

# Pupil premium strategy statement – Holywell C of E Primary School

This statement details our school's use of pupil premium (and recovery 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	203
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Paul Baddeley
Pupil premium lead	Paul Baddeley
Governor / Trustee lead	Mike Leasure

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33 465
Recovery premium funding allocation this academic year	£ 3 335
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 36 800

# Part A: Pupil premium strategy plan

## Statement of intent

At Holywell CE School, we are committed to ensuring that every child, regardless of their background or circumstances, has the opportunity to achieve their full potential. We recognise the importance of addressing the barriers faced by our disadvantaged pupils and strive to use our Pupil Premium funding effectively to improve their educational outcomes. This Pupil Premium Statement of Intent outlines our approach and objectives for the next 3 academic years, although we will review and amend each year to reflect current circumstances.

## Challenges

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

Challenge number	Detail of challenge
1.	<b>Reading:</b> a result of less home support means that vulnerable children achieve less well in reading relative to their peers. Additionally, less life experience means that they are 'background knowledge' poor which impacts on comprehension.
2.	<b>Behaviour for Learning:</b> Our vulnerable children, particularly when they first start, often have limited social skills which impacts their ability to learn and function appropriately in the classroom.
3.	<b>Attendance:</b> The attendance of children from vulnerable groups is often lower than their peers and lower attendance impacts attainment.
4.	<b>Social and Emotional Well-being:</b> PP children may experience higher levels of social and emotional challenges compared to their peers. Financial stress, unstable home environments, or exposure to adverse childhood experiences can impact their well-being and ability to fully engage in their learning. These challenges may manifest as behavioural issues, low self-esteem, or difficulties forming positive relationships with peers and teachers.
5.	<b>Limited Access to Enrichment Opportunities:</b> PP children may have limited access to enrichment opportunities, such as educational trips, cultural experiences, or extracurricular activities. These opportunities can provide valuable learning experiences and help broaden their horizons. Without access to such opportunities, PP children may miss out on experiences that could enhance their learning and personal development.
6.	<b>Educational Gaps:</b> PP children often start school with wider educational gaps compared to their peers. These gaps may be due to limited access to early years education or less exposure to language-rich environments. The initial gaps in foundational skills can create barriers to academic progress and require additional support to catch up with their peers.
7.	<b>Low Aspirations:</b> PP children may face lower aspirations for their future due to a lack of exposure to different career options or limited role models.

	This can impact their motivation and hinder their ability to set ambitious goals for their education and future careers.
8.	<b>Multiple Factors</b> A significant proportion of PP pupils (35%) also fall into another vulnerable group

## 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
The %PP pupils working at the expected standard will increase across English and Maths.	Average standardised scores in English and Maths to rise to over 100 for PP children across the school.
Disadvantaged pupils are able to access a wide range of enrichment and extra-curricular opportunities	Pupil and parent voice of PP children and their families reflects positivity and inspiration through the curriculum exposure
Disadvantaged pupils have a positive attitude to reading, they read widely and for pleasure	School reading data, reflects an increase in PP children reading at home and pupil voice shows that reading is seen as a pleasurable activity.
Disadvantaged pupils emotional well-being needs are met and they feel 'happy' and 'safe' in school	Pupil and parent voice from interactions with Emotional Well Being officer and other agencies reflect this.
Offering targeted academic support in class to support QFT. For teaching assistants to be effectively deployed to assist teachers in responding to pupil's 'real time' needs	TA timetables reflect high correlation of interaction with PP children, this is supported by measured progress in relevant assessments.
Attendance of PP children is improved	Attendance rates are in line with those of children who are not in receipt of PP

## 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: £ 5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued use of detailed tracking and</i>	1. Targeted Support: Assessment tracking systems allow schools to	1,6,8

