> </tr> <tr> <td>2</td> <td>50</td> <td>63</td> </tr> <tr> <td>3</td> <td>55</td> <td>72</td> </tr> <tr> <td>4</td> <td>38</td> <td>57</td> </tr> <tr> <td>5</td> <td>67</td> <td>75</td> </tr> <tr> <td>6</td> <td>67</td> <td>67</td> </tr> </tbody> </table> <p>The gap is fairly close in Years 1, 2, 5 and 6. Significant gap remains, however, in Years 3 and 4. This is where pupils have faced the greatest disruption as they had their EY to Y1 schooling disrupted due to school closure. These are the most formative years of their school career.</p> <p>2023/2024</p> <p>In Reception (5 PP chn)</p> <p>Reading - 40% PP / 43% non-PP: In line with non-PP. LA and U – 60% PP / 39% non-PP: Outperform non-PP. Speaking – 60% PP / 48% non-PP: Outperform non-PP.</p> <p>Year 1 Phonics Results</p> <p>PP 50% (4 children) and non-PP 72%</p> | Year group | PP | Non- PP | 1 | 60 | 64 | 2 | 50 | 63 | 3 | 55 | 72 | 4 | 38 | 57 | 5 | 67 | 75 | 6 | 67 | 67 |
| Year group | PP | Non- PP | | | | | | | | | | | | | | | | | | | | |
| 1 | 60 | 64 | | | | | | | | | | | | | | | | | | | | |
| 2 | 50 | 63 | | | | | | | | | | | | | | | | | | | | |
| 3 | 55 | 72 | | | | | | | | | | | | | | | | | | | | |
| 4 | 38 | 57 | | | | | | | | | | | | | | | | | | | | |
| 5 | 67 | 75 | | | | | | | | | | | | | | | | | | | | |
| 6 | 67 | 67 | | | | | | | | | | | | | | | | | | | | |

| | <p>Reading</p> <table border="1" data-bbox="528 230 1198 768"> <thead> <tr> <th>Year group</th> <th>PP</th> <th>non- PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>50%</td> <td>58%</td> </tr> <tr> <td>2</td> <td>50%</td> <td>71%</td> </tr> <tr> <td>3</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>4</td> <td>41%</td> <td>71%</td> </tr> <tr> <td>5</td> <td>26%</td> <td>60%</td> </tr> <tr> <td>6</td> <td>64%</td> <td>69%</td> </tr> </tbody> </table> <p>Within Reception PP seem to outperform non-PP in 2 of the areas and fairly on par with non-PP in Reading. The gap is increasing between PP and non-PP. 2024/2025 focus on this area including new phonics and curriculum being introduced.</p> | Year group | PP | non- PP | 1 | 50% | 58% | 2 | 50% | 71% | 3 | 50% | 70% | 4 | 41% | 71% | 5 | 26% | 60% | 6 | 64% | 69% | | | | | | | | | | | | | | | | | | | |
|---|--|------------|-----|---------|---|------|-----|-----|-----|--------|-----|-----|-----|------|-----|-----|-----|--------|-----|-----|-----|------|------|-----|-----|--------|-----|-----|-----|------|-----|-----|-----|--------|-----|-----|-----|------|-----|-----|-----|
| Year group | PP | non- PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 50% | 58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 50% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 50% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 41% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 26% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 64% | 69% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.Improved/sustained attendance. | <p>FFT data</p> <p>Internal data: non-PP = 91.6%, PP = 92.0%</p> <p>FFT attendance data 2023/2024</p> <p>Non-PP: 93.7% and PP: 93%</p> <p>On par with each other and an increase from last year.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Progress in reading, writing and maths for PP to be broadly in line with all pupils. Attainment gap is narrowed or closed. | <p>Reaching individual targets set</p> <table border="1" data-bbox="528 1552 1086 2074"> <thead> <tr> <th>yr</th> <th>r</th> <th>w</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>1-PP</td> <td>80%</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>1-none</td> <td>92%</td> <td>72%</td> <td>88%</td> </tr> <tr> <td>2-PP</td> <td>67%</td> <td>50%</td> <td>83%</td> </tr> <tr> <td>2-none</td> <td>75%</td> <td>83%</td> <td>62%</td> </tr> <tr> <td>3-PP</td> <td>100%</td> <td>82%</td> <td>91%</td> </tr> <tr> <td>3-none</td> <td>94%</td> <td>83%</td> <td>94%</td> </tr> <tr> <td>4-PP</td> <td>88%</td> <td>88%</td> <td>88%</td> </tr> <tr> <td>4-none</td> <td>86%</td> <td>86%</td> <td>95%</td> </tr> <tr> <td>5-PP</td> <td>56%</td> <td>44%</td> <td>67%</td> </tr> </tbody> </table> | yr | r | w | M | 1-PP | 80% | 60% | 80% | 1-none | 92% | 72% | 88% | 2-PP | 67% | 50% | 83% | 2-none | 75% | 83% | 62% | 3-PP | 100% | 82% | 91% | 3-none | 94% | 83% | 94% | 4-PP | 88% | 88% | 88% | 4-none | 86% | 86% | 95% | 5-PP | 56% | 44% | 67% |
