



## Pupil Premium Strategy Statement – Academic Year - 2022 – 2025

The strategy statement outlines how we intend to spend the funding between 2022 and 2025 and the effect that last year's spending of Pupil Premium had within our school.

### School Overview

Detail	Data
School Name	<b>Holy Trinity CE Primary School, Gravesend</b>
Number of pupils in school	<b>457</b>
Proportion (%) of Pupil Premium eligible pupils	<b>26%</b>
Academic year/years that our Current Pupil Premium Strategy Plan Covers	<b>1 year</b>
Date this Statement was Published	<b>17/01/2023</b>
Date on which it will be Reviewed	<b>November 2023</b>
Statement Authorised by	<b>Mrs. P Gough</b>
Pupil Premium Lead	<b>Miss S Meade/ Mrs. A. Sooknanan</b>
Governor lead	<b>Mrs. R Irons</b>

### Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this Academic Year	£110,800
Recovery Premium Funding Allocation this Academic Year	£11,600
Pupil Premium Funding carried forward from Previous Years	£18,668
<b>Total</b>	<b>£141,068</b>



## Pupil Premium Strategy Plan Statement of Intent

Staff and governors at Holy Trinity CE Primary School, Gravesend intend for all pupils, irrespective of their background or the challenges they face, to make good progress, narrow the national attainment gap between themselves and their peers and achieve highly across all subject areas.

Our Pupil Premium strategy is written to focus the deployment of appropriate resources and support to disadvantaged pupils so they achieve their full potential, have high aspirations and improve their life chances for the future. Within our strategy we consider the specific challenges faced by vulnerable pupils within our school and the community in which they live.

Quality-first teaching is our primary approach, so children learn through a stimulating and challenging curriculum. Over and above this, we focus on areas in which disadvantaged pupils require the most support: academically, socially and emotionally.

Our strategies are based on research and evidence from bodies such as Education Endowment Foundation, our own internal data where gaps have been identified and by successes we have had in the past within our school. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

To ensure our strategies are effective we will:

- Have dedicated members of staff to monitor and report on the effectiveness of the strategy
- Ensure staff monitor and plan effectively for disadvantaged pupils and that they set challenging work that will enable progress
- Plan carefully for interventions based on evidence and data for the needs of disadvantaged pupils
- Ensure that parents and carers are aware of any extra support being given, are updated with the progress their children make and are encouraged to support this where possible.

### Challenges/Barriers

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

Challenge number	Detail of challenge
1	Often, disadvantaged children begin school in Early Years with lower language and oracy skills (language deprivation). We recognise for all children, but particularly the disadvantaged,



	<p>that oral language is a prerequisite to the development of literacy skills and is a life skill, pivotal also to future emotional wellbeing, and economic success.</p> <p>The percentage of EAL pupils across the school is <b>54%</b>.</p> <p>The percentage of EAL pupils who are also Pupil Premium recipient is <b>5%</b>.</p> <p>The percentage of EAL pupils in Early Years is <b>20%</b> - <b>0%</b> are Pupil Premium.</p>
2	<p>Assessments and observations suggest disadvantaged pupils generally <b>have greater difficulty with phonics</b> than their peers, with lower attainment in Phonics being linked to a low attainment in writing.</p> <p><b>KS1:</b></p> <p>The national percentage of pupils meeting the expected standard in the Phonics Screening Check in Year 1 was <b>75%</b> in the academic year 2021/22 (down from 82% in 2019 before assessments were cancelled in 2020 and 2021 due to the pandemic).</p> <p>The percentage of Pupil Premium eligible pupils at Holy Trinity meeting the expected standard in the Phonics Screening Check in Year 1 in the academic year 2021/22 was <b>72.7%</b>.</p> <p>The national percentage of pupils meeting the expected standard in Writing in KS1 was <b>58%</b> in the academic year 2021/22 (down from <b>69%</b> in 2019).</p> <p>The percentage of Pupil Premium eligible pupils at Holy Trinity meeting the expected standard in Writing in KS1 in the academic year 2021/22 was <b>18.8%</b>, compared to <b>38.1%</b> of non-Pupil Premium eligible pupils.</p>
3	<p>Internal assessments indicate attainment in <b>Reading</b> amongst <b>some</b> of our disadvantaged pupils is below that of their peers.</p> <p><b>KS1:</b></p> <p>The national percentage of pupils meeting the expected standard in Reading in KS1 was 67% in the academic year 2021/22 (down from 75% in 2019).</p> <p>The percentage of Pupil Premium eligible pupils at Holy Trinity meeting the expected standard in Reading in KS1 in the academic year 2021/22 was <b>62.5%</b>.</p> <p><b>KS2:</b></p> <p>The national percentage of pupils meeting the expected standard in Reading in KS2 was <b>75%</b> in the academic year 2021/22 (up from <b>73%</b> in 2019).</p>