<p><i>intervention system (PIXL) used to identify gaps in learning as well as providing therapies to use to address these gaps.</i></p>	<p>identify and closely monitor the progress of disadvantaged students. By regularly collecting and analyzing data, schools can identify specific areas where students may be struggling and provide targeted support to address their individual needs. This personalized approach can help close the attainment gap and improve outcomes for disadvantaged students. (Source: Education Endowment Foundation, 2018)</p> <p>2. Formative Assessment: Assessment tracking systems can facilitate ongoing formative assessment, which involves gathering evidence of student learning and using it to inform instruction. By tracking student progress in real-time, teachers can quickly identify areas where additional support is needed and adjust their teaching strategies accordingly. This timely feedback can lead to improved learning outcomes for disadvantaged students. (Source: Black and Wiliam, 1998)</p> <p>3. Data-Informed Decision Making: Assessment tracking systems provide schools with valuable data that can inform decision-making processes. By analysing the data, schools can identify patterns, trends, and areas of concern, which can guide resource allocation and intervention strategies. This data-driven approach can help schools effectively allocate pupil premium funds to support the specific needs of disadvantaged students. (Source: Education Endowment Foundation, 2018)</p> <p>4. Accountability and Transparency: Assessment tracking systems contribute to accountability and transparency in schools. By regularly monitoring and reporting on the progress of disadvantaged students, schools can demonstrate their commitment to closing the achievement gap and provide evidence of the impact of their pupil premium strategies. This transparency can help build trust with stakeholders and ensure that resources are being used effectively. (Source: Education Endowment Foundation, 2018)</p>	
---	---	--

<p><i>Dedicated coordinator for children who are or have been looked after by the local authority, as well as those who have or have had a social worker. A significant proportion of our PP children also fall into this category.</i></p>	<ol style="list-style-type: none"> <li>1. Coordinated Support: A PP+ coordinator can play a crucial role in coordinating support for disadvantaged pupils in care, ensuring that their specific needs are identified and addressed effectively. Coordinating efforts across different agencies, professionals, and stakeholders involved in the care and education of these pupils can help create a holistic and integrated support system. This coordination can lead to improved outcomes by ensuring that interventions and resources are well-aligned and effectively utilized. (Source: Department for Education, 2018)</li> <li>2. Personalized Approach: A PP+ coordinator can work closely with schools, social workers, and other professionals to develop personalized support plans for disadvantaged pupils in care. By understanding the individual circumstances and needs of each pupil, the coordinator can help tailor interventions, monitor progress, and provide ongoing support. This personalized approach can help address barriers to learning and improve academic and social-emotional outcomes. (Source: Department for Education, 2018)</li> <li>3. Collaboration and Advocacy: The role of a PP+ coordinator often involves collaborating with different stakeholders, including teachers, social workers, virtual school heads, and foster carers. By advocating for the needs of disadvantaged pupils in care and promoting effective communication and collaboration among these stakeholders, the coordinator can help create a supportive environment that enhances educational opportunities and well-being. (Source: Department for Education, 2018)</li> <li>4. Monitoring and Evaluation: A PP+ coordinator can monitor the progress and outcomes of disadvantaged pupils in care, ensuring that appropriate data is collected and analysed to inform decision-making</li> </ol>	<p>2,4,5,8</p>
---	---	----------------

	and interventions. By regularly reviewing data and evaluating the impact of support strategies, the coordinator can identify areas for improvement and make evidence-based adjustments. This monitoring and evaluation process can contribute to continuous improvement and better outcomes for pupils. (Source: Department for Education, 2018)	
<i>Implementation of a primary careers programme. This will involve careers being threaded throughout the curriculum, challenging stereotypes and also providing opportunities to meet diverse employers.</i>	<ol style="list-style-type: none"> <li>1. Raising Aspirations: A careers curriculum can help raise aspirations among PP children by exposing them to a wide range of career options and helping them envision a positive future. It can provide information about different career pathways, highlight successful role models from similar backgrounds, and offer opportunities for career exploration and self-reflection. By expanding their horizons and challenging stereotypes, a careers curriculum can inspire PP children to aim high and believe in their potential. (Source: Gatsby Foundation, 2014)</li> <li>2. Developing Employability Skills: A careers curriculum can equip PP children with essential employability skills, such as communication, teamwork, problem-solving, and resilience. Through activities like mock interviews, work experience placements, and skills workshops, PP children can develop these skills and gain a better understanding of the expectations and demands of the world of work. This can enhance their employability and increase their chances of success in future careers. (Source: Education and Employers, 2017)</li> <li>3. Bridging the Information Gap: PP children may have limited access to information and resources about different careers and educational pathways. A careers curriculum can bridge this information gap by providing comprehensive and up-to-date information about career options, educational requirements, and available opportunities. By providing tailored guidance and support, the</li> </ol>	5,7

