

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	Holgata Primary School
Number of pupils in school	355 pupils with 144 PP (25 - 26) of which 2 are also service children (25-26)
Proportion (%) of pupil premium eligible pupils	40.8% (September 2025 figures)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028 2025-2026 - We are in the 1st year of a 3-year plan
Date this statement was published	December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Sam Sheridan - Head of School
Pupil premium lead	Sally Harvey
Governor lead	Rebecca Jackson

Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£211,640 EYFS PP: Aut £1260 Spring £ (Est) Summer £ (Est)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£212,900

Part A: Pupil premium strategy plan



Statement of intent

The spending of our Pupil Premium budget considers the context of our school and the challenges faced. These decisions on how the funding is spent are research based around the effectiveness of a range of strategies and their value for money (primarily EEF)

Low literacy skills, poor attendance, and social, emotional and mental health (SEMH) and wellbeing needs are the most frequently cited barriers to attainment for socio-economically disadvantaged pupils, according to a new analysis of schools' Pupil Premium statements.

The high level of deprivation within our school's wider community creates significant non-academic barriers to success, particularly around attendance, behaviour, and social and emotional needs. To address these challenges, we employ staff who work directly with pupils and families. Our staff including our Senior Leaders, Attendance and Pastoral leader and support staff are trained in trauma and relational schools approach and support the wellbeing and behaviour of vulnerable children, whilst maintaining strong, daily relationships with families requiring additional help and in tackling issues relating to absence. <https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment>

Alongside this internal provision, we also work closely with a wide range of external agencies to support children and their families. It is widely recognised that a child's emotional health and wellbeing play a crucial role in their cognitive development, learning, physical and social health, and long-term mental wellbeing (Public Health England). [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting children and young people s mental health and wellbeing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)

Holgate Primary's intent is for every child to access quality first teaching, providing them with an innovative and creative curriculum and extensive knowledge. Our children enjoy a broad and balanced curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each phase of their journey at our school. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. One of the aims of our curriculum is to raise career aspirations for our children and our approach is to teach using skills to enthuse and interest the children to make meaningful links between the subjects. Outside links / external agencies, educational visits and experiential learning are planned for and take place. Each year group from Foundation (Reception) through to Year 6 has a new curriculum vehicle each term or half term.

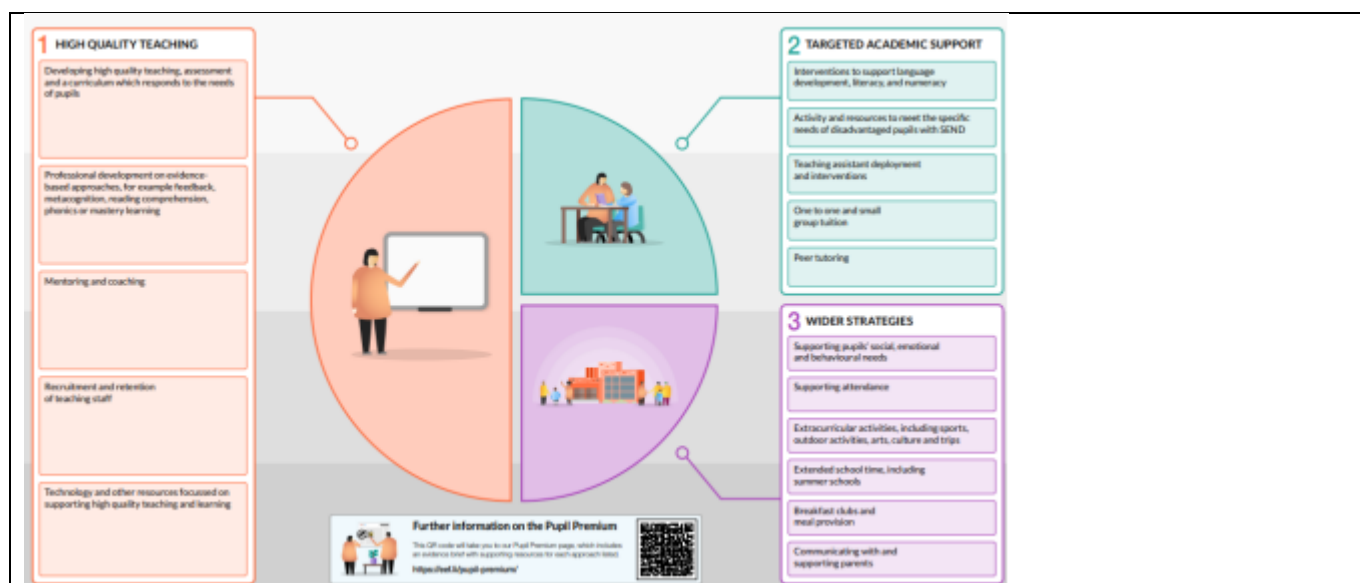
Our school Mission Statement is that every member of the school, both adults and children, should at all times strive to take **PRIDE** in all they do.