	<p>The percentage of Pupil Premium eligible pupils at Holy Trinity meeting the expected standard in Reading in KS1 in the academic year 2021/22 was <b>76.9%</b>.</p>
4	<p>Our assessments and observations indicate <b>school closures during Covid continue to have a negative impact in most core subjects, particularly Maths</b> with disadvantaged children falling further behind age related expectations. <b>Disadvantaged pupils often have limited understanding of basic mathematical knowledge</b> such as number bonds and multiplication tables, <b>and weakness/lack of confidence in mathematical concepts linked to reasoning and problem solving.</b></p> <p><b>KS1:</b>          The national percentage of pupils meeting the expected standard in Mathematics in KS1 was <b>68%</b> in the academic year 2021/22 (down from <b>76%</b> in 2019).</p> <p>The percentage of Pupil Premium eligible pupils at Holy Trinity meeting the expected standard in Mathematics in KS1 in the academic year 2021/22 was <b>68.8%</b> compared to <b>69%</b> of non-Pupil Premium pupils.</p> <p><b>KS2:</b>          The national percentage of pupils meeting the expected standard in Mathematics in KS2 was <b>71%</b> in the academic year 2021/22 (down from 79% in 2019).</p> <p>The percentage of Pupil Premium eligible pupils at Holy Trinity meeting the expected standard in Mathematics in KS2 in the academic year 2021/22 was <b>61.5%</b>.</p>
5	<p>Some disadvantaged children <b>have lower attendance</b> than non-disadvantaged pupils and absenteeism is negatively impacting disadvantaged pupils' progress. Often, pupils, (not only disadvantaged) are taken out of school during term time, to visit relatives - often abroad; this equates to large periods of absence (which is often repeated on a yearly basis). This means children are frequently missing substantial periods of education through no fault of their own.</p> <p>The DfE national average percentage of persistent absentees is <b>13.7%</b>.</p> <p>The DfE percentage of persistent absentees at Holy Trinity is <b>30.1%</b> for the whole year.</p>
6	<p><b>Some disadvantaged children have a lower cultural capital</b> and less access to a wide range of enrichment activities than their peers due to financial constraints.</p>
7	<p><b>46% of pupils in receipt of Pupil Premium have complex SEND</b> and or sensory and behavioural difficulties which impact on their learning.</p>



**KS1:**

The percentage of SEND pupils at Holy Trinity meeting the expected standard in the Phonics Screening Check in Year 1 in the academic year 2021/22 was **50%**, compared to **71.9%** of non-SEND pupils.

The percentage of SEND pupils at Holy Trinity meeting the expected standard in Reading in KS1 in the academic year 2021/22 was **46.7%**, compared to **60.5%** of non-SEND pupils.

The percentage of SEND pupils at Holy Trinity meeting the expected standard in Writing in KS1 in the academic year 2021/22 was **13.3%**, compared to **39.5%** of non-SEND pupils.

The percentage of SEND pupils at Holy Trinity meeting the expected standard in Mathematics in KS1 in the academic year 2021/22 was **66.7%**, compared to **69.8%** of non-SEND pupils.

**KS2:**

The percentage of SEND pupils at Holy Trinity meeting the expected standard in Reading in KS2 in the academic year 2021/22 was **45.5%**, compared to **82.9%** of non-SEND pupils.

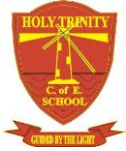
The percentage of SEND pupils at Holy Trinity meeting the expected standard in Writing in KS2 in the academic year 2021/22 was **45.5%**, compared to **80.5%** of non-SEND pupils.

The percentage of SEND pupils at Holy Trinity meeting the expected standard in Mathematics in KS2 in the academic year 2021/22 was **27.3%**, compared to **73.2%** of non-SEND pupils.

The percentage of SEND pupils at Holy Trinity meeting the expected standard in GPS in KS2 in the academic year 2021/22 was **40.9%**, compared to **85.4%** of non-SEND pupils.

8 **A high proportion of disadvantaged pupils have limited enrichment opportunities outside of school.** Their limited experiences have a negative impact on their ability to make personal links to their learning e.g. to what they are reading. There is also an effect on related skills such as physical fitness and social skills and communication. ***We fully intend to prioritise putting an updated and more efficient system into place to track and monitor the attendance of Pupil Premium eligible pupils on trips and at clubs.***

9 **Challenging environmental factors** such as lack of sleep, parental relationship breakdown, poor housing, overcrowding, temporary accommodation and movement between carers can lead to SEMH challenges for some disadvantaged children. These can present with fatigue / malaise due to a lack sleep; a lack of confidence, and low self-esteem when approaching learning for some children in this group. This sometimes means some disadvantaged children have low(er) aspirations for their future, reducing their motivation and commitment to learning.