| yr | r | w | M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-PP | 80% | 60% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-none | 92% | 72% | 88% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-PP | 67% | 50% | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-none | 75% | 83% | 62% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-PP | 100% | 82% | 91% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-none | 94% | 83% | 94% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-PP | 88% | 88% | 88% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4-none | 86% | 86% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5-PP | 56% | 44% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <table border="1"> <tr> <td>5-none</td> <td>90%</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>6-PP</td> <td>78%</td> <td>89%</td> <td>78%</td> </tr> <tr> <td>6-none</td> <td>83%</td> <td>89%</td> <td>83%</td> </tr> </table> <p>Below mobility since September 2022 Year 1 - 5 arrivers and 3 leavers meaning 26% of cohort has changed Year 2- 1 leaver meaning 3% of cohort has changed Year 3- 7 arrivers and 6 leavers meaning 43% of the cohort has changed Year 4- 8 arrivers and 2 leavers meaning 34% of cohort has changed Year 5- 3 arrivers and 3 leavers meaning 21% of cohort has changed Year 6- 3 arrivers and 2 leavers. Meaning 19% of cohort has changed.</p> <p>2023/2024 Mobility still quite high, impacting on progress of children. The gap is increasing between PP and non-PP. This is a focus for 2024/2025</p> | 5-none | 90% | 65% | 75% | 6-PP | 78% | 89% | 78% | 6-none | 83% | 89% | 83% | | | | | | | | | | | | |
|---|--|-------------------------------------|---------------|---------------|-----|-------|-------|-----|-------|--------|-----|-------------------------------------|-------------------------------------|---|-------|------------------|---|-------|-------|---|-------------------------|-------------------------|---|-------------------------|-------|
| 5-none | 90% | 65% | 75% | | | | | | | | | | | | | | | | | | | | | | |
| 6-PP | 78% | 89% | 78% | | | | | | | | | | | | | | | | | | | | | | |
| 6-none | 83% | 89% | 83% | | | | | | | | | | | | | | | | | | | | | | |
| 4 Improved engagement with parents to support children at home. | <p>Parents consultation numbers and engagement good. No difference between PP and Non.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>November 2022</th> <th>February 2023</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>18/20</td> <td>26/30</td> </tr> <tr> <td>R</td> <td>30/30</td> <td>26/30</td> </tr> <tr> <td>1</td> <td>26/30 (2 PP, 2 non-PP not attended)</td> <td>27/30 (2 PP, 1 non-PP not attended)</td> </tr> <tr> <td>2</td> <td>30/30</td> <td>27/30 (3 PP DNA)</td> </tr> <tr> <td>3</td> <td>30/30</td> <td>30/30</td> </tr> <tr> <td>4</td> <td>25/26 (all PP attended)</td> <td>27/29 (all PP attended)</td> </tr> <tr> <td>5</td> <td>27/30 (all PP attended)</td> <td>30/30</td> </tr> </tbody> </table> | Year Group | November 2022 | February 2023 | N | 18/20 | 26/30 | R | 30/30 | 26/30 | 1 | 26/30 (2 PP, 2 non-PP not attended) | 27/30 (2 PP, 1 non-PP not attended) | 2 | 30/30 | 27/30 (3 PP DNA) | 3 | 30/30 | 30/30 | 4 | 25/26 (all PP attended) | 27/29 (all PP attended) | 5 | 27/30 (all PP attended) | 30/30 |
| Year Group | November 2022 | February 2023 | | | | | | | | | | | | | | | | | | | | | | | |
| N | 18/20 | 26/30 | | | | | | | | | | | | | | | | | | | | | | | |
| R | 30/30 | 26/30 | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 26/30 (2 PP, 2 non-PP not attended) | 27/30 (2 PP, 1 non-PP not attended) | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 30/30 | 27/30 (3 PP DNA) | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 30/30 | 30/30 | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 25/26 (all PP attended) | 27/29 (all PP attended) | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 27/30 (all PP attended) | 30/30 | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|--|-------------------------|-------------------------|
| | 6 | 26/27 (all PP attended) | 26/28 (all PP attended) |
| | <p>2023/2024</p> <p>Parent engagement has increased including attending parent's evening, stay and plays and reading sessions. Parents also engaged well with sports days and EYFS parents engage with Tapestry. No significant difference between PP and Non.</p> | | |
| 5 Equality of success and opportunity, pupils have strong belief and high aspirations they are able to make their own decisions and develop interests and talents. | <p>November 2022 careers afternoon. February 2023 careers fair All year groups had access to inspirational speakers, authors and sports people. In addition to this, they had access to specialist musicians with small group work. Trips such as residential (years 3-6) and theatre trip to London (year 6)</p> <p>2023/2024</p> <p>Careers opportunities continued throughout the year. All children have had access to specialist music teachers and musical instruments lessons. All children have had access to theatre trips, residentials and sports clubs.</p> | | |