Personal, **R**esponsibility **I**n **D**elivering **E**xcellence.

School context and demographics:

- Holgate Primary is a large primary school with approx. 366 children on roll with a PAN of 60 in each cohort and with a recently expanded 78 place nursery with 40 children currently attending Holgate provision, some of which are accessing 30 hours extended provision. We also have a 2-year-old provision.

- The school is 2-form entry from F2 through to year 6. The school in the past 2 years has been affected by a falling role, due to a fall in birth rates plus the opening of a new school within the local area. This picture is similar to other Primary schools in the locality. As a result of this we have used natural wastage opportunities of staff and moved to mixed classes in Years 1 and 2, and in Year 5 and 6. Since the start of this academic year the school has admitted a significant number of new pupils which is bringing the number of roll back gradually to it's former numbers and year groups are growing closer the PAN.
- Holgate Primary is situated in Hucknall, Nottinghamshire. Hucknall is in the top 50% most deprived areas in the country. The deprivation profile for Ashfield — including parts such as Hucknall — indicates persistent relative disadvantage across several domains compared with the national picture. Within the district of Ashfield, multiple Lower Layer Super Output Areas (LSOAs) rank among the most deprived neighbourhoods in England: some LSOAs are ranked in the top 4 % most deprived nationally, indicating significant localised deprivation. For example, certain LSOAs in Ashfield rank in the top 2 % and 4 % most deprived nationally on the overall Index of Multiple Deprivation. While comprehensive district-wide domain percentages (such as the share of LSOAs in the top 20 % most deprived for Education, Skills and Training, or Health Deprivation and Disability) are not easily available in published summary form, the presence of several highly ranked deprived LSOAs suggests that deprivation in education, employment, health and related outcomes is concentrated in parts of the borough, including those around Hucknall. These patterns indicate that Ashfield faces notable challenges across multiple deprivation dimensions compared with many other areas in England, with a number of its neighbourhoods experiencing levels of relative disadvantage that place them among the most deprived nationally.
- As of December 25, a significant group of children – 44.7. % were in receipt of Free Schools Meals which is significantly higher than the National Average of 24.7%
- 264/ 366 (72.1%) of children within school are White British / White English with an increasing number of children on roll speaking English as an Additional Language (102 children / 27.9%). We have 24 languages spoken at Holgate Primary.
- The proportion of SEND pupils is above the national average with 70 children (19.1%) being identified as SEND at the Autumn 2025 Census. As of December 25, there are 7 children who have an Education Health Care Plan (EHCP). The main areas of SEND need across school are Speech Language and Communication (42/70 = 60%) and Social, Emotional Mental Health needs (12/70 = 17%)
- We currently have 3 pupils who are Looked After (in the care of the local authority).
- The vast majority of pupils come from a white working-class background, with high unemployment and zero hours contracts being a common feature amongst many families.
- Ashfield (36th worst out of 324) rank in the bottom 20% of English local authorities for social mobility cold spots (<https://bit.ly/3ziqYZb> - Social Mobility Commission - June 2016). In addition, the most recent indices of deprivation (Income, Employment, Health & Disability, Education, Skills & Training, Barriers to Housing & Services, Crime and Living Environment) (published 26/09/19) show Ashfield ranked 68th worst out of 317 local authority districts.
- Our Pupil Premium Strategy is supported by recent, relevant research and uses a tiered approach as recommended by The Education Endowment Fund (EEF.) The model focuses upon high-quality teaching, targeted academic support and wider strategies.