## Intended Outcomes

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

Intended Outcome	Success Criteria <i>End of academic year</i>
Pupil progress in Reading, Writing and Maths to be in line with that of non-PPG pupils and the gap in attainment to be diminished.	<p>No difference between progress of PPG and non-PPG pupils.</p> <p>Gap in attainment for PPG pupils at EYFS, KS And KS2 to be diminished.</p> <p>Expectations of all pupils to be the same irrespective of PP status.</p>
Enhanced emotional and mental well-being for PPG pupils and their families.	<p>Pupils and parents indicate that there are strong links between home and school on parent surveys.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop resilience and independence evidenced from pupil voice.</p>
Attendance of 96% or above with good punctuality.	<p>Attendance increased from <b>89.8%</b> to better than national average (<b>96%</b>).</p> <p>Persistent absenteeism to be inline or better than national average (<b>13.7%</b>).</p> <p>Pupils are persistent absentees if they miss 10% of sessions or more, and severe absentees if they miss 50%.</p>
Increased cultural capital experiences - children will participate in a range of activities in addition to the school curriculum opportunities. This will include extra-curricular clubs and events to enhance learning and widen their cultural experiences.	<p>Enhanced learning opportunities promoted and accessed by Pupil Premium pupils.</p> <p>Improved attendance and behaviour.</p> <p>More children attending trips and participating in extra-curricular activities.</p>
Improved communication and language skills.	Pupils are provided with opportunities to develop their oracy skills such as performance, reciting poetry, debating and reading aloud throughout the curriculum so they are more confident to speak/read aloud to different audiences.



	<p>Clearer speaking improves spelling and writing outcomes.</p> <p>All classroom opportunities to speak appropriately are used.</p> <p>Pupils are provided with daily opportunities to revise, reteach and support spelling strategies evidenced through monitoring and improved outcomes.</p>
Pupils' health and nutrition improved.	Increased uptake of school dinners/Breakfast Club attendance.

## 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

Budgeted cost: **£70,534**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching for all pupils.	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes.	<b>1, 2, 3, 4, 7, 9</b>
Ongoing CPD opportunities for teachers and ATs to enhance classroom practice and effective intervention provision (for example, Kagan, SEND, behaviour management etc).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	<b>1, 2, 3, 4, 7, 9</b>
Training for the use of Kagan and Thinking Hard strategies in all year groups	<p>'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year'. (EEF – Collaborative learning approaches)</p> <p>'Kagan structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language</p>	<b>1, 4</b>

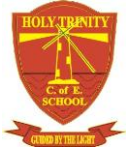


	learning, and emotional intelligence'. ( <i>Kagan online</i> )	
Training and release time for the use of a Mastery approach in Maths (Maths Hub).	<p>Key findings from the EEF study on Mastery learning suggest that mastery approaches have consistently positive impacts, with effects being higher for primary school pupils and in mathematics. On average, pupils make an additional 5 months progress over the course of a year when being taught using mastery learning approaches. (<i>EEF – Mastery Learning</i>)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupil%20premium%20lead">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupil%20premium%20lead</a></p>	<b>4</b>
Specific cover to allow Pupil Premium Lead release time to support subject leads in the development of subject specific training where existing approaches are not consistently inclusive.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	<b>1, 2, 3, 4, 7</b>
Phonics/Maths boosters (staff time and resources).	‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as	<b>2, 4</b>





	<p>other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning'. (<i>Education Endowment Fund</i>)</p> <p>'[The National Tutoring Programme] aims to make up for learning time lost due to the Covid-19 closures with high quality, subsidised tutoring to meet each pupil's needs'. (<i>White Rose Maths</i>)</p>	
<p>Training and the purchase of resources for the Little Wandle phonics scheme.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (<i>EEF – Phonics</i>)</p> <p>'Our complete SSP has been built around the update (Letters and Sounds improving rates of progress 2021) and draws on our own schools' excellent practice, as well as our work with schools around the country. Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.' (<i>Little Wandle</i>)</p>	<p><b>2</b></p>
<p>Improving language and communication skills – Speech Link.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (<i>EEF – Oral language interventions</i>)</p>	<p><b>1</b></p>
<p>Accelerated Reader subscription.</p>	<p>'From recognizing students' achievements to students discovering new interests,</p>	<p><b>3</b></p>



	Accelerated Reader helps create a culture of reading through choice. Students who read more perform better in all their academic coursework.' (Accelerated Reader)	
Training in the use of Reading comprehension strategies.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	3
White Rose Maths subscription.	<a href="https://whiterosemaths.com/ntp">https://whiterosemaths.com/ntp</a>	4
Freckle Maths subscription.	'Freckle meets the needs of every student and continuously adapts for student practice in math or ELA activities, allowing teachers to spend less time manually differentiating lessons and more time helping students develop and progress'. (Freckle Maths)	4
Jigsaw PSHE subscription to support the development of Social and Emotional Literacy.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	1, 9