	<p>curriculum can help PP children make informed decisions about their future and navigate the sometimes complex pathways to success. (Source: Careers &amp; Enterprise Company, 2017)</p> <p>4. Engaging with Employers and Mentors: A careers curriculum can facilitate meaningful engagement with employers and mentors, providing PP children with valuable opportunities to connect with professionals from various industries. This engagement can include career talks, mentoring programs, workplace visits, and networking events. By interacting with professionals, PP children can gain insights into different career paths, develop professional networks, and receive guidance and advice from experienced individuals. (Source: Education and Employers, 2018)</p> <p>5. Long-term Impact: Research suggests that early exposure to career education and guidance can have long-term positive effects on educational attainment, employment outcomes, and social mobility. By providing a careers curriculum for PP children, schools can help break the cycle of disadvantage and provide them with the tools and knowledge to pursue fulfilling and successful careers. (Source: Education Endowment Foundation, 2018)</p>	
<p><i>Cross school implementation of therapeutic behaviour programme ensuring that all behaviour is treated consistently and proactively.</i></p>	<p>1. Promoting Emotional Well-being: A therapeutic behavior approach focuses on supporting the emotional well-being of PP children. It provides strategies and interventions to help them develop emotional regulation skills, manage stress and anxiety, and build resilience. By addressing underlying emotional difficulties, a therapeutic approach can enhance their overall well-being and create a positive learning environment. (Source: Social, Emotional and Mental Health (SEMH) in Schools, Department for Education, 2018)</p> <p>2. Building Positive Relationships: A therapeutic behavior approach em-</p>	<p>2,4</p>

	<p>phasizes building positive relationships between staff and PP children. It encourages staff to develop a nurturing and supportive rapport, providing a safe space for children to express their feelings and concerns. By fostering positive relationships, PP children feel valued, understood, and supported, which can lead to improved behavior and engagement in learning. (Source: Social, Emotional and Mental Health (SEMH) in Schools, Department for Education, 2018)</p> <p>3. Teaching Self-Regulation Skills: A therapeutic behavior approach equips PP children with self-regulation skills to manage their behavior and emotions effectively. It teaches strategies such as deep breathing, mindfulness, and problem-solving techniques to help them respond to challenging situations in a more positive and constructive manner. By developing self-regulation skills, PP children can improve their behavior, concentration, and overall academic performance. (Source: Therapeutic Approaches in Education, 2019)</p> <p>4. Individualized Support: A therapeutic behavior approach recognizes that each PP child may have unique needs and experiences. It emphasizes the importance of individualized support, tailoring interventions and strategies to meet their specific requirements. By providing personalized support, such as counseling, mentoring, or targeted interventions, PP children can receive the help they need to overcome barriers and achieve their full potential. (Source: Social, Emotional and Mental Health (SEMH) in Schools, Department for Education, 2018)</p> <p>5. Collaborative Approach: A therapeutic behavior approach involves collaboration between school staff, parents, and external agencies. It encourages open communication, joint problem-solving, and shared responsibility for supporting PP children. By working together, schools can ensure a consistent and holistic approach to meeting the social,</p>	
--	---	--



	emotional, and behavioural needs of PP children. (Source: Social, Emotional and Mental Health (SEMH) in Schools, Department for Education, 2018)	
--	--	--

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

Budgeted cost: £ 18750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support in year groups where there are significant numbers of PP children including children also classed as PP+</i>	<ol style="list-style-type: none"> <li>1. Delivering Structured Interventions: Research shows that TAs can have a positive impact on student attainment when they deliver high-quality one-to-one or small group support using structured interventions. This approach has been found to result in approximately three to four additional months' progress for students. However, it is crucial to ensure that TAs receive appropriate training and support for delivering these interventions effectively. (Source: EEF - Making the Best Use of Teaching Assistants, 2015)</li> <li>2. Complementary Role with Teachers: When using additional TA support, it is important to ensure that TAs are adding value to the work of teachers rather than replacing them. The focus should be on addressing the needs of all students through high-quality classroom teaching, with TAs providing targeted support to specific students as part of a comprehensive instructional approach. This requires effective collaboration and understanding of complementary roles between teachers and TAs. (Source: EEF - Making the Best Use of Teaching Assistants, 2015)</li> <li>3. Evidence-Based Interventions: Schools should adopt evidence-based interventions to support TAs in their small group and one-to-one</li> </ol>	1,2,4,6,8