Challenges

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

Challenge number	Detail of challenge
1 SIP priority	<p>Wellbeing and belonging</p> <p>We have a significant number of pupils in school with increasing level of complexities, children with SEND currently at 17.5%, children who have EHCP's (5 in 2024-25 to 7 in 2025-26 with additional EHCPs being applied for), and some who have been identified as needing to transition to a special schools, however there is a lack of places resulting in them remaining in mainstream schools. We also have children who are in care (3 pupils), with significant trauma related challenges, children who have at least 1 parent who serves in the armed forces (2 pupils), as well as an increasing number of pupils with English as an additional language (EAL) – (11.3% in 2024-25 to 14.5% in 2025-2026). We have 28.2% of our school with pupils from an ethnic minority background.</p>
2 SIP priority	<p>Transcription Fluency</p> <p>Disadvantaged children in EYFS and KS1, on average, have lower levels of transcriptional fluency than their non-disadvantaged peers. This impacts attitudes to writing and confidence in accessing the wider writing curriculum</p> <p>54% of PP children are working towards expected standards in KS1 compared to 36% of non-PP children.</p> <p>53% of PP children are working towards expected standards in F2 compared to 49% of non-PP children.</p>
3 SIP priority	<p>Quality First Teaching</p> <p>On average our disadvantaged pupils possess a knowledge and vocabulary gap when compared to their peers meaning that gaps in their learning need to be identified and addressed in a timely manner, ensuring all children are able to retrieve previous learning and knowledge in order to build new knowledge.</p> <p>Children join the school with skills that are less well developed than typical for children of a similar age, particularly in their language and behaviour. In 2024-2025 for example, just 29% of F2 children were on track to achieve GLD at the end of the Autumn Term (and only 3% of N2 children), against a national average of 68% achieving a GLD at the end of 2024.</p>

<p>4 SIP priority</p>	<p>2-year-old provision</p> <p>While the EYFS has sustained a good judgement since 2017 and narrowly missed an outstanding judgment in 2023, come inconsistency in practice and outcomes between Nursery and F2 limited this grading. Staffing is largely stable and adult-child interactions are generally strong but ensuring consistently outstanding practice across all EYFS phases remains a key priority. From 2025/26, this challenge is increasingly a focus due to the significant expansion of provision, including a new Nursery space and the introduction of 2-year-old provision, which was identified as a key local need for provision by the Local Authority due to the number of vulnerable 2-year-olds not accessing educational provision. This setting is entirely new and requires the development of staff expertise, curriculum coherence, and consistency in quality across an increasingly complex EYFS structure.</p>
<p>5</p>	<p>Family support and Cultural Capital</p> <p>Many families have limited finances to overcome socio-economic disadvantages; providing key essentials of uniform and food, supporting their children to experience enrichment opportunities and other wellbeing opportunities. Many families also have limited experience of further education and opportunities available for our children beyond Holgate Primary. The school is located in Hucknall, an area with significantly higher crime levels than local and national averages. Hucknall is ranked as the most dangerous medium-sized town in Nottinghamshire and is among the top 10 most dangerous overall, with crime rates substantially above those of Nottinghamshire, the East Midlands, and England, Wales and Northern Ireland. Violence, sexual offences, and shoplifting are particularly prevalent, reflecting high levels of deprivation within the community. As a result, the school recognises the risks and challenges faced by its pupils and prioritises strong community engagement and preventative education. This includes close links with the local police, targeted workshops on county lines and choices and consequences, and a curriculum focused on raising aspirations, promoting positive life choices, and fostering respect and tolerance.</p>
<p>6 SIP priority</p>	<p>Attendance</p> <p>Our attendance data over the last year indicates that attendance for most pupils has recovered since the pandemic (93.9% in 2024-25) however there is still a difference in attendance data between our disadvantaged and non-disadvantaged pupils. Attendance for children below statutory school age is inconsistent, and systems for monitoring and improving attendance in this age group need further refinement. Last academic year, 36.8% of children across EYFS were persistently absent (PA) with 5.3% being severely persistently absent (SPA). 90.1% attendance compared to 94.8 nationally for the same age group. Last year the whole school attendance was 94.3% and the whole school PA figure was 16.1% with 0.8% being SPA.</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>Wellbeing and belonging</p> <p>Through our behaviour policy, all pupils receive equitable support, with reasonable adjustments made to reflect individual needs</p>	<ul style="list-style-type: none"> Stakeholders feedback demonstrates that staff feel valued and included in the formation of a whole school approach and policy to support behaviour regulation. This is reflected in the effective implementation of the policy.

