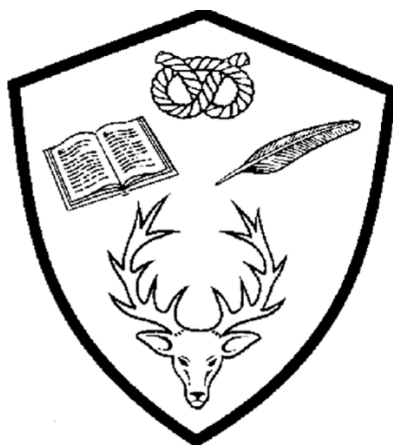


# **Chase Terrace Primary School**

## **Pupil Premium Strategy**

### **Statement**

#### **2026-2029**



Together we Learn  
Together we Aspire  
Together we Succeed

# Chase Terrace Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2029 academic year) 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	2026-2029
School name	Chase Terrace Primary School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	29.5% (73 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2026 /2027 to 2028 /2029
Date this statement was published	January 2026
Date on which it will be reviewed	November 2029
Statement authorised by	Tania Harrison (Headteacher)
Pupil premium lead	Jamie Grunda (Deputy Headteacher)
Governor lead	Joan Brown, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,600
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,600

# Part A: Pupil premium strategy plan

## Statement of intent

At Chase Terrace Primary School, our Pupil Premium strategy is underpinned by the Education Endowment Foundation's (EEF) guidance that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. We are committed to ensuring that all pupils, regardless of disadvantage or personal circumstances, achieve well and realise their full potential.

Our first priority is to strengthen high-quality teaching across the school. Through an ambitious, inclusive, and engaging curriculum, we ensure that teaching meets the needs of all learners and provides appropriate challenge and support. This whole-class approach benefits disadvantaged pupils most, while also improving outcomes for all pupils.

In line with EEF recommendations, we provide targeted academic support for disadvantaged pupils who require additional help to close gaps in learning. Interventions are carefully selected based on evidence of effectiveness, matched to identified needs, and delivered by well-trained staff. The impact of these interventions is reviewed on a six-weekly basis through our robust monitoring and assessment cycle, enabling us to adapt provision swiftly where necessary.

We also recognise the importance of wider strategies in addressing non-academic barriers to learning, such as attendance, wellbeing, and readiness to learn. Where barriers are identified, personalised support is put in place to ensure pupils are able to fully access learning.

Our strategy is built on the EEF's guidance for effective implementation: we act early, use diagnostic assessment to identify needs, and take a whole-school approach in which all staff are accountable for disadvantaged pupils' progress. High expectations underpin every aspect of our work, ensuring that disadvantage does not limit ambition or achievement.

## Challenges

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

Challenge number	Detail of challenge
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1	<p><b>Attainment and Progress</b> On average, disadvantaged pupils attain less well and make slower progress than their non-disadvantaged peers. Many experience gaps in core knowledge and demonstrate difficulties with the retention and recall of prior learning.</p>
2	<p><b>Oral Language and Vocabulary Development</b> Assessment evidence, classroom observations, and pupil discussions highlight underdeveloped oral language skills and vocabulary gaps among a significant number of disadvantaged pupils. These gaps are evident from Reception through to Key Stage 2 and are more prevalent when compared with non-disadvantaged pupils.</p>
3	<p><b>Reading Knowledge and Fluency</b> A high proportion of pupils in receipt of Pupil Premium funding have gaps in reading knowledge and fluency. Limited access to high-quality reading materials outside of school further impacts reading development and engagement.</p> <p><b>Data from 2024/2025 phonics assessments:</b></p> <p>33% of Y1 disadvantaged pupils passed the phonics screening check compared to 79% (other)</p> <p>80% of Y2 disadvantaged pupils passed the phonics screening check compared to 83% (other)</p>
4	<p><b>Emotional Wellbeing and Learning Behaviour</b> Many disadvantaged pupils require additional emotional and pastoral support. Weaknesses in learning behaviour, resilience, and emotional regulation can affect engagement, confidence, and progress in learning.</p> <p>In Autumn 2025, 48% of the children working with our in-school counsellor are pupil premium/ disadvantaged.</p>
5	<p><b>Wider Experiences and Access to Technology</b> Socio-economic factors mean that some disadvantaged pupils have limited life experiences beyond their immediate home and community. In addition, restricted access to technology impacts opportunities for independent learning and the development of digital skills.</p>
6	<p><b>SEND and Additional Needs</b> A proportion of disadvantaged pupils are identified as having special educational needs and/or disabilities (SEND). In some cases, unmet emotional needs and behavioural challenges present barriers to learning, which can adversely affect attainment and progress.</p>
7	<p><b>Attendance</b> Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 2.8– 5.7% lower than for non-disadvantaged pupils.</p> <p>32-44% of disadvantaged pupils have been 'persistently absent' compared to 13-23% of non-disadvantaged during the last 4 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p> <p>To ensure attainment for Pupil Premium children is in line with non-Pupil Premium peers, except where there are additional needs</p> <p>To reduce the gap in progress and attainment between Pupil Premium and non-Pupil Premium children</p> <p>To ensure staff have access to high-quality CPD and moderation/assessment opportunities</p> <p>To strengthen collaborative approaches to learning and assessment</p>	<p>Pupils identified as not making expected progress are included on a provision map and receive personalised interventions and targets for a defined period, until they catch up or exceed prior attainment expectations. The impact of the interventions and barriers are identified.</p> <p>Children make accelerated progress through targeted, high-quality interventions, with progress closely monitored by class teachers.</p> <p>Children are provided with daily opportunities to practice and consolidate key skills in reading, phonics, spelling, mathematics, and handwriting. Staff will have a good understanding of metacognition and utilise a range of strategies to improve memory.</p> <p>Teaching staff embed high-quality teaching in Maths, Reading, Writing, and Science in everyday practice, supported by ongoing professional development.</p> <p>Support and teaching staff work together effectively, using Assessment for Learning (AFL) strategies to identify and address learning gaps daily.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Data will be in line with non-disadvantaged peers. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Support staff deliver bespoke intervention to pupils that require language interventions. All early year's pupils are screened so that bespoke intervention can be put into place.</p>
<p>Improved knowledge of phonics among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Those pupils identified as not making the expected progress are supported and tracked closely to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards.</li> </ul>

<p>A reading culture that ensures that all pupils read regularly and develop a love of books is embedded throughout the school community.</p> <p>Improved reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Targeted pupils received additional phonics teaching to ensure that they meet expected standard in Year 1.</li> <li>• Targeted pupils receive additional phonics and reading interventions.</li> <li>• Targeted pupils receive precision teaching daily.</li> <li>• Parents are engaged in the development of their child's reading.</li> <li>• Teachers work closely with parents to develop their knowledge on phonics and reading.</li> <li>• Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading 5 in addition to high quality books at home.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• improved attendance</li> </ul>
<p>Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).</p>	<p>KS2 reading, writing and maths and SPAG outcomes in 2024/25 show that more than 85% of disadvantaged pupils meet the expected standard and at least 20% achieve greater depth.</p>
<p>Improved health and fitness for disadvantaged pupils at the end of KS2.</p>	<p>Assessments and observations indicate significantly improved health and fitness levels. Levels of obesity will be reduced as evident in Reception/Y6 height and weight data 2024/2025.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance of all pupils being at least 96% by December 2024/25.</li> <li>• the attendance of disadvantaged pupils being above 95% by December 2024/25.</li> <li>• Proportion of disadvantaged pupils who are persistently absent (less than 90% attendance) is 25% or less by December 2024/25.</li> </ul>
<p>To provide opportunities to increase the cultural capital of our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• The curriculum will provide pupils with a range of varied and exciting experiences.</li> <li>• Teachers will plan a wide range of trips and experiences to inspire and enhance learning and make it memorable.</li> <li>• Pupils will access cross-curricular clubs available after school.</li> <li>• Pupils will access the variety of planned sports activities available during lunchtime provided by the sports coach.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside the school day.</li> </ul>

	<ul style="list-style-type: none"><li>• In Year 6, disadvantaged pupils will have the opportunity to attend a residential trip- this will be discounted significantly for pupil premium children.</li></ul>
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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. Activities that form an essential part of our pupil premium strategy but do not require funding are also included and this is indicated in the first column.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£2,710**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of staff expertise to support learning for pupil in lessons and in the wider curriculum.</p> <p>Enhance the quality of teaching and learning through CPD which focuses on high level quality first teaching. Using the EEF 'Five a day' principle to support all learners in the classroom, as well as using technology to better support pupils learning,</p> <p>Cost of external CPD: OFSTED Inspector led CPD.</p>	<p>All teachers understand the importance of using:</p> <ol style="list-style-type: none"> <li>1- Explicit instruction</li> <li>2- Cognitive and metacognition strategies</li> <li>3- Scaffolding</li> <li>4- Flexible grouping</li> <li>5- Technology</li> </ol> <p>Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and should be used in classrooms across all phases and subjects.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF Research:</p>	<p>All</p>

	<p><a href="#">EEF blog: The Five-a-day approach: How the EEF can support   EEF</a></p> <p><a href="#">Metacognition and Self-Regulated Learning   EEF</a></p> <p>Retrieval Practice: <a href="#">May Newsletter - Retrieval Practice What it is, Why it Works and How to Do It Better.PDF</a></p> <p>Rosenshine’s Principles: <a href="#">Rosenshine's Principles Of Instruction: A Teacher's Guide</a></p>	
<p>Embedding dialogic activities across the school curriculum. These support pupils to articulate key ideas, consolidate understanding and extend vocabulary. School will purchase resources and fund ongoing teacher training and release time.</p> <p>Developing the exposure to vocabulary through reading incentives and the schools established writing programme ‘The Write Stuff’.</p>	<p>Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>EEF Research:</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p>	1,2,3,6
<p>To embed the ‘Nelson’ handwriting strategy, to improve basic writing skills.</p> <p>To develop the scheme to increase independence and to apply learning to cross curricular writing.</p>	<p>Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>Effective writers use several strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal setting. Describe and model how, when, and why pupils should use each</p>	1,6

	<p>strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Phonics CPD for teachers and T.A's scaffolding teaching days and access to CPD through RWI.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p><a href="#">Read Write Inc.   Literacy programmes for ages 4-11   OUP</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,6
<p>To embed the NCETM (Oak National Academy) Curriculum from Y-6 and the 'Mastering Number Curriculum' for Nursery and Reception.</p> <p>Following the maths programme 'Primary Teaching for Mastery Sustaining programme'.</p> <p>Intervention will continue to be used across school to narrow gaps, especially for disadvantaged children.</p>	<p>Ensuring the maths curriculum develops pupils' understanding of mathematics over time so that they become competent and confident in identifying and performing the mathematics they need both at school and in their daily lives.</p> <p>Prepare pupils to become self-assured and resilient mathematicians by developing their ability to select the most suitable tools to solve problems across a range of topics and real-world scenarios.</p> <p><a href="https://www.thenational.academy/teachers/curriculum/maths-primary/overview">https://www.thenational.academy/teachers/curriculum/maths-primary/overview</a></p> <p>Where Teaching Assistants deliver high-quality, structured interventions, over a finite period, which is linked to classroom teaching, it has been proven that this can have a positive impact on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF</a></p> <p>Mastering the curriculum <a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF</a></p>	1,6

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Embed SEL approached into routine educational practices and supported by professional development and training for all staff.</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (e.g., improved attitudes, attainment, behaviour and relationships with peers):</p> <p><a href="#">Social and emotional learning   EEF</a></p>	All
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£92,598**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention/ additional support (1:1 and small group) all is measured and tracked. Barriers, actions and the impact of the support in place is reviewed every term for pupil premium children and SEND.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkits.</p> <p>Teaching Assistant Interventions (EEF) EEF: Targeted small group and one to one intervention have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress.</p> <p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">Small group tuition   EEF</a></p>	1,2,3,4,6
<p>Small group interventions/ tutoring in Year 6 focusing on maths and reading.</p>		
<p>Additional speech and language support intervention.</p>	<p>Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,6

<p>To use early speaking and listening intervention in EYFS.</p> <p>1:1 Speech and Language intervention delivered to children with S+L targets across the school.</p> <p>1:1 time with a TA is planned for disadvantaged children each week. Work is recorded in a pupil premium folder to ensure all staff are building on their next steps.</p>		
<p>Phonics intervention groups across the school targeted children who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>SEMH interventions:</p> <p>TA support for SEND pupils with behavioural needs across the school.</p> <p>Introduction of additional learning support 'The Hub' for children who have been identified as needing additional support.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

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

Budgeted cost: **£32,325**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated time for 1:1 sessions with our learning mentor focusing on social and emotional skills, mental health and well-being and attendance.</p> <p>Increased support for children with SMEH needs from the school Hub, daily intervention takes place with 2x support staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	<p>All</p>
<p>Buy in attendance support from EWO.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Working together to improve school attendance - GOV.UK</a> advice.</p> <p>To improve attendance by:</p> <ul style="list-style-type: none"> <li>- Working with families and multi agencies</li> <li>- Daily attendance monitoring</li> <li>- Class attendance incentives weekly in assemblies</li> <li>- Half-termly attendance/safeguarding meetings.</li> <li>- Attendance meetings with parents</li> <li>- Referrals to local authority</li> <li>- 'Little Heroes' campaign launched across school</li> </ul>	<p>Good behaviour and attendance are essential to children's educational prospects.</p> <p>School attendance parental responsibility measures:</p> <p><a href="#">Stat guidance template (publishing.service.gov.uk)</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>Staffordshire 'Little Heroes' Campaign:</p> <p><a href="#">Little Heroes Campaign Toolkit - Staffordshire County Council</a></p>	<p>All</p>
<p>Half termly reward incentives for attendance offered to all children.</p>	<p>Good behaviour and attendance are essential to children's educational prospects.</p>	<p>All</p>

<p>Additionally, identified target children to receive attendance reward for improved attendance.</p>	<p>School attendance parental responsibility measures DfE 2015:  <a href="http://publishing.service.gov.uk">Stat guidance template (publishing.service.gov.uk)</a></p>	
<p>Fund to support children and families to ensure they are well-prepared for learning, for example, the cost of free school meals, access to breakfast club, school uniform subsidies.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that may become apparent.</p>	<p>All</p>
<p>Educational experience subsidies.</p>	<p>Offering a wide range of high-quality extracurricular activities boosts wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>1,4,5</p>

**Total budgeted cost: £127,635**

## Part B: Review of outcomes in 2024-2025

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

#### Attendance Outcomes

	End of Year 2022-2023	End of Year 2023-2024	End of Year 2024-2025
<b>PP Attendance %</b>	89.8% (100 pupils)	88.7% (88 pupils)	89.1% (74 pupils)
<b>Non-PP Attendance %</b>	92.6% (195 pupils)	93.2% (157 pupils)	94.8% (152 pupils)
<b>PP Persistent Absence%</b>	32% (32/100 pupils)	35.2% (31/88 pupils)	35.1% (26/74 pupils)
<b>Non-pp persistent absence%</b>	18.4% (36/195 pupils)	22.9% (36/ 157 pupils)	13.1% (20/ 152 pupils)

#### EYFS Outcomes

GLD (ALL)	GLD (Nat)	GLD (PP)	GLD (Non-PP)
71% (25/35 pupils)	67%	38% (3/8 pupils)	82% (22/27 pupils)

#### Phonics Outcomes

Year 1 (ALL)	Year 1 (NAT)	Year 1 (PP)	Year 1 (Non-PP)	Year 2 (ALL)	Year 2 (NAT)	Year 2 (PP)	Year2 (Non-PP)
68% (17/25)	80%	33% (2/6)	79% (15/19)	82% (27/33)	89%	80% (8/10)	83% (19/23)

#### Key Stage 2 Outcomes

2024-2025	ALL	NAT	PP Pupils	Non-PP pupils
EXP RWM	61% (22/36 pupils)	62%	53% (8/15 pupils)	67% (14/21 pupils)
EXP Reading	69% (25/36 pupils)	75%	60% (9/15 pupils)	76% (16/21 pupils)
EXP Writing	75% (21/36 pupils)	72%	73% (11/15 pupils)	76% (16/21 pupils)
EXP Maths	78% (28/36 pupils)	73%	73% (11/15 pupils)	81% (17/21 pupils)
GD RWM	3% (1/36 pupils)	8%	0%	5% (1/21 pupils)
GD Reading	14% (5/36 pupils)	33%	0%	24% (5/21 pupils)
GD Writing	6% (2/36 pupils)	13%	7% (1/15 pupils)	5% (1/21 pupils)
GD Maths	22% (8/36 pupils)	26%	20 (3/15 pupils)	24 (5/21 pupils)

## Externally provided programmes

We use a variety of published schemes to support us in school, these include:

- Read Write Inc. (Phonics)
- Nelson (Handwriting)
- The Write Stuff (Literacy)
- Ten Town (Number Formation)
- Oak National Academy NCETM (Mathematics)
- Mastering Number (Basic Number Skills)
- Number Sense (Times Tables Yr3-Yr6)
- Rock Stars (Times Tables Yr2-Yr6)
- Kapow/Twinkl (Curriculum Subjects)
- Purple Mash (Computing)
- Get set 4 Education (Physical Education)
- Primary Science Teaching Trust (Science)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

### Teaching (for example, CPD, recruitment and retention)

Time allocated for subject leaders to be out of class to develop their subject	Cover for subject leaders is arranged for subject leaders to receive support in their role and focus on their subject action plan. This ensures subject leadership does not impact heavily on workload.	All
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Use of careers resources to increase the aspirations of our children and give them a purpose for learning.	Meeting diverse role models from the world of work motivates primary-age children, boosts attainment, tackles stereotypes and shows the real-world relevance of subject-learning.  <a href="#">Starting Early: report reveals how learning about work at primary-age has positive impact on children's futures - Education and Employers</a>	5
Offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and	Character, resilience and British values such as tolerance are important characteristics, which we want to develop in children and young people.  Education should help prepare learners to lead ethical, productive and fulfilling lives and to contribute positively to society.	1,2,4,5,6

<p>aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p>	<p><a href="#">School inspection: toolkit, operating guides and information - GOV.UK</a></p>	
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**Planning, implementation, and evaluation**

We used the [EEF’s implementation guidance](#) to help us develop our strategy. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.