	<p>instruction. This involves using programs or interventions with a secure evidence base, which have been shown to be effective in improving student outcomes. The interventions should have clear objectives, structured resources and lesson plans, regular sessions, and assessments to track progress. (Source: EEF - Making the Best Use of Teaching Assistants, 2015)</p> <p>4. Timely and Intensive Support: Effective interventions provided by TAs often involve brief but intensive sessions that occur regularly (3-5 times per week) over a sustained period (8-20 weeks). Careful timetabling should be in place to ensure consistent delivery of support. This approach ensures that the right support is provided to the right students and helps them make progress. (Source: EEF - Making the Best Use of Teaching Assistants, 2015)</p>	
<p><i>Employment of dedicated school tutor (teacher) 1 day per week to provide targeted interventions for PP children</i></p>	<p>1. Impact on Attainment: Research conducted by the Education Endowment Foundation (EEF) in the UK found that in-school tutoring programs can have a significant positive impact on student attainment. On average, students who received tutoring made approximately three to five months' additional progress compared to their peers who did not receive tutoring. (Source: EEF - Making Best Use of Teaching Assistants, 2015)</p> <p>2. Targeted Support: In-school tutoring offers personalized and targeted support to students who may be struggling academically. Tutors can tailor their instruction to meet the specific needs of individual students, providing additional guidance and clarification on challenging concepts. This level of individualized attention can help students overcome barriers to learning and improve their understanding and skills. (Source: EEF - Making Best Use of Teaching Assistants, 2015)</p> <p>3. Building Confidence and Motivation: In addition to academic gains, in-</p>	<p>1,3,6,7,8</p>

	<p>school tutoring can boost students' confidence and motivation. Working closely with a tutor who provides encouragement and positive reinforcement can help students develop a growth mindset and believe in their ability to succeed. This, in turn, can lead to increased engagement and a more positive attitude towards learning. (Source: EEF - Making Best Use of Teaching Assistants, 2015)</p> <p>4. Positive Relationships: In-school tutoring provides an opportunity for students to develop positive relationships with tutors who serve as mentors and role models. Building a strong rapport with a tutor can create a supportive and trusting environment where students feel comfortable asking questions, seeking help, and taking academic risks. These relationships can have a long-lasting impact on students' educational journey. (Source: EEF - Making Best Use of Teaching Assistants, 2015)</p> <p>5. Sustained Impact: Research suggests that the positive effects of in-school tutoring can be sustained over time. A study conducted in the United States found that students who received tutoring continued to outperform their peers up to two years after the intervention. This indicates the potential for in-school tutoring to have a lasting impact on students' educational outcomes. (Source: Dynarski et al., 2017)</p>	
--	--	--

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

Budgeted cost: £ 14150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly instrumental teaching provided for all children in years 5 and 6, including concert performance.</i>	<ol style="list-style-type: none"> <li>Improved Cognitive Skills: <ul style="list-style-type: none"> <li>Research shows that music education can enhance cognitive skills, such as attention, memory, and executive function, which are essential for academic success. This can particularly benefit PP students who may face challenges in these areas. (Hallam, 2015)</li> </ul> </li> <li>Increased Engagement and Attendance: <ul style="list-style-type: none"> <li>Music can be a powerful motivator for PP students, increasing their engagement and attendance at school. Participation in music activities can create a sense of belonging and provide a positive outlet for self-expression, leading to improved overall school experiences. (Hallam, 2015)</li> </ul> </li> <li>Enhanced Social and Emotional Development: <ul style="list-style-type: none"> <li>Music education fosters social interaction, collaboration, and emotional expression, supporting the development of social and emotional skills in PP students. It can provide a safe and inclusive space for students to build relationships, develop empathy, and manage emotions effectively. (Custodero, 2005)</li> </ul> </li> <li>Boosted Confidence and Self-esteem: <ul style="list-style-type: none"> <li>Participating in music activities, such as performing or composing, can enhance PP students' confidence and self-esteem. The sense of achievement gained from mastering an instrument or performing in front of others can positively impact their overall well-being and self-perception. (Hargreaves et al., 2012)</li> </ul> </li> <li>Narrowing the Attainment Gap:</li> </ol>	3,5,7