<p>that influence emotional regulation and behaviour.</p> <p>Securing a positive sense of belonging in our school environment and a culture of empathy and understanding by all, particularly our disadvantaged children.</p>	<ul style="list-style-type: none"> • All staff are clear in what language and approaches they must use to support the regulation of children, and this is becoming increasingly effective in supporting more timely regulation for pupils • Monitoring shows a significant decrease in the number of negative behaviour incidents during breaktimes and lunchtimes • Monitoring highlights highly effective planning and provision for those children with SEND including those with more complex needs in Nurture and within classrooms. All teaching staff feel confident with making adaptations to meet the needs of all children and observations highlight high aspirations for all pupils. • Children with SEND including those with more complex needs are well supported by teachers, support staff and have their subject specific needs adapted and enhanced by subject leaders who feel increasingly confident with ensuring high aspirations for all. • SEND pupils are in receipt of targeted provision and are effectively adapted for within planning. This is securing good progress on B Squared assessments or within Insight.
<p>Transcription Fluency Pupils make accelerated and sustained progress in spelling and transcription, supported by confident staff who apply secure early writing and evidence-informed adaptations, particularly for lower-attaining and SEND pupils.</p> <p>Assessment for learning and consistent assessment practices enable responsive teaching, high engagement, and positive behaviour for learning, while purposeful retrieval strategies support pupils to build securely on prior learning. These approaches are embedded in daily practice, monitored regularly, and sustained through effective leadership.</p> <p>Children in receipt of PP access learning more effectively through adapted phonics delivery and targeted support for spelling, fine motor control and handwriting, leading to improved confidence and accuracy in written work.</p>	<ul style="list-style-type: none"> • Writing and transcription outcomes improve, with most Year 1 pupils independently writing simple, coherent sentences and pupils across KS1 and KS2 demonstrating increased accuracy, fluency, and consistency in encoding during extended writing. • Transcription and handwriting practices are embedded and sustained, with consistent guidance evident in planning, teaching, and feedback. Writing across school shows clear progression, shared expectations, and increasing pupil pride, including improved outcomes for pupils previously struggling and an increasing number achieving pen licences (where appropriate). • Spelling accuracy improves, with pupils consistently applying taught spelling strategies across curriculum subjects. • Formative assessment is used effectively across subjects, enabling teachers to adapt teaching at the point of delivery, appropriately challenge higher-attaining pupils, and secure good progress for all learners, including SEND, EAL, and more able pupils. • Assessment approaches are consistent across foundation subjects, allowing staff, pupils, and leaders to clearly identify next steps and use assessment information effectively. • Pupils demonstrate increasing metacognition, accurately identifying their own strengths and next steps and those of their peers. • Knowledge retention improves across the curriculum, with pupils building securely on prior learning through purposeful and engaging retrieval strategies. • Monitoring and feedback practices are consistent and effective, including digital work, enabling strengths and areas for development to be identified and shared across stakeholders.

<p>To consistently implement the school's approach to Transcription leading to improved and sustained outcomes for reading and writing for all pupils, particularly our disadvantaged.</p>	<ul style="list-style-type: none"> • Staff receive high-quality teaching and learning CPD across the school, ensuring the foundational knowledge is embedded for all pupils. (including handwriting, spelling, oracy opportunities and transcription skills). • Staff apply the principles of teaching early writing (Transcription) effectively for pupils in EYFS and KS1 and to support disadvantaged pupils into and throughout Key Stage 2. • Staff are confident in providing support to pupils to secure and embed good foundational knowledge and skills to ensure all pupils can access the curriculum. • The proportion of disadvantaged children securing the expected standard in the core subjects across KS2 will be in-line with non-disadvantaged children.
<p>Quality First Teaching To improve and sustain a quality first teaching model underpinned by staff knowledge and confidence in the fundamental principles of effective teaching, including adaptative teaching practices</p>	<ul style="list-style-type: none"> • Lesson observations and monitoring show that staff consistently apply core teaching principles with high confidence across all subjects. • Planning and differentiation evidence adaptive teaching strategies that meet the needs of all learners, including SEND, EAL, and higher-attaining pupils. • Pupil outcomes and engagement demonstrate sustained progress and high levels of participation in all lessons. • CPD records show ongoing training, peer observations, and coaching have strengthened subject knowledge and pedagogical confidence. • Feedback from staff and pupils indicates clear understanding and consistent application of effective teaching practices. • Work scrutiny and assessment data demonstrate that adaptive approaches are leading to improved learning outcomes across year groups. • Quality assurance processes, evidence consistent implementation of the fundamental principles of effective teaching. • Ongoing attainment and progress tracking demonstrates accelerated progress towards age-related expectations, where gaps in learning are identified, swift action to support is taken and positive impact is secured. • AfL, formative and summative assessment is used effectively to inform teaching and to adapt support, ensuring sustained improvement is secured over time for all pupils, including those that are disadvantaged. • Retrieval and reactivation tasks are closely aligned to new learning so that pupils are supported to make connections with prior knowledge and build strong, meaningful schemas.
<p>EYFS provision High-quality, consistent provision across the Early Years ensures strong adult-child interactions,</p>	<ul style="list-style-type: none"> • Provision is consistently high-quality across Nursery and Reception, aligned with EYFS principles and meeting the unique needs of 2-year-olds.