## Targeted Academic Support

Budgeted cost: £35,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs/ATs to support pupils to raise progress	1:1 and small group work provides targeted support based on the individuals needs. The EEF supports 1:1 and small group interventions from a TA as a key to success.  On average, an additional 4 months progress is made, particularly in Reading, when pupils receive targeted interventions from a TA (EEF – Teaching Assistant Interventions)	1, 2, 3, 4, 7
Oral language interventions (for example, Little Wandle reading groups) and Little Wandle Keep-Up sessions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics</a>	
Free access to after school clubs in small groups to improve motor skills and social skills.	There is a small positive impact of physical activity on academic attainment (+1 month). While this focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance'. (EEF – Physical Activity)	6, 8
Free access to Breakfast Club to promote social skills.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>	5, 6, 9
School trips, year group enrichment opportunities and residential (Year 6)	The EEF suggests that 'outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork'. In addition, the EEF states that outdoor learning 'can also provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'.	6, 8
Additional enrichment opportunities e.g Young Voices, Sports for All and Trust sports events.	The EEF states that enriching education has intrinsic benefits. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning is on average an additional three months' progress. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits include a more positive attitude to learning and increased well-being. (EEF - Arts Participation)	6, 8
Provision of IT devices for disadvantaged students where required.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digital%20technology">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digital%20technology</a>	9



## Wider Strategies

Budgeted cost: **£35,267**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker - staff member with specific responsibility for supporting families and pupils who experiencing a variety of challenges and in need of Early Help Support. Direct liaison with Social Services. Conducts parental workshops on nutrition and behaviour support.	'Parental engagement has a positive impact on average of 4 months' additional progress.' <i>EEF – parental engagement toolkit</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	<b>5, 6, 7, 8, 9</b>
Pastoral support (Assistant SENCo/Pupil Support Assistant) to support pupils and their families.	Parental engagement is the involvement of parents in supporting their children's academic learning. 'Parental engagement has a large and positive impact on children's learning' - <i>Review of best practice in parental engagement: Practitioner's summary</i>	<b>5, 6, 7, 8, 9</b>
Counselling provision for pupils (E. Sheehan).	<a href="https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf">https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf</a>	<b>9</b>
Use of staff councillor to promote emotional wellbeing with staff and in turn enhance classroom experience for pupils (J. Burton).	The delivery of resilience counselling can significantly reduce symptoms of anxiety and depression, support participants to develop coping and resilience strategies (to help deal with stress and worries), develop emotional and social skills and therefore supporting the positive engagement with learning. ( <i>Salusgroup.org.uk</i> )	<b>1, 2, 3, 4, 7, 9</b>
Social and Emotional Learning (for example, behaviour and resilience interventions, Restorative Justice, ELSA, Drawing and Talking, Nurture Club, Zones of Regulation roll out across the school).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	<b>5, 7, 9</b>
Parent Maths/Phonics workshops to engage parents in their child's learning and support them to develop their own skills.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	<b>2, 3, 4</b>
Parent coffee mornings	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <i>EEF – parental engagement toolkit</i>	<b>9</b>
Dog therapy (Reggie) for vulnerable pupils.	Research into the effects of human – animal interactions have proven numerous benefits for social attention, social behaviour, interpersonal interactions, and mood ( <i>National Institute of Health, Psychosocial and Psychophysiological</i> )	<b>5, 7, 9</b>



	<p><i>Effects of Human-Animal Interactions: The Possible Role of Oxytocin, 2019)</i></p> <p>In addition, a visiting therapy dog promotes greater self-esteem and focused interaction with other students. It has also been proven that therapy dog activities stimulate memory and problem-solving skills.</p>	
Sporting opportunities with Charlie.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	6, 8
Swimming lessons (Years 5 and 6).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	6, 8
School trips (including residential) and special events (for example, Christmas pantomime etc).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	6, 8
Uniforms	<p><a href="https://www.nasuwt.org.uk/article-listing/cost-of-living-crisis-harming-pupils-education.html">https://www.nasuwt.org.uk/article-listing/cost-of-living-crisis-harming-pupils-education.html</a></p> <p>'63% said pupils were wearing dirty or damaged clothes and 67% said pupils did not have footwear that was appropriate for school'. (NASUWT)</p>	9
Parental classes	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	9
School website and social media presence to engage parents with their child's current learning.	The Review of best practice in parental engagement: Practitioner's summary states that 'general approaches which encourage parents to support their children with their learning e.g., reading and homework' and involvement of parents in their children's learning activities have a large and positive impact on children's learning'.	9

**Total budgeted cost: £141,068**