	<ul style="list-style-type: none"> <li>Studies have shown that music education can contribute to narrowing the attainment gap between PP students and their peers. Engaging in music can improve literacy, numeracy, and overall academic achievement, enabling PP students to reach their full potential. (Hallam, 2015; Schellenberg, 2004)</li> </ul> <p>6. Transferable Skills:</p> <ul style="list-style-type: none"> <li>Music education develops a range of transferable skills, such as creativity, problem-solving, teamwork, and communication, which are highly valued in the workplace. PP students who participate in music activities can develop these skills, increasing their future employability prospects. (Harrison, 2017)</li> </ul>	
<p><i>Funding towards the provision of school's Emotional Wellbeing Officer who works directly with children, parents and outside agencies to support children's emotional well-being. High cross over with PP group around two thirds. Also the attendance officer.</i></p>	<p>1. Improved Mental Health:</p> <ul style="list-style-type: none"> <li>Emotional wellbeing support can help PP students develop resilience, coping skills, and emotional regulation, leading to improved mental health outcomes. This support can help reduce symptoms of anxiety, depression, and stress, enabling students to better engage in their learning. (Public Health England, 2018)</li> </ul> <p>2. Enhanced Academic Attainment:</p> <ul style="list-style-type: none"> <li>Research suggests that emotional wellbeing is closely linked to academic attainment. By addressing emotional barriers, such as low self-esteem or negative emotions, emotional wellbeing support can help PP students to focus, concentrate, and perform better academically. (Public Health England, 2018)</li> </ul> <p>3. Increased Engagement and Attendance:</p> <ul style="list-style-type: none"> <li>Emotional wellbeing support can contribute to increased student engagement and attendance. When PP students feel supported and emotionally secure, they are more likely to attend school regularly, participate actively in learning, and develop positive relationships with peers and teachers. (Public Health England, 2018)</li> </ul>	2,3,4,5,8

	<p>4. Positive School Climate:</p> <ul style="list-style-type: none"> <li>Emotional wellbeing support can contribute to creating a positive school climate that promotes inclusivity, respect, and positive relationships. PP students who feel valued and supported in their emotional wellbeing are more likely to feel a sense of belonging and connectedness to their school community. (Public Health England, 2018)</li> </ul> <p>5. Long-term Wellbeing Outcomes:</p> <ul style="list-style-type: none"> <li>Emotional wellbeing support can have long-term benefits for PP students beyond their school years. It equips them with essential skills and strategies to navigate challenges, manage stress, and maintain positive mental health throughout their lives. (Public Health England, 2018)</li> </ul> <p>6. Closing the Attainment Gap:</p> <ul style="list-style-type: none"> <li>Addressing emotional wellbeing as part of a comprehensive support strategy can contribute to closing the attainment gap between PP students and their peers. By providing targeted emotional support, schools can help PP students overcome emotional barriers that may hinder their academic progress. (Education Endowment Foundation, 2019)</li> </ul>	
<p><i>Specialist music support throughout years Reception to Year 4, principally concentrating on voice but also percussive instruments. Choirs, concerts and other performances supported.</i></p>	<p>1. Improved Cognitive Skills:</p> <ul style="list-style-type: none"> <li>Research shows that music education can enhance cognitive skills, such as attention, memory, and executive function, which are essential for academic success. This can particularly benefit PP students who may face challenges in these areas. (Hallam, 2015)</li> </ul> <p>2. Increased Engagement and Attendance:</p> <ul style="list-style-type: none"> <li>Music can be a powerful motivator for PP students, increasing their engagement and attendance at school. Participation in music activities can create a sense of belonging and provide a positive</li> </ul>	<p>3,5,7</p>