<p>clear progression from 2-year-olds through to Reception, and positive outcomes for all children regardless of starting points or vulnerabilities. Embedded procedures and strong relationships support positive behaviour and attendance, with EYFS attendance broadly in line with statutory school-age and national expectations.</p> <p>PP children will make improved progress in reading and writing through targeted interventions, including NELI, daily reading support for the bottom 20%, pre-writing and fine motor sessions, reading breakfasts with parents, weekly targeted reading sessions, and attendance incentives, leading to increased engagement, confidence, and consistency in learning.</p>	<ul style="list-style-type: none"> • Curriculum, routines, and pedagogy are clearly documented and embedded, with lessons learned informing future planning and induction for new staff. • Monitoring and external review confirm strong or exemplary practice, demonstrating secure attachment, confidence in routines, and developmental progress for all children. • Families are highly engaged and satisfied, clearly understand attendance procedures, and support positive attendance and transition practices. • Attendance is strong and persistent absence reduced, with effective follow-up procedures consistently applied by staff. • End-of-year review identifies successes and informs refinement for the next academic year.
<p>Family support and Cultural Capital To reduce the impact of socio-economic disadvantage on pupils' learning and wellbeing by ensuring access to essential resources, enrichment opportunities, and support for families to engage with education and future pathways beyond Holgate Primary.</p>	<ul style="list-style-type: none"> • All pupils have access to essential resources, including uniform, food, and learning materials, removing barriers to full participation in school life. • Pupils engage in enrichment and wellbeing opportunities, with participation rates reflecting equitable access for all socio-economic groups. • Families are supported and informed about educational pathways, further education, and opportunities beyond Holgate Primary. • Targeted interventions and support for disadvantaged pupils demonstrate measurable impact on engagement, attainment, and wellbeing. • Monitoring and feedback show families feel supported, and pupils benefit from equitable access to school provision and opportunities. • The school ensures that children access a full curriculum including experiences and opportunities that closes gaps in terms of life skills and experiences for children compared to other socio-economic groups.
<p>Attendance To improve and sustain high attendance for all pupils, reducing the gap between disadvantaged and non-disadvantaged groups, and to establish consistent monitoring and effective attendance systems for children below statutory school age.</p>	<ul style="list-style-type: none"> • Whole-school attendance meets or exceeds national averages, with the gap between disadvantaged and non-disadvantaged pupils significantly reduced. • Attendance for children below statutory school age is consistently monitored and shows measurable improvement over the year.

	<ul style="list-style-type: none"> • Early Years attendance systems are refined and embedded, including clear procedures for follow-up, family engagement, and communication. • Persistent absence is identified quickly, with effective interventions in place to support regular attendance. • Stakeholder engagement (families, staff, leaders) demonstrates understanding of the importance of attendance and active participation in improving it.
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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: £143,137

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching and a curriculum which responds to the needs of pupils.</p> <p>SIP priorities 1,2, 3 +4</p>	<p><i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments (EEF)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice (DFE 2015)</i> <i>What Makes Great Teaching (Sutton Trust 2014)</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p><i>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice. (EEF Pupil Premium Menu)</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3 + 4</p>

