

Pupil premium strategy statement – St Nicolas and St Mary CE Primary

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	12% (47 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/5 -2027/8 Current Year: 2025-2026
Date this statement was published	02/12/25
Date on which it will be reviewed	02/12/26
Statement authorised by	Andy Lincoln
Pupil premium lead	Helen Woodman
Governor / Trustee lead	Sue Emberlin (Local Governing Body) /Vicky Stevens (DCAT)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,033
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£73,033

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to have high hopes and aspirations for all of our pupils so that they achieve to the best of their ability, whatever background they come from and in spite of any challenges they face. Our Pupil Premium Strategy is to enable disadvantaged children to reach their potential both academically and socially and to provide them with an inspiring, innovative and inclusive curriculum which gives them the cultural capital they need to succeed in life.

As part of this, we fully embrace our Academy Trust (DCAT) led strategy: The Every Child Goal. This strategy states that 'every child, every day, in every school is given every opportunity to achieve their God given potential.

We will carefully consider all the challenges experienced by disadvantaged pupils and provide a whole school approach to tackling these, working in partnership with parents and carers and outside agencies where necessary.

Our strategy adheres to the three main strategies recommended by EEF research:

High Quality Teaching

Quality first teaching by well-trained teachers and inclusive practice, which meets the needs and improves the progress of all children, is at the heart of our strategy. We will maximise every opportunity to develop language and comprehension skills across the curriculum and ensure that pupils receive the correct level of challenge, including those who are more able.

Targeted Academic Support

Following robust assessment, we will provide targeted academic intervention in a range of different ways to close attainment gaps between disadvantaged and non-disadvantaged pupils, including pre-teaching, post-teaching and intervention groups - where possible delivered by teachers or student teachers. We will also strive to find the right balance between providing extra targeted support where needed, and ensuring pupil access to a broad, rich and balanced curriculum, so as not to narrow their educational experience.

Wider Strategies

We will work in partnership with educational professionals within our school community and beyond, to enable children to access their learning successfully by ensuring that they are well-regulated, emotionally supported and have good attendance at school. This can also include providing advice and support for the

families of disadvantaged pupils, where home life is impacting well-being and academic performance. We will provide learning opportunities which extend pupils' understanding and experience beyond the classroom and opportunities to develop their oracy skills and confidence as communicators.

From September 2025, we are viewing (and therefore aiming to better support) our in-school disadvantaged pupils through a wider lens considering a number of vulnerability factors that also can mean a child is disadvantaged. These vulnerability factors are:

1. **Attendance:** recurring issues with attendance
2. **Behaviour:** high level of negative pupil behaviour involves SLT on a regular basis
3. **SEND:** the pupil has one or more special educational needs
4. **Safeguarding:** the pupil is subject to certain safeguarding issues
5. **LAC:** the pupil is a looked after child
6. **Young Carer:** the pupil is a Young Carer
7. **PP:** the pupil is in receipt of pupil premium (or SPP)/eligible for FSM
8. **EAL:** the pupil has English as an additional language
9. **Progress:** the pupil is making insufficient academic progress
10. **Home Life:** the pupils home life is turbulent (reasons can be varied)
11. **Parental Offending:** the pupil has a parent/carer in custody or they are affected by parental offending
12. **Medical/SEMH:** the pupil has a long-term medical/SEMH condition which impacts upon their daily life.

Nb. We also record those who are summer born pupils.

We track each class on a Disadvantaged Pyramid. Those with more vulnerability factors are at the top of the pyramid so that all staff are aware of key spotlight children. Spotlight children are then the focus for targeted questioning, key seating in class and other strategies as determined by the need of the pupil. Pyramids are reviewed at least termly.

Challenges

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

Challenge number	Detail of challenge
1	<i>Number of eligible pupils who are also on the SEND Register</i> 36% of disadvantaged pupils are also on the SEND register – some with a high level of need – including 5% with an EHCP and an additional 2 pupils with an EHCP pending. There are also some due to be applied for this year. An additional 2 PP children are receiving 'Class Action support' due to additional needs. This can cause challenges academically eg in terms of their ability to learn at the same rate as their peers/retain information and also in terms of their self-regulation and learning behaviour within the classroom, which impacts their concentration.

2	<p><i>Social, emotional and mental health needs</i></p> <p>Our communication with teachers, parents and external agencies shows that some disadvantaged children require additional support for their emotional well-being and to navigate the social aspects of school life. Children who are fostered or have been adopted, those who suffer from low self-esteem, have difficulties with emotional regulation, attachment or have experience of trauma can experience significant challenges in the school learning environment. In some cases, parental social, emotional and mental health needs and family circumstances or relationships can also impact upon children's own anxieties.</p>
3	<p><i>Poor attendance</i></p> <p>Our attendance data indicates that some disadvantaged pupils have very low attendance due to family circumstances (eg travel from a distance into school on public transport or due to health concerns or parental mental health issues). Data from last year shows that our PP group had an overall attendance of 92.07%. This is below the national attendance average for last year of 93.2%. This exacerbates gaps in knowledge and causes them to fall behind expected standards in reading, writing and maths, as identified in recent school attainment data. The learning gaps created by their lack of attendance during the pandemic (in spite of being offered school places) have still not closed.</p>
4	<p><i>Poor language acquisition and development</i></p> <p>Assessments made by teachers (including Baseline assessments in the EYFS) and external speech and language professionals indicate that some disadvantaged pupils enter school with very poor speech and language skills and continue to require extra support in the development of key language skills eg pronunciation, understanding of vocabulary, reading and comprehension. Lack of these skills provides a significant challenge across the curriculum from the outset but increasingly in later primary years, when the learning becomes more complex and reliant on these core skills. 'The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners.' Marc Rowland (Deputy Director of the National Education Trust).</p>
5	<p><i>Low attainment in maths</i></p> <p>Internal assessments from Summer 25 show that maths attainment for disadvantaged pupils is often significantly below that of non-disadvantaged pupils. Percentages for those recorded as being below age related expectations were as follows:</p> <p>100% in Y1 33% in Y2 60% in Y3 44% in Y4 63% in Y5 17% in Y6.</p>
6	<p><i>Low attainment in English</i></p> <p>Internal assessments from Summer 2025 show that attainment in writing for disadvantaged pupils is significantly below that of non-disadvantaged pupils. Percentages for those recorded as being below age related expectations were as follows:</p> <p>80% in Y1 Reading / 100% in Y1 Writing 17% in Y2 Reading / 34% in Y2 Writing 40% in Y3 Reading / 80% in Y3 Writing 55% in Y4 Reading / 88% in Y4 Writing 54% in Y5 Reading / 63% in Y5 Writing 0% in Y6 Reading / 33% in Y6 Writing</p>
7	<p><i>Lack of parental support and engagement and opportunities outside school</i></p> <p>Reports from our Home School Link Worker, teachers and pupil surveys indicate that some children have little or no support with reading/home learning outside school. These pupils also do not have the same 'cultural capital' as other pupils which can impact on their understanding across the curriculum. Many families also struggle or are unable to pay for trips and enrichment activities in and out of school. In addition, many families are unable to facilitate social activities for their children out of school due to lack of space/parental capacity to facilitate this.</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
Improved outcomes for SEND children	<p>Pupils with SEND achieve exceptionally well.</p> <p>Pupils engage with an inspirational, innovative and inclusive curriculum that gives them the knowledge and cultural capital to succeed in life.</p> <p>Pupils have a positive attitude towards their learning and are resilient, independent learners.</p> <p>Teachers are confident in adapting the curriculum to meet the needs of SEND learners</p>
To ensure self-regulation and well-being for all pupils including disadvantaged.	<p>Monitoring shows that:</p> <p>Behaviour in the school is excellent.</p> <p>Pupils are well-regulated and resilient when dealing with challenges they face both academically and emotionally.</p> <p>Pupils know which tools can support them when they feel dysregulated.</p> <p>Pupil surveys show that they feel happy, safe and equipped to deal with difficult situations.</p> <p>Staff are confident in supporting pupils who find self-regulating challenging.</p>
To achieve and sustain high attendance for all pupils, particularly disadvantaged. This is in line with our Trust's (DCAT) 'Every Child Goal' strategy.	<p>Attendance for all pupils including disadvantaged is in line with or above National levels.</p> <p>The gap between disadvantaged pupils' attendance and their peers is reduced.</p>
Improved spoken language skills and vocabulary comprehension for disadvantaged pupils.	<p>Teacher assessment and monitoring show:</p> <p>Improved confidence during discussion sessions and when answering teacher questions across the curriculum.</p> <p>Improved comprehension when reading.</p> <p>Improved vocabulary when writing.</p> <p>Improved confidence in understanding and applying different tiers of vocabulary across the curriculum.</p> <p>Improved speech and language skills and children are less frustrated because they can communicate effectively.</p> <p>The EYFS is a language-rich environment with daily opportunities to</p>
Improved maths progress for disadvantaged pupils across the school and at the end of KS2.	<p>Progress for disadvantaged children in maths in line with non-disadvantaged.</p> <p>KS2 maths outcomes in 2025/6 for disadvantaged children are in line with national results for disadvantaged children.</p>

Improved writing progress for disadvantaged pupils across the school and at the end of KS2.	Progress for disadvantaged children in writing is in line with non-disadvantaged. KS2 writing outcomes in 2025/6 for disadvantaged children are in line with national results for disadvantaged children.
Improved parental engagement particularly from those from disadvantaged families.	All parents including those from disadvantaged families attend parent meetings. All parents, including those from disadvantaged families, are actively engaged in school life and their child's learning. All parents know how to seek support and they seek support, if needed. Parents are actively engaging with a range of training sessions to learn more about supporting their children at home both academically including online videos. Parents are supported in providing the correct uniform, equipment and enrichment opportunities for their children (access to clubs and trips) if they are not financially able to do so. Access is available for Breakfast and After School club provision to families who cannot otherwise afford it to facilitate pupil social opportunities and to facilitate parents in getting back to work.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Empowerment Approach and Zones of Regulation</i> <i>Think Squad (introduced Sept 2025) – continued CPD from Deputy</i>	EEF Toolkit Metacognition and self-regulation - a strong evidence base for +7 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,3

<p>Head for staff to ensure that all strategies are being used effectively.</p>		
<p>CPD for Deputy Head/SENCO NPQ for SENCOs via the Best Practice Network and revising whole school strategy for SEND and Inclusion and CPD for all staff An additional member of teaching staff is also completing the NPQSEN</p>	<p>EEF Report on Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>“An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.”</p>	<p>1</p>
<p>Teaching staff CPD on Quality First Teaching via outside agencies including the Autism and Social Communication Team</p> <p>Consultations for teachers (1:1 and whole teaching staff) by the Lead Therapist at Your Space Therapies to offer support for managing pupils behaviour and classroom strategies</p>	<p>Examples of topics covered:</p> <p>EEF Toolkit Providing effective feedback - a strong evidence base for +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Oral language interventions - a strong evidence base for +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reading comprehension strategies - a strong evidence base for +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>4,5,6</p>
<p>Release of the Extended Leadership Team to undertake coaching for individuals including new ECTs Development of AHT as Pupil Premium lead</p>	<p>As above</p>	<p>4,5,6</p>
<p>Support and CPD to the RWI Lead via English Hub Rep</p> <p>Release of SEND specialist teacher to trail and implement Reading Eggs</p>	<p>EEF Toolkit Phonics - very strong evidence for +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4,6</p>

<i>(phonics intervention) for those not making expected progress in phonics including a high number of PP children</i>		
<i>SLT time for DHT (support role/mentor) and AHT to lead the Disadvantaged Strategy</i>		1,7

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

Budgeted cost: £26,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pre-teaching/Post teaching</i>	EEF Toolkit Small group tuition - a moderate evidence base for +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5,6
<i>Teacher interventions – pre and post teaching (small groups)</i>	EEF Toolkit Small group tuition - a moderate evidence base for +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5,6
<i>Continued development of Read Write Inc across the school as above Fifty licences for Reading Eggs phonics intervention</i>	EEF Toolkit Phonics - very strong evidence for +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4,6

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

Budgeted cost: £31,478

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>Home School Link Worker hours supporting pupil attendance and parental engagement based on DfE guidelines as well as signposting support for families including Early Help, School Nurse etc</i></p>	<p>DfE Guidelines for Attendance:</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>EEF Toolkit</p> <p>Parental engagement has a strong evidence base for +4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,7</p>
<p><i>Provision of training opportunities for parents including workshops and online videos.</i></p>	<p>As above</p>	<p>1,2,4,5,6,7</p>
<p><i>Counselling hours (autumn term) for vulnerable children via Your Space Therapies</i></p> <p><i>Consultations for Parents by the Lead Therapist at Your Space Therapies to offer support for parenting/managing anxiety/ additional needs and behaviour and online webinars</i></p> <p><i>Training of an ELSA who is running specific intervention groups supporting emotional well-being for key PP children.</i></p>	<p>According to the EEF, on average, social and emotional interventions have an identifiable and valuable impact upon attitudes to learning and social relationships in school. They have an average overall impact of +4 months additional progress on attainment.</p>	<p>1,2</p>
<p><i>Teaching staff CPD via consultation with the lead therapist and parent consultations via Your Space Therapies</i></p>	<p>As above</p>	<p>1,2</p>
<p><i>Funding enrichment activities to provide Cultural Capital and facilitating wrap around care in our Breakfast and After School Club.</i></p>	<p>In house pupil surveys following enrichment activities have shown that these activities have a positive impact on pupil's engagement, curriculum knowledge and well-being. Parent feedback is that provision of wrap around care has helped them to get their anxious children to school on time, enabled them to socialise with others and helped them to get back to work.</p>	<p>2,4</p>

Total budgeted cost: £73,033

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of key strategies in place from funded by last year's Pupil Premium allocation are detailed as follows:

Please note: the following information has been assessed in a variety of ways including: pupil voice, use of Boxall Profile, analysis of in house assessment and attendance data, parent/carer voice, therapy reports and intervention impact forms, teacher performance management data.

Development of Phonics provision including:

Continued release time for the RWI Lead to meet with the English Hub to review RWI Provision, ensure good, consistent practice across the school. Phonics timings were changed to allow for a longer session and Y1 whole class phonics expectations and assessment are in place.

Impact: *increased confidence of the RWI Lead in managing the RWI programme effectively. New and consistent timings for phonics groups and longer sessions were successfully implemented across the school. This has meant that children have longer to embed their learning each day and greater opportunities for writing in sessions which has positively impacted progress.*

Children achieved exceptionally well in the 2025 Phonics Screening (including Disadvantaged) and results were significantly raised from the previous year.

2025		2024	
All pupils	PP Pupils	All Pupils	PP Pupils
80%	0.6% (1/5) *the 4 that did not pass, did not sit the test due to SEND	91-2%	83% (5/6)

Disadvantaged Lead hours including:

Support and development in trialling new TLR position for PP Lead

Work together with PP Lead to research Disadvantaged Pyramid system

Continuing to embed our Oracy strategy (implemented the previous year)

Completion of training to facilitate the NPQLT and leading CPD sessions for teachers across the year with a focus on: Culture; How Pupils Learn; Subject and Curriculum and Adaptive Teaching. Undertaking coaching sessions for the programme alongside other SLT members to embed good practice.

Working as the SENCo in a change to DHT roles and responsibilities

Monitoring overall provision for disadvantaged children through book looks, observations and pupil voice.

DHT time working to support key PP children and families

Facilitate DCAT Enriched workshop and performance day trip.

Impact: *The Disadvantaged Lead is up to date with the latest research and legislation for Pupil Premium/Disadvantaged pupils; phonics provision improved across the school (as stated above); all staff are aware of best practice strategies to support disadvantaged children and in particular through establishing the right culture in the classroom; quality first teaching with a focus on adaptation for children with additional needs and the importance of developing oracy to develop pupil confidence, vocabulary and understanding; By taking on the role of SENCo, completing NPQSEN qualification and leading the pastoral team, the Disadvantaged Lead now has an even greater awareness of SEND needs and strategies including partnering with outside agencies such as the Learning and Behaviour Team, Autism and Social Communications Team and Early Help; Provision for disadvantaged children is carefully monitored and suggestions made for improvement where necessary; all teaching staff know who their Pupil Premium are thus ensuring that their needs are met and that they maximise learning opportunities. PP children are targeted for questioning and discussion to improve their oracy. Pupil voice identified barriers to learning found by PP children which were shared with teachers in staff training and have since been addressed. There are stronger partnerships between families and school for key PP children showing a positive impact on engagement in the classroom. This has also resulted in a positive impact on their progress.*

Additional TA Hours including:

Extra support provided to support pupils in Year R and Year 3, where PP children had a high level of need (SEND and behavioural)

Running high impact interventions such as 1st Class @ Number and Toe to Toe (Phonics)

Releasing class teacher to do pre-teaching and structured small group interventions.

Support with behaviour for PP children with additional needs and who struggle with managing their feelings including one to one.

Additional EBSA support for Year 5 PP child.

Support Y6 PP pupils (including those with SEND) during SATs preparation and exams and on the school residential

Additional support at break times for a PP child who was at risk of suspension.

KEY DATA HEADLINES (see also the phonics section)

Y2 summer data remained strong for PP children – 67% of PP children met end of year expectations in reading and writing with 17% achieving greater depth in reading and maths.

High Y4 MTC results for PP children - 22% achieved the maximum number of marks

Improved Reading Results for PP children in Y6 SATS - with 100% meeting the expected target and half of these at greater depth level

Year 6 Maths

2025 6 pupils		2024 4 pupils	
All pupils	PP Pupils	All Pupils	PP Pupils
	84% GDS 67%	90%	75%

Year 6 Reading

2025 6 pupils		2024 4 pupils	
All pupils	PP Pupils	All Pupils	PP Pupils
	100%	91%	75%

	GDS 50%		
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Year 6 Spelling, Punctuation and Grammar

2025 6 pupils		2024 4 pupils	
All pupils	PP Pupils	All Pupils	PP Pupils
77.6%	67% GDS 17%	82.5%	25%

Year 6 Writing (Teacher Assessment)

2025 6 pupils		2024 4 pupils	
All pupils	PP Pupils	All Pupils	PP Pupils
82.8%	67% GDS 17%	70.2%	0%

Impact: greater support for PP children in class to provide the right level of support and challenge; improved progress for those receiving interventions; improved emotional regulation for individual children, a significant decrease in the number of behaviour incidents for individual children; 4/6 Year 6 PP children passed in all SATs with many test results achieving greater depth.

Services from Your Space Therapies including:

Observations of individual children in class, to offer advice and guidance on behaviour management and regulation strategies to teaching staff and parents/carers.

Follow-up meetings with parents to help them with managing behaviour which is happening at home and consultations to support families dealing with problems at home eg parent separation, mental health issues and domestic abuse.

Follow-up meetings with teaching staff to support them in managing behaviours in class.

Consultations with parents to support them in helping their children deal with problems at home eg parent separation, mental health issues and domestic abuse.

Individual counselling/play therapy sessions were provided for a pupil premium child and follow up parent meetings.

Parent Webinar by Yours Space Therapies on managing anxiety – strategies to support children and adults.

Impact: *greater pupil engagement and self-regulation within the classroom, particularly for individual children; greater confidence from staff when dealing with behaviours linked to attachment; improved parent confidence and skill in supporting children with a range of social emotional needs; greater emotional well-being for pupils in receipt of therapy; improved parent confidence.*

Home School Link Worker hours including:

Starting Early Help Plans to help coordinate and access additional support for families struggling with behaviour, children's SEND needs, routines, relationships at home, EBSA training.

Contacting outside agencies for extra support e.g. the school nurse.

Providing strategies for parents/carers to support pupils' behaviour, daily routines and emotional well-being, life difficulties such as parental separation and bereavement.

One to one and small group work to support pupils with behaviour and emotional well-being.

Monitoring attendance of Pupil Premium children and working together with families to address barriers.

Liaising with the SLT to provide essential clothing and cultural capital opportunities for Pupil Premium children.

Impact: *improved levels of engagement with families; improved well-being for the whole family; parent evenings and other events attended; improved attendance – closing the gap between disadvantaged and non-disadvantaged children to (92.07% attendance for PP children versus 95% for whole school), identifying families who need support with uniform or curriculum enrichment expenses and opportunities .*

Funding for enrichment activities including:

Breakfast and after school club sessions for PP children.

Funding towards enrichment activities for PP children eg in house theatre visits, school trips, residential and clubs.

Funding for swimming sessions.

School uniform provided.

Involvement in DCAT enriched for 9 children including musical theatre workshop and follow up performance trip to Hurst College.

Facilitation of PP children in additional enrichment activities and workshops e.g. Beach Dreams art workshop as part of a local festival.

Impact: *children had access to activities which they would not otherwise have been able to attend such as the Dalesdown and Truleigh Hill residential, swimming lessons and theatre workshops which increased Cultural Capital and physical and emotional well-being; children had the opportunity to socialise after school when they would not have otherwise been able to; basic needs were met such as clothing and providing breakfast; places have been reserved for PP children free of charge in all extra curricular clubs; PP representatives were elected by their peers onto all 3 of our student bodies – The School Council, Dream Team and Eco Council.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NA	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

SLT and SENDCo time and additional Home School Link Worker and Teaching Assistant time to support children and families. Assistant SENDCo time to complete EHCNA paperwork and submission.

The impact of that spending on service pupil premium eligible pupils

Positive relationships continued between home and school. Strategies shared with parents for additional support at home.

Further information (optional)

The school continues to run the in house '50 things to do before you leave St Nic's,' programme, which provides children with opportunities to have rich life experiences during their time at school, outside the usual curriculum - from den making and bubble blowing in the Early Years, to visiting the theatre and learning and instrument in KS2.

The school plans in regular enrichment opportunities to enhance pupil cultural capital experiences such as African drumming workshops, Language of the Month and Health and Safety Week.