	<p>outlet for self-expression, leading to improved overall school experiences. (Hallam, 2015)</p> <p>3. Enhanced Social and Emotional Development:</p> <ul style="list-style-type: none"> <li>Music education fosters social interaction, collaboration, and emotional expression, supporting the development of social and emotional skills in PP students. It can provide a safe and inclusive space for students to build relationships, develop empathy, and manage emotions effectively. (Custodero, 2005)</li> </ul> <p>4. Boosted Confidence and Self-esteem:</p> <ul style="list-style-type: none"> <li>Participating in music activities, such as performing or composing, can enhance PP students' confidence and self-esteem. The sense of achievement gained from mastering an instrument or performing in front of others can positively impact their overall well-being and self-perception. (Hargreaves et al., 2012)</li> </ul> <p>5. Narrowing the Attainment Gap:</p> <ul style="list-style-type: none"> <li>Studies have shown that music education can contribute to narrowing the attainment gap between PP students and their peers. Engaging in music can improve literacy, numeracy, and overall academic achievement, enabling PP students to reach their full potential. (Hallam, 2015; Schellenberg, 2004)</li> </ul> <p>6. Transferable Skills:</p> <ul style="list-style-type: none"> <li>Music education develops a range of transferable skills, such as creativity, problem-solving, teamwork, and communication, which are highly valued in the workplace. PP students who participate in music activities can develop these skills, increasing their future employability prospects. (Harrison, 2017)</li> </ul>	
<i>Funding to support PP children to attend trips and residential.</i>	<p>1. Broadening Horizons:</p> <ul style="list-style-type: none"> <li>Trips and residential provide PP students with opportunities to ex-</li> </ul>	3,4,5

	<p>perience new environments, cultures, and activities that they may not have access to otherwise. This exposure can broaden their horizons, expand their knowledge, and foster a sense of curiosity and aspiration. (Country-side Classroom, 2019)</p> <ol style="list-style-type: none"> <li>2. Improved Social Skills and Relationships: <ul style="list-style-type: none"> <li>○ Participating in trips and residencials allows PP students to interact with their peers and members of the wider community in different contexts. This can help develop their social skills, teamwork abilities, and communication, as well as build positive relationships with classmates and teachers. (Learning Away, 2015)</li> </ul> </li> <li>3. Increased Engagement and Motivation: <ul style="list-style-type: none"> <li>○ Trips and residencials can significantly increase PP students' engagement and motivation in their learning. The hands-on and experiential nature of these activities often sparks curiosity, enhances interest, and provides a real-world context for academic subjects. This can lead to improved attendance, participation, and academic achievement. (Learning Away, 2015)</li> </ul> </li> <li>4. Enhanced Personal Development: <ul style="list-style-type: none"> <li>○ Trips and residencials offer opportunities for PP students to develop personal skills such as independence, resilience, problem-solving, and decision-making. They can face new challenges, adapt to unfamiliar situations, and gain confidence in their abilities, all of which are crucial for their personal growth and future success. (Countryside Classroom, 2019)</li> </ul> </li> <li>5. Closing the Experience Gap: <ul style="list-style-type: none"> <li>○ Many PP students may have limited access to cultural, historical, or natural experiences outside of their immediate surroundings. Trips and residencials can help bridge this experience gap, ensuring that all students have equi-</li> </ul> </li> </ol>	
--	---	--



	<p>table access to a range of educational and enriching experiences. This can contribute to reducing inequalities and improving social mobility. (Learning Away, 2015)</p> <ul style="list-style-type: none"> <li>○ Positive Impact on Attainment:</li> <li>○ Research suggests that well-designed trips and residentials can have a positive impact on academic attainment, particularly for PP students. They can enhance subject knowledge, critical thinking skills, and academic motivation, leading to improved educational outcomes. (Learning Away, 2015; Allen, 2010)</li> </ul>	
<p><i>Funding for free Breakfast and after school club places to help PP children to attend school.</i></p>	<ol style="list-style-type: none"> <li>1. Improved Attendance: Breakfast clubs have been found to improve attendance rates among disadvantaged students. By providing a nutritious meal before school, students are more likely to attend regularly, which can have a positive impact on their overall academic performance. (Source: National Institute for Health and Care Excellence, 2014)</li> <li>2. Enhanced Concentration and Focus: Research suggests that eating a healthy breakfast can improve cognitive function, attention, and concentration. By offering breakfast to disadvantaged students, schools can support their ability to engage in learning activities throughout the day. (Source: Hoyland et al., 2009)</li> <li>3. Positive Social and Emotional Development: Breakfast clubs can create a supportive and inclusive environment where students can interact with their peers and build positive relationships with adults. This can contribute to their social and emotional development, leading to improved well-being and behaviour. (Source: Public Health England, 2013)</li> </ol>	<p>3,4</p>

**Total budgeted cost: £ 38 600**