	<p>‘Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.’ (Supporting the attainment of disadvantaged pupils – DfE) <u>Pupil premium: overview - GOV.UK (www.gov.uk)</u></p> <p><u>The tiered approach to Pupil Premium spending Education Endowment Foundation</u></p>	
<p>CPD and ongoing support for staff on improving standards for foundational skills.</p> <p>SIP priorities 1,2, 3 +4</p>	<p><u>A schools guide to Implementation – guidance report</u> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a schools guide to implementation.pdf</p> <p><u>The tiered approach to Pupil Premium spending Education Endowment Foundation</u></p> <p>Teacher feedback to improve pupil learning – guidance report- https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf</p>	<p>1, 2, 3 + 4</p>

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



Budgeted cost: £77,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To review and refine the provision for children with complex needs, EAL and LAC status</p>	<p>Individualised instruction – moderate impact for low cost on limited evidence + 4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Collaborative learning approaches +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p><u>Promoting children and Young peoples mental health and wellbeing – a whole school approach</u> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p>	<p>1</p>
<p>Use of TA's and additional staff to deliver targeted intervention, 1:1 and small group work and in class support</p>	<p>EEF small group tuition + 4 EEF Toolkit: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF teaching Assistant Interventions +4 EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3 and 4</p>

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

Budgeted cost: £36,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff support individuals with behaviours and attitudes to learning and regulation.</p>	<p>Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners: Metacognition and self-regulated learning – guidance report EEF Metacognition and self-regulated learning.pdf</p> <p>EEF Behaviour Interventions + 3 NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Enrichment opportunities to enhance the delivery of the curriculum and to further develop cultural capital</p>	<p>The Ofsted toolkit states that in order to meet the expected standard - A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally. https://assets.publishing.service.gov.uk/media/690b26c69456634d9795fde0/Schools_inspection_toolkit.pdf</p> <p>Studies show the impact of what goes on beyond the classroom on the lives of children and young people. https://www.childrensuniversity.co.uk/media/1476/the-impact-of-learning-beyond-the-classroom.pdf</p> <p>Wider enrichment experiences (trips, visits and carefully planned visitors/encounters) can play an important role in broadening pupils' knowledge of the world, society and culture, because they give children first-hand access to places, people, objects and ideas that are difficult to replicate in the classroom. Evidence summaries from the Education Endowment Foundation note that enrichment such as arts participation often includes extra-curricular and cultural trips and that these can be subject to financial barriers for pupils from deprived backgrounds—making a strong case for schools to remove barriers and target access for disadvantaged pupils. Arts participation EEF</p>	<p>1,2,3,4 and 5</p>

	<p>Alongside this, EEF’s review of outdoor adventure learning highlights how structured experiences outside the classroom provide disadvantaged pupils with opportunities they might not otherwise access and can build wider outcomes such as self-confidence, resilience and motivation, which help pupils to engage more fully with learning and the wider world. Outdoor adventure learning EEF</p> <p>Research from the University of Leicester on museum learning similarly reports that museum visits can increase pupils’ interest, motivation and perceived understanding, and can provide “real” stimulus material that supports curriculum work (including vocabulary, language and writing) in ways that particularly benefit pupils who may have limited access to such experiences through home life.</p>	
<p>Continue and sustain the work of the Attendance Team</p> <p>To build a holistic understanding of individual pupils and provide targeted intervention.</p>	<p>Evidence shows the importance of working in partnership with families to find supportive routes to improve attendance. Working together to improve school attendance - GOV.UK</p> <p>Evidence shows that interventions that are tailored to individuals and individual families, underpinned by a holistic understanding of needs, lead to stronger improvements in attendance than generic strategies.</p> <p>Supporting school attendance EEF</p> <p>Research shows that when supporting families to improve pupil attendance there is a need to look beyond the attendance figures and understand the barriers being experienced and plan accordingly. This type of targeted intervention leads to more sustained improvements.</p> <p>Attendance: Beyond the Percentage Bradford Research School</p> <p>EEF blog: Addressing attendance: Getting below the surface EEF</p>	

Total budgeted cost: £212,900

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Monster Phonics – DfE Validated programme	<u>DfE Validated Phonics Scheme And Ofsted-Ready (monsterphonics.com)</u>
Speech and Language Link	<u>Speech and Language Link</u>
Times Table Rockstars	<u>Times Tables Rock Stars</u>
Purple Mash	<u>Purple Mash by 2Simple</u>
Rollama	<u>https://rollama.com/</u>

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included as part of the information above
What was the impact of that spending on service pupil premium eligible pupils?	Included as